

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

The advent of the Internet and development of the World Wide Web have resulted in a number of pertinent changes in the marketing environment. The extent of these changes has been such that they impact marketers, regardless of whether or not they are actively engaged in Internet-based commerce (Chapter 3).

Simultaneously, the Internet is also increasingly being recognised as an important new marketing tool - one that can be used to execute marketing tasks in an optimal manner. Further, as a result of the Internet, many of the more idealistic marketing concepts that have arisen over the years have now become feasible realities (Chapter 4).

In order to keep up with twenty-first century business requirements, it is vital for marketing curricula to include Internet marketing content elements (Section 1.1). The first step in this process, and the one addressed by this study, is to identify and reach consensus on which Internet marketing content elements are relevant to marketing students (Section 1.2). Specifically, this study sought to identify an inventory of Internet marketing content elements relevant to generic undergraduate marketing students based on a review of Internet marketing literature and empirically tested against the opinions of both marketing academics and practitioners.

The recommended inventory of Internet marketing content elements relevant to generic undergraduate marketing students is presented in section 7.4. In addition, this section includes a discussion on the study's research findings regarding the suitable implementation method and suggested learning outcomes. In section 7.5 an outline of

future research opportunities is given. This is set against the background of an overview of the study (Section 7.2) and the contributions made by the study (Section 7.3.)

7.2 OVERVIEW OF STUDY

The recommended inventory of Internet marketing content elements, as presented in section 7.4, is based on the inputs of all previous chapters in this study. An overview of these inputs is given in this section for the purpose of adding clarity to the reasoning behind the recommended inventory.

The purpose of this study was to develop an empirically validated inventory of Internet marketing content elements relevant for inclusion in generic undergraduate marketing qualifications. The inventory was derived from literature and then empirically tested for relevance to generic undergraduate marketing students using a sample of marketing practitioners and marketing academics.

The objectives of the study were stated as follows (refer to Section 1.3.2):

7.2.1 Primary objective

Develop an empirically derived inventory of Internet marketing content elements relevant for inclusion in generic undergraduate marketing qualifications, based on both academic and industry practitioner perspectives.

7.2.2 Secondary objectives

1. Delineate the fundamental principles of general marketing theory.
2. Identify observed Internet-driven changes in the contemporary marketing environment.
3. Identify the principles guiding the use of the Internet as a marketing tool.

4. Test the relevance of identified Internet marketing content elements to generic undergraduate marketing students from a marketing academic perspective.
5. Identify the most suitable approach to implementing Internet marketing content elements at undergraduate level and relevant Internet marketing learning outcomes for generic undergraduate marketing students from a marketing academic perspective.
6. Test the research findings of objectives four and five from a marketing practitioner perspective.
7. Recommend an inventory of Internet marketing content elements relevant to generic undergraduate marketing students, together with a suitable approach to implementing Internet marketing content elements at undergraduate level and relevant Internet marketing learning outcomes for generic undergraduate marketing students.

Investigating and answering the following research questions addressed these objectives:

1. Which Internet-driven marketing environmental changes do marketing academics consider relevant to generic undergraduate marketing students?
2. Which principles guiding the use of Internet as a marketing tool do marketing academics consider relevant to generic undergraduate marketing students?
3. What do marketing academics consider to be the most suitable approach to implementing Internet marketing principles within higher education undergraduate business programmes?
4. What do marketing academics consider to be the relevant Internet marketing learning outcomes for generic marketing students at undergraduate level?
5. Do marketing practitioners hold the same opinion as marketing academics regarding research questions one, two, three and four?

In accordance with the specified objectives of the study, chapter two focused on developing a framework of the fundamental elements (principles) of general marketing theory. Chapter three investigated the influence of the Internet on the marketing

environment. This chapter identified five fundamental Internet-driven environmental changes relevant to generic marketers. A summary of these changes is presented in table 3.1 (Section 3.8). Chapter four focused on identifying the principles guiding the use of the Internet as a marketing tool. In this chapter twenty-four Internet marketing principles relevant to generic marketers were identified, as summarised in table 4.1 (Section 4.9). Chapter five outlined the methodology of the study. This included providing an overview of the data gathering and analysis process (Section 5.2), an outline of the study's data requirements (Section 5.3), a discussion on the design of the research instrument (Section 5.4), and an explanation of the sampling procedure followed (Section 5.5.) This chapter further included a brief outline of the statistical methods to be used (Section 5.6). The findings of the empirical portion of the study were reported in chapter six. The findings indicate both the Internet-driven marketing environmental change's construct and the principles guiding the use of the Internet as a marketing tool construct to be relevant to generic undergraduate marketing students. The findings also suggest that Internet marketing content elements should be integrated into existing marketing subject offerings. Regarding the learning outcomes, the findings indicate descriptive Internet marketing principles to be the overriding learning outcome. In addition, there was no significant divergence between the attitudes of marketing practitioners and the attitudes of marketing academics regarding both construct 1 and 2, as well as the selected implementation method and suggested learning outcomes.

