Afera - online marketing summary (v2016.02.01)

Overall focus: Target audience weightings *(current status)*
·   Product designers and architects (50%)
·   Existing members (40%)
·   Prospective members (10%).

	'internal' industry scope	'external' end user scope	'external' Educational scope
Audience	Members and potential members in the entire industry.	End users of dedicated AT solutions - Product designers - Product engineers - Industries of initial focus: automotive, construction, electrical appliances, medical appliances.	- Educators at universities (e.g. professors) - Students *(profile to be detailed)* - National institutions.
Objectives	- Refer to <u>Afera's mission statement</u> - Inform and engage current members - Build audience of prospective members - Facilitate dialogue and knowledge exchange about tape development and tape application/usage.	- Build audience of designers and engineers on earned media and owned media - Convert traffic of audience to content on afera.com about tape solutions - Convert traffic of audience towards member directory on afera.com.	- Reach out to professors to include tape as bonding/binding method in curriculum - Create visibility of Afera educational material to students - Include students in Afera educational activities.
Metrics	- Contact form completion (to Afera) - Clicks on advertising - Downloads - Newsletter subscribes - Click throughs from email campaigns / newsletters - Generic Google Analytics metrics e.g. visits / % new visits - Clicks in members-only section.	- # Twitter followers (abs, growth) - traffic from Twitter to Afera.com - page views of "Why Tape?" section (TBD) - Twitter referrals to site - page views of Member directory / member details / - Click throughs to member website/member email.	- TBD.
Short editorial mission statement	*"To inform members, potential members and other industry stakeholders about the association, its activities and tape as a binding method"*	*"Design that Sticks highlights innovation in product design"*	*"Learn about the unlimited possibilities of SAT for engineering solutions"*

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Content	- about the association - about the industry - about the application of tape (standards, usage, education) - association activities (events, research, etc.).	- on Afera.com through interviews with designers of engineered scalable products - On Twitter through additional created content (source: web, Twitter) on product design innovation in broader perspective.	- Inspirational content (cases/examples) - Educational content (white papers, tech seminar) - Practical support information checklists, specs templates etc.).
Channels	- Member database - Afera Newsletter - Twitter via the Afera Association @Afera_Tape account.	- Earned: Twitter (2015/2016 priority) through the Design that Sticks (@_ProductDesign) account - Other channels TBD at next stage.	- Personal contacts with professors - LinkedIn groups - Direct digital reach out to students. - …
Organisation	- *Ashley*: General (one off 2016) SEO optimisation advice/activities (technical/structural) - *Bathsheba*: optimising the website content (one off 2016) following both technical/user insights (members/committees) and SEO advice (Ashley) - *Louise*: seeding Afera content (events, new sections, member news etc) on the @Afera_Tape Twitter-account - *Stephanie*: support tasks for content management - Steering of the process by the Web MGMT WG.	- *Louise*: developing Twitter audience, managing the (curated) Twitter timeline, seeding Design that Sticks content, - *Jacques*: sourcing & writing the Design that Sticks interviews - *Ashley*: SEO of the 'Why content' section - *Bathsheba*: optimising the Why Content Section following both technical/user insights (members/committees) and SEO advice (Ashley) - Steering of the process by the web committee.	-
Resources	As specified in annual budget. All work is done, after approval of work/budget descriptions.	As specified in annual budget. All work is done, after approval of work/budget descriptions.	
	'internal' industry scope	**'external' end user scope**	**'external' educational scope**