

**THE STRATEGIC COMMUNICATION PLAN FOR THE 1KG BOX**

**by**

**Weiyi Zhong, B.A.**

**Submitted to the Graduate Faculty of  
Department of Strategic Communication  
Bob Schieffer School of Communication  
Texas Christian University  
in partial fulfillment of the requirements  
for the degree of**

**Master's of Science**

**May 2016**

**Project Advisors:**

**Jong-Hyuok Jung, Ph.D. Assistant Professor of Strategic Communication**

**Julie O'Neil, Ph.D. Associate Professor of Strategic Communication**

**Laura Bright, Associate Professor of Strategic Communication**

## TABLE OF CONTENTS

I.	Introduction .....	4
II.	Situation analysis .....	6
	Industry analysis .....	7
	4P's	
	analysis .....	9
	Competition analysis .....	12
	Consumer analysis .....	16
	SWOT analysis .....	19
III.	Literature Review .....	20
	B2B marketing .....	20
	Consumer behavior .....	22
	Diffusion of innovations .....	25
	NGO marketing .....	27
	Marketing to elementary schools .....	29
IV.	Method .....	31
	Interview .....	31
	Survey .....	32
V.	Findings .....	34
VI.	Conclusion and implications .....	39
VII.	Limitation and future studies .....	42

## **Introduction**

### **Client**

Igeey is a social innovation organization founded by Andrew Yu in Guangzhou, China, in 2011. The motivation and the ultimate goal for Igeey are to let children (especially children from low-income areas) obtain an appropriate education at lower costs. Yu believes education should make the world more equal instead of being a tool to partition social classes. For the past four years, Igeey has played a role as designer and manufacturer of innovative education products, and the 1 Kilogram (KG) Box is their primary work.

Igeey originally designed the 1 KG BOX as thematic classroom kits for teachers in rural areas of China. Those kits have several themes, including health and safety issues, arts, theater, science, etc. Each 1 KG Box consists of three parts: teaching materials, a user guide (lesson plan) for teachers, and activity cards. After more than three years of development and updating, 1 Kg Box has become a sustainable, efficient, and interesting education product, which suits not only rural classrooms but also all kinds of studying units at the primary school level.

### **Background**

Most rural areas in China are in extremely short supply of education resources. Besides

the shortage of hardware such as school buildings, playgrounds, and canteens, the “software problem” seems to be extraordinarily serious as well. The tough living conditions and unbelievably low salary (95% of Chinese rural teachers’ monthly income are below 400 US dollars) makes teachers, especially teachers with excellent professional skills, unwilling to teach in those remote villages (Wang, 2016). Moreover, most teachers in rural China lack knowledge and skill in art, music, and physical health, which leaves students unable to receive an appropriate education in those subjects. Even though there are large numbers of people from cities who go to rural schools to teach voluntarily through a variety of organizations or projects, most of them also do not have teaching experience and often they stay there for only several months; they still cannot offer the rural students enough educational support.

The “software problem” in rural schools stimulated Yu to establish the company and create the 1 KG Box project. In the past four years, by working with professionals and scholars in different fields, Yu and his team designed and launched nine types of 1 KG Boxes. By August 2013, 55,660 students from 542 schools benefited from those boxes (“Big Box Factory”, n.d., para. 4).

Now, the primary problem for 1 KG Box is the lack of awareness. Yu believes that more educators and students would benefit from this innovative product if people know it exists. Although Igeey launched the online store in the second half of 2013, both the page views and the sales figures did not reach expectations.

## **Objectives**

For this project, there are two major objectives. First, increase the awareness of 1 KG

Box among its target audience. Second, attract more traffic to their online store.

To successfully promote the 1 KG Box, Igeey desperately needs a strategic communication plan. As of now, Igeey does not have a clear picture of the audience, messages, and channels to promote 1 KG Box. Identifying the three key factors is the overall goal for this strategic communication plan.

### **Project Significance**

For the Igeey Company itself, this strategic communication plan has a practical value, which might help them to increase income and enhance their financial stability. Also, this project can help 1 KG Box as a brand to gain awareness among the target audience and may allow the company more potential to raise funds from different sources.

This project will also help more educators to find access to this type of innovative and cost-effective education product in a convenient way, which will let more children in China have the opportunity to receive a relatively appropriate education in their primary school period. We can regard the contribution as a practice of Yu's belief that education should make the world more equal instead of being a tool to partition social classes, which has an ethical significance.

Additionally, this project has global significance. The 1 KG Box was already recorded by InnoveEdu, which is a Non-profit organization that collects and presents innovations that challenge traditional educational systems and models in a practical sense ("Big Box Factory", n.d.). This project can hopefully inspire more education innovators across the world and allow them to distribute their brilliant ideas in a more strategic and efficient way.