7.3 CONTRIBUTIONS OF THE STUDY

The dynamic nature of the marketing environment necessitates that marketing curricula be continuously updated to keep abreast with contemporary marketing principles and practices. The influence of the Internet on the marketing environment, together with the principles guiding its use as a marketing tool represents a prominent trend impacting the discipline of marketing.

To remain relevant, it is essential for generic marketing curricula to incorporate Internet marketing content elements. To this end, this study contributes to generic undergraduate

marketing education by identifying a comprehensive inventory of Internet marketing content elements within the framework of general marketing theory. The study offers a balanced view in that it incorporates the opinions of both marketing academics and marketing practitioners. The inventory of Internet marketing content elements, together with the suggested implementation method and learning outcomes, can be used as a platform to guide the structured integration of these elements into generic undergraduate marketing programmes. For authors of academic textbooks, this inventory offers a valuable guide as to which Internet marketing content elements are relevant for inclusion into textbooks geared at generic undergraduate marketing students.

For marketing practitioners, the inventory of Internet marketing content elements can serve to identify possible knowledge gaps that need to be addressed.

Finally, from both a marketing academic and marketing practitioner viewpoint, this study serves to highlight the potential of the Internet as a generic marketing tool. Through the use of the framework of established general marketing fundamental, this study provides a realistic view of Internet's potential as a marketing tool for the generic marketer.

7.4 RECOMMENDATIONS

The following recommendations are based on a literature review of Internet marketing principles and practices, together with a statistical analysis of the feedback received from both marketing academics and marketing practitioners. These recommendations represent an inventory of Internet marketing content elements that are relevant for inclusion into generic undergraduate marketing programmes.

7.4.1 **Construct 1: Internet-driven marketing environmental change content elements identified as being relevant to generic undergraduate marketing students**

The first construct deals with Internet-driven marketing environmental changes. This construct comprises five identified content elements. The level of coverage devoted to each content element within undergraduate generic marketing curricula should be guided by the relevance attached to the individual element by marketing academics and practitioners. It is recommended that the following five content elements, together with the suggested topics pertaining to each element, be included in undergraduate generic marketing curricula, where the level of coverage should be guided by the relevance attached to the individual element by marketing academics and practitioners:

➤ **Internet-driven globalisation**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- How Internet technologies are accelerating the rate of globalisation (Section 3.3.1).
- The implications, in terms of opportunities and threats, of the Internet-driven global context of the contemporary marketing environment (Section 3.3.2).

➤ **Internet-driven knowledge economy**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Why the Internet has fuelled an information revolution (Section 3.4.1).
- The new economics of information in the Internet age (Section 3.4.2).
- Knowledge as a strategic asset in the Internet age (Section 3.4.3).

- Fundamental principles of knowledge management in marketing (Section 3.4.4).

➤ **Multi-channel consumer behaviour in the Internet age**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Models explaining consumers' online navigation experience (Section 3.5.1).
- Consumers' use of the Internet, in conjunction with traditional marketing channels, to optimise the results of their consumption decision-making process (Sections 3.5.2 & 3.5.3).
- The variables that influence consumer channel preference (Section 3.5.4).

➤ **Multi-channel organisational buying behaviour in the Internet age**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Organisational benefits derived from implementing Internet-based electronic procurement (Section 3.6.1).
- Types of Internet-based business-to-business electronic markets (Section 3.6.2).
- Variables influencing organisational buyers' channel preference (Section 3.6.3).

➤ **Internet-fuelled network economy**

This Internet marketing content element was not considered to be relevant-to-highly relevant to generic undergraduate marketing students by either marketing academics or marketing practitioners. This content element was deemed as only slightly relevant to generic undergraduate marketing students and, as such, coverage of this content element warrants only a brief mention the following topics:

- Virtual integration of value adding activities (Section 3.7.1).
- Networked marketing environment (Section 3.7.2).
- Network organisation design (Section 3.7.3).
- Changing role of marketing in the network organisation (Section 3.7.4).

7.4.2 Construct 2: Principles guiding the use of the Internet as a marketing tool identified as being relevant to generic undergraduate marketing students

The second construct deals with the principles guiding the use of the Internet as a marketing tool. This construct comprises twenty-four identified content elements. The level of coverage devoted to each content element within undergraduate generic marketing curricula should be guided by the relevance attached to the individual element by marketing academics and practitioners. It is recommended that the following twenty-four content elements, together with the suggested topics pertaining to each element, be included in undergraduate generic marketing curricula, where the level of coverage should be guided by the relevance attached to the individual element by marketing academics and practitioners:

➤ Using the Internet to optimise the marketing intelligence process.

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Internet as a marketing intelligence tool for gathering and disseminating macro, task and internal marketing intelligence (Section 4.2).
- Internet as a source of local and global, archived and current marketing intelligence (Section 4.2.1).
- Using the Internet as a tool for gathering marketing intelligence (Section 4.2.2).

➤ **Applying the Internet to improve the marketing research process.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- How the Internet can be used to enhance each of the stages of the traditional marketing research process (Section 4.3.1).

➤ **Conditions under which it is suitable to choose the Internet over traditional offline alternatives as an instrument for gathering primary marketing research.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Determining the conditions under which it is appropriate to select the Internet as the primary data collection method (Section 4.3.2).

➤ **The design of Internet-based primary marketing research gathering instruments.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Unique considerations and guidelines that marketers need to take into account when designing Internet primary research gathering instruments (Section 4.3.3).

➤ **Using the Internet to profile market segments more precisely.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by marketing academics but not by marketing practitioners. In keeping with the needs of industry it is suggested that coverage of this content element requires only a brief mention of the following:

- The Internet as a tool for implementing a finer form of segmentation including micro segmentation or segments of one (Section 4.4).

➤ **Utilising the Internet as a tool for targeting the right customer with the right market offering.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- The Internet as a tool for targeting segments of one with customised market offerings (Section 4.4).

➤ **Applying the Internet to optimise the organisation's brand positioning.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Using the Internet as a marketing tool to implement a more personalised brand positioning strategy (Section 4.4).

➤ **Using virtual online communities to enhance marketing efforts.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by marketing academics but not by marketing practitioners. In keeping with the needs of industry it is suggested that coverage of this content element requires only a brief mention of the following topics:

- The concept of virtual online brand communities (Section 4.5).
- Types of online virtual communities (Section 4.5.1).
- Ways in which virtual online brand communities can be used as a tool for enhancing marketing efforts (Section 4.5.2).

➤ **Utilising the Internet to improve service-marketing efforts.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Ways in which the Internet can be leveraged to neutralise the traditional service marketing constraints of intangibility, inseparability, variability and perishability (Section 4.6.1.1).

➤ **Using the Internet to augment the core product/service with customer-led added value.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Internet-enabled product offering augmentation opportunities (Section 4.6.1.2).

➤ **Exploiting Internet's real-time interactivity to implement a mass customisation strategy.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by marketing practitioners but not by marketing academics. In keeping with the needs of industry, it is suggested that this content element be viewed as relevant, where coverage of this content element should include the following topics:

- Internet-enabled mass customisation opportunities (Section 4.6.1.3).
- Benefits offered by Internet-enabled mass customisation (Section 4.6.1.3).

➤ **Using the Internet to create a total ongoing service delivery offering for the customer.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Internet-enabled intelligent, upgradeable product offering opportunities (Section 4.6.1.4).

➤ **Applying the Internet to optimise the new product development process.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Internet technologies as an important new platform for the new product development process (Section 4.6.1.5).
- Ways in which Internet technologies can be used to support and enhance existing approaches to the new product development process (Section 4.6.1.5).
- Flexible new product design processes made possible as a result of Internet technologies (Section 4.6.1.5).

➤ **Using the Internet to enhance the pricing process.**

This Internet marketing content element was not considered to be relevant-to-highly relevant to generic undergraduate marketing students by either marketing academics or marketing practitioners. This content element was deemed as only slightly relevant to generic undergraduate marketing students, and, as such, coverage of this content element warrants only a brief mention the following topics:

- Internet's influence on the pricing strategies of contemporary organisations (Section 4.6.2).
- Internet as a tool for pricing more precisely (Section 4.6.2.1).
- Internet-enabled pricing flexibility (Section 4.6.2.2).

➤ **Designing a compelling marketing Web site.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Generic design principles fundamental to creating a customer-oriented Web site (Section 4.6.3.1).

➤ **Applying Internet marketing communication tools optimally as part of an integrated marketing communication mix strategy.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- The importance of using the Internet in combination with traditional communication methods (Section 4.6.3.2).
- Using the Internet to complement personal selling methods and supplement mass communication methods (Section 4.6.3.2).

➤ **Utilising the Internet to move from one-direction marketing communication to relationship-building interactive dialogue.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following:

- Principles guiding the move toward Internet-facilitated interactive dialogue (Section 4.6.3.3).

➤ **Applying the Internet to optimise personal selling efforts.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Ways in which the Internet can be deployed to empower the sales force and support the traditional selling process (Section 4.6.3.4).
- Ways in which the Internet is redefining the role of the sales force within the organisation, that is, enabling sales people to devote more time to order-making and customer relationship-building activities is (Section 4.6.3.4).

➤ **Utilising the Internet to enhance the management of sales force efforts.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by marketing academics but not by marketing practitioners. In keeping with the needs of industry it is suggested that coverage of this content element requires only a brief mention of the following topics:

- Internet as a tool for enhancing sales management efforts (Section 4.6.3.4).
- The sales management challenge of managing multiple sales interfaces (Section 4.6.3.4).

➤ **Using the Internet as a customer-oriented transaction channel.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Reasons why the integrated bricks-and-clicks strategy holds the most promise for success (Section 4.6.4).
- Fundamental features of a customer-oriented online transaction channel (Section 4.6.4.1).

➤ **Integrating the Internet channel with traditional distribution channels to optimise the customer experience across channels.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Distribution strategy implications of implementing an Internet transaction channel (Section 4.6.4.2).
- Utilising the Internet channel as a complement to traditional channels and integrating the Internet channel with traditional distribution channels to create a seamlessly integrated customer-oriented experience across channels (Section 4.6.4.3).

➤ **Using Internet technologies to build a customer-led value delivery network.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Creating an integrated value delivery network capable of delivering a superior customer experience through collaboration with each stakeholder, including upstream and downstream channel members (Section 4.6.4.4).
- Internet-enabled network marketing necessary for fostering strong collaborative relationships with value delivery network partners (Section 4.6.4.4).

➤ **Applying the Internet strategically as an international marketing tool to optimise international marketing efforts.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- The Internet-enabled internationalisation process (Section 4.7.1).
- Strategic implications of the Internet to the international marketing mix (Section 4.7.2).
- Strategic use of Internet technologies in supporting and managing global marketing network activities (Section 4.7.3).

➤ **Using Internet technologies in an ethical manner that fosters relationship-building trust.**

This Internet marketing content element was deemed relevant-to-highly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners. Coverage of this content element should include the following topics:

- Customer privacy concerns in the Internet environment (Section 4.8.1).
- Permission-based Internet marketing (Section 4.8.2).

The recommended inventory of Internet marketing content elements identified as being relevant to generic undergraduate marketing students contains elements relating to Internet-driven marketing environmental changes. In addition, it contains elements relating to the principles guiding the use of the Internet as a marketing tool. A summary of this recommended inventory of Internet marketing content elements is presented in figure 7.1. Content elements highlighted in red were only considered slightly relevant to generic undergraduate marketing students by both marketing academics and marketing practitioners and, as such, warrant only a brief mention. Content elements highlighted in green were considered relevant-to-highly relevant by marketing academics but not by marketing practitioners. In keeping with industry demands, this again suggests that these elements warrant only a brief mention. The content element highlighted in grey was considered relevant-to-highly relevant by marketing practitioners but not by marketing academics. In order to satisfy industry demand, it is suggested that marketing lecturers should treat this element as relevant in generic undergraduate marketing programmes.

Given the dynamic nature of the marketing environment, Internet marketing principles regarded as only slightly relevant to generic marketers in the current marketing environment may, in the near future, take on a more significant level of prominence. Marketing lecturers are well advised to continue to monitor the relevance of these Internet marketing principles to generic marketing practitioners and adapt coverage of these content elements within undergraduate marketing programmes accordingly.

Figure 7.1 Recommended inventory of Internet marketing content elements relevant to generic undergraduate marketing students

Internet-driven marketing environmental changes relevant to generic undergraduate marketing students:

- Internet-accelerated global marketing environment.
- Internet-driven knowledge economy.
- Multi-channel consumer behaviour in the Internet age.
- Multi-channel organisational buying behaviour in the Internet age.
- **Internet-fuelled network economy**

Generic undergraduate marketing students should understand the principles guiding:

- Using the Internet to optimise the marketing intelligence process.
- Applying the Internet to improve the marketing research process.
- Conditions under which it is suitable to choose the Internet over traditional offline alternatives as an instrument for gathering primary marketing research.
- The design of Internet-based primary marketing research gathering instruments.
- Using the Internet to profile market segments more precisely.
- Utilising the Internet as a tool for targeting the right customer with the right market offering.
- Applying the Internet to optimise the organisation's brand positioning.
- Using virtual online communities to enhance marketing efforts.
- Utilising the Internet to improve service-marketing efforts.
- Using the Internet to augment the core product/service with customer-led added value.
- Exploiting Internet's real-time interactivity to implement a mass customisation strategy.
- Using the Internet to create a total ongoing service delivery offering for the customer.
- Applying the Internet to optimise the new product development process.
- **Using the Internet to enhance the pricing process.**
- Designing a compelling marketing Web site.
- Applying Internet marketing communication tools optimally as part of an integrated marketing communication mix strategy.
- Utilising the Internet to move from one-direction marketing communication to relationship-building interactive dialogue.
- Applying the Internet to optimise personal selling efforts.
- Utilising the Internet to enhance the management of sales force efforts.
- Using the Internet as a customer-oriented transaction channel.
- Integrating the Internet channel with traditional distribution channels to optimise the customer experience across channels.
- Using Internet technologies to build a customer-led value delivery network.
- Applying the Internet strategically as an international marketing tool.
- Using Internet technologies in an ethical manner that fosters relationship-building trust.

7.4.3 Recommended implementation approach

The findings of the study indicate that, from both a marketing academic and marketing practitioner viewpoint, Internet marketing content elements should be integrated into existing undergraduate marketing subject offerings. The research findings further indicate that, over and above integrating Internet marketing content elements into existing undergraduate marketing subject offerings, consideration should also be given to offering Internet marketing principles as a separate compulsory (core) module within undergraduate marketing programmes.

7.4.4 Recommended learning outcomes

The findings of the study indicate descriptive Internet marketing principles to be the prevailing required learning outcome for generic undergraduate marketing students. This undoubtedly represents the safest course of action. Yet, the inclusion of prescriptive principles may hold the benefit of marketing graduates being more future-directed and proactive in their use of Internet as a marketing tool. Prescriptive Internet marketing principles typically include a broader spectrum of possible marketing applications, focusing on how the Internet can and should be applied as a marketing tool, rather than merely on its current use.

7.5 FUTURE RESEARCH OPPORTUNITIES

There are a number of directions in which this research can be extended. For example, while this study developed a comprehensive inventory of Internet content elements relevant to generic undergraduate marketing students, research into the specific learning outcomes for each identified element is still required. Further research into the opinions held by small, medium and micro enterprises, as well as those held by private higher education institutions regarding these content elements would also be beneficial.

One issue that deserves special attention in future research is that of the barriers to incorporating Internet marketing principles into undergraduate marketing programmes at South African public higher education institutions. Research into the resource, time and knowledge constraints at these institutions, together with possible ways of overcoming these barriers would constitute valuable research regarding the inclusion of Internet marketing principle into undergraduate marketing programmes.

7.6 CONCLUDING REMARKS

The Internet is having a profound affect on the field of marketing, both in terms of its influence on the traditional marketing environment and in terms of the significant potential it offers as a new marketing tool. The widespread implications of the Internet to marketing is making it increasingly necessary for general marketing practitioners, even those not actively engaged in Internet-based commerce, to be equipped with an understanding of Internet marketing principles.

For marketing education to remain relevant in the twenty-first century, it is essential that marketing lecturers incorporate Internet marketing content elements into generic undergraduate marketing programmes. The fundamental step in this process, and the one addressed by this study, is to identify and reach consensus on which Internet marketing content elements are relevant to generic undergraduate marketing students.

Marketing lecturers can use the inventory of Internet marketing content elements developed in this study, together with the suggested implementation method and learning outcomes, as a guide to planning the structured integration of these elements into generic undergraduate marketing programmes.