### **Situation Analysis**

This situation analysis will offer an in-depth understanding of the industry, the 1 KG Box product, the competitors, and the customers, which will give the ability to make a next-step strategy and, eventually, achieve the overall goal of identifying the right audience, message, and channel for promoting the 1 KG Box.

The situation analysis of 1 KG Box consists of the industry analysis of elementary school education products in China, the 4Ps analysis of the product, the 4Ps analysis of the direct and indirect competitors, consumer analysis, and a final SWOT analysis.

### **Industry Analysis**

The industry analysis will help me to identify some of the target audiences as well as the opportunities and threats of the 1 KG Boxes. Igeey defines 1 KG Box as an affordable and user-friendly classroom kit for primary school teachers, which is a type of teaching aid that belongs to the (elementary) school supplies industry (Yu, 2013). This industry is comprised of companies that primarily perform merchant wholesale distribution of school equipment and supplies, excluding books and furniture (Brennan, 2014).

**Key drivers.** The key drivers of school supplies in China are consumer spending, government funding for primary education, and the number of elementary school students. Consumer spending measures the total amount spent on the Chinese market on services and new goods, as well as used goods. According to the statistics provided by the National Bureau of Statistics of China (2016), the estimated consumer spending value of China in 2014 was 27.2 trillion Chinese Yuan. The compound growth from 2010 to 2014 was approximately 47.82%, which is much higher than most countries in the world. However, a report from Goldman Sachs shows that due to the financial meltdown and subsequent

recession, the growth rate of consumer spending in China started to slow down in August 2015, but it was still as high as approximately 7.5% per year (Qi, 2015).

Another driver consists of total national and local budgets for primary schools in China. Based on information from the Ministry of Education of China, in 2014, the Chinese government allocated an average 7,681 CNY per public schools students at the primary level, a rate which had grown 11.29% compared to 2013 (Li, 2105)

Lastly, the number of elementary school students in China is the last important driver of this industry. The statistic from the National Bureau of Statistics of China (2015) shows that in 2014, the number of public elementary school students in China was 16.6 million, and this number had decreased for 16 consecutive years since 1998. Affected by the low birth rate and the one-child policy, China abandoned its one-child policy by replacing it with the two-child policy in 2015. This change may slow the reduction rate of the number of elementary school students in China in five or six years (www.eol.cn, 2015).

Based on information about the three key drivers of the elementary school supplies industry in China, it is reasonable to predict that this industry will grow steadily and smoothly in the next few years. Parents in China will invest more money in education, public primary schools will have more budget, and there will be more children enter elementary schools than it is right now. Thus, this trend enlightened the researcher to target on several consumers in the later consumer analysis.

**Major consumers.** According to the IBISWorld Industry (2015), public schools, privates schools, and small specialty retail stores are the key demand industry of school supplies in America. In addition, the major consumers of this industry are public schools, private schools,



and families with the student(s). This report also indicates that the school supplies industry has a low level of capital intensity, low level of technology change, and steady growth, which suggest its key consumers would not change dramatically in future years. Although the proportion of public school is much higher than it is in American, it's rational to infer that the Chinese market has similar types of major consumers because they are the primary users of school supplies universally.

### **The 4Ps Analysis of 1 KG Box**

In order to assess the current position of the 1 KG Box in the market and correctly narrow the messages to the consumers, the marketing mix will be applied. The marketing mix consists of a set of marketing tools that describe the different choices that organizations make when marketing a product. The 4Ps analysis is the most commonly used approach in the marketing mix; it encompasses the analysis in product, price, place, and promotion (McCarthy, 1964).

**Company history.** The 1 KG Box stemmed from a public welfare movement called 1 KG & More. It encourages travelers to carry one kilogram or more of school supplies to rural schools when traveling. The initiator of Project 1 KG & More, Andrew Yu, then realized that the problems affecting rural schools cannot be solved by supplies alone. Most rural teachers lack the enough knowledge, energy, as well as experience to provide appropriate education to all the students in every discipline. Thus, Yu founded the Igeey Company in 2008 and started the 1 KG Box project to design courses for rural teachers. These courses are pre-packaged in 1 KG Boxes.

Figure 1. 1 KG Art Box



**Product.** 1 KG Boxes are thematic and multifunctional classroom kits for elementary level educators. By 2015, Igeey had worked with scholars and experts in different fields to design, test, and produce eight different types of 1 KG Boxes, including the Art Box (Figure.1), Reading Box, Life Skills Box, Earthquake box, Traffic Safety Box, Garbage Recycling Box, Snack Box, and Water Quality Box. Each 1 KG Box measures about 15" x 10" x 3", and weighs approximately two to five lbs. Each type of box contains different materials, teaching guides for teachers or parents, and activity cards for students. Teachers use the boxes to help students acquire certain types of knowledge or abilities through the well-designed class activities contained in the boxes (Figure.2). This product is highly cost-efficient because it is reusable most textbooks. In addition, the boxes are user-friendly; each activity includes a visualized introduction and relevant materials. Students can learn and operate the activities mostly by themselves, so teachers and parents only need to provide slight support (Wise-qatar.org, 2014).

1 KG Box can be regarded as a practice of progressive education, which is a pedagogical movement of the early 20<sup>th</sup> century. As the key figures of this movement, John Dewey and William Heard Kilpatrick believed that education should not be differentiated by social class;

instead, it should give each child the capability to command his or her future in society (Gerald, 2009). In addition, progressive education indicates that teachers should be the guide in the education process and children should direct their own learning. So, most progressive education programs emphasize learning by doing, critical thinking, problem-solving, and group working through integrated and thematic curriculums (Hayes, 2006). All those qualities above are reflected in 1 KG Boxes.

*Figure 2. Students are using the Earthquake Box to design an evacuation route and their own emergency kits.*



**Price.** 1 KG Boxes have different prices that differ according to type (see Table.1). In general, there are three price levels: \$14, \$20, and \$60 (based on the current exchange rate on February 2, 2016: 1 Chinese Yuan = 0.152 U.S. dollars). If the customer purchases 100 boxes or more, he or she can receive a 15%-off group discount.

*Table. 1 Price of 1 KG Boxes*

Price	\$14	\$20	\$60
-------	------	------	------

Type	<ul style="list-style-type: none"> <li>• Snack Box</li> <li>• Traffic Safety Box</li> <li>• Earthquake Box</li> </ul>	<ul style="list-style-type: none"> <li>• Life skills box</li> <li>• Garbage Recycling Box</li> <li>• Water Quality Box</li> </ul>	<ul style="list-style-type: none"> <li>• Art Box</li> <li>• Reading Box.</li> </ul>
------	---	---	---

**Place.** 1 KG Boxes are available through two channels: company and charity. Individuals or organizations that want this product must purchase it through Igeey's online store on WeChat or contact Igeey directly. In addition, Igeey accepts donations from foundations and corporations. They also accept individual donations through an online charity donation platform called Alipay. By February 10th, 2016, Igeey had raised 225,589 CNY charity donations through Alipay (love.alipay.com, 2015). They use the funds raised from those organizations to send 1 KG Boxes to rural schools in China free of charge.

**Promotion.** Igeey promotes 1 KG Box through two different approaches. First, the company usually attends various educational and NGO conferences in China to introduce products to different organizations, such as schools, NGOs, and CSR departments. Second, Igeey has official social media accounts on Weibo, WeChat, and Facebook. Those accounts help them to reach users, educators, and other people interested in its products.

### Competition Analysis

By comparing 1 KG Box with its direct and indirect competitors in the market, we are able to discover its strengths and weaknesses in product, price, place, and promotion. This analysis allows an accurate message to the target audience.

### The 4Ps analysis of 1 KG Box's direct competitors

The direct competitors of the 1 KG Box are other brands of classroom activity kits. However, no other brands or types of classroom activity kits in the Chinese market to date could be found. Worldwide, the British company Learning Resources Inc. (LR), is a leader in

the innovative educational products market that manufactures and sells various classroom kits. Learning Resources sells its product in more than 80 countries. Although they have not yet entered the Chinese market, it is reasonable to assume that they will reach China, since it is one of the largest markets in the world.

**Product.** Learning Resources has more than 35 different types of classroom kits for age groups from 3 – 12. Their products cover disciplines in mathematics, science, English, speaking skills, and so on. Learning Resources' classroom kits are reusable teaching aids. Each product contains teaching materials and user guide. Compared to 1 KG Box, Learning Resources uses better materials and is more sophisticated in design as they provide different products tailored to various grades of students.

**Price.** Learning Resources prices their classroom kits from \$100 to \$400, which is roughly ten times more expensive than 1 KG Boxes. Even if they entered the Chinese market, based on their current pricing, they would mainly appeal to expensive private schools instead of rural schools or urban public schools.

**Place.** Learning Resources' classroom can be bought via three different channels. First, LR sells their product through online stores (Figure. 3). Second, other online distributors sell LR's products on Amazon and eBay. Third, customers can purchase LR's product in physical stores like Toy "R" us.

*Figure. 3 Learning Resource Official Website*

The screenshot shows the Learning Resources website interface. At the top, there is a navigation bar with categories: Age/Grade, Subject, Category, Brand, Common Core, Special Needs, Teacher Resources, Sale, and Resource Center. A search bar is located on the right side of the navigation bar. Below the navigation bar, the page title is "Classroom Kits" with a "Sort By" dropdown set to "Price: High To Low". The main content area displays four Classroom Kits, each with an image, title, age range, and price:

Product Name	Age Range	Price
Grade 4 Math Kit	Ages 9+	\$399.99
Elementary Science Classroom Starter Set	Ages 7+	\$399.99
Grade 2 Math Kit	Ages 7+	\$379.99
Grade 1 Math Kit	Ages 6+	\$379.99

A "Refine by" sidebar on the left allows filtering by Age and Grade. The Age filter includes options for Ages 2-3 (5), Ages 4-5 (11), Ages 6-7 (20), and Ages 8+ (19). The Grade filter includes options for PreK-K (12), 1-2 (18), 3-4 (17), and 5+ (8). The Price filter is also visible at the bottom of the sidebar.

**Promotion.** Learning Resources applies three approaches to promote their classroom kit.

First, they are using online marketing tools, including Google AdWords and Facebook advertising, to reach target audience online. Second, LR is constantly sending product information and online store coupons to their users through email. Third, LR employs social media like Facebook, Twitter, Pinterest, and YouTube to reach users and potential customers.

### The 4Ps analysis of 1 KG Box's indirect competitors

No current direct competitors of 1 KG Box in the Chinese market could be found. Thus, a comparison of 1 KG Box to two indirect competitors will be made.

*Table. 2 4Ps analysis of 1KG Box and its indirect competitors*

	1 KG Boxes	Classroom Activity Text Book	Primary School Mathematic Teaching Kit	Learning Resources' Classroom Kits
Product	Classroom activity materials, teaching guide, and activity cards for students	Publications and guide books for classroom activity	Auxiliary materials for teaching elementary school level geometry and arithmetic	Classroom activity materials and guides for different disciplines and age groups
Price	\$14, \$30, and \$60	\$7 to \$9	\$30	\$100 to \$400
Place	Online store, and charity donation	Bookstores and Online bookstores.	Online stores and stationery stores	Official online store, online distributors, and physical stores
Promotion	Attending conference and using social media	None	None	Online marketing, email marketing, and social media

### **Competitive Advantages of 1KG Box**

Compared to its direct and indirect competitors like Learning Resources' Classroom Kits, 1 KG Box has a significant advantage on price, which is roughly 1/6 of LR's price. For the product itself, although 1 KG Box cannot compete with the international market leader in materials, 1 KG Box originated within the Chinese market. It also has marketing advantages in design and cultural identity.

1 KG Boxes have complete and thematic materials, teaching guides, and activity designs, which make it stand out as a unique product from all the indirect competitors. Moreover, according to the previous 4Ps analysis, 1 KG Box has more distribution channels and more promotions approaches than its indirect competitors in China.

## Consumer Analysis

To find out the potential target audience and better understand the existing consumers, an analysis of the elementary schools in China, charity groups, volunteer teacher organizations, and homeschooling families are below.

Based on the industry analysis, public schools, private schools, and families with students are the major consumers of school supplies (IBISWorld Industry, 2015). Moreover, due to the features of 1 KG Box and previous experience, it is also reasonable to regard volunteer teacher group and charity groups as a major user of 1 KG Boxes.

**Public and private schools in China.** In 2012, 97.7% of elementary schools in China were public schools. Most of their budgets, textbooks, and supplies are all decided by the government educational department's activities (Wang, 2013). So it is hard for companies to sell products to public schools without any connections in local governments. Thus, 1 KG Box should focus on private schools.

According to the *2015 Chinese Private Middle School and Elementary School Market Report*, even if private schools are a small portion of all elementary schools in China, they represent a rapidly growing share. From 2004 to 2015, the number of students in private elementary schools grew 82% from 3,283,212 to 5,978,535, while student numbers in public schools shrank.

In general, China has two types of private elementary schools. The first category is noble schools, which provide elite education and charge premium tuitions and fees. Only a small portion of parents in China can afford them and are willing to send their kids there. The second and more common type of private elementary schools in China are for children of



migrant workers. Those migrant workers are from poor rural areas and work in metropolises such as Beijing, Shanghai, and Guangzhou. Due to China's unique resident system, those children do not have the resident certifications in the cities they live in. Thus, they are not allowed to go to the public schools in cities, which makes private schools their only choice if they want to attend urban school.

Due to financial reasons, those private schools for children of migrant workers are facing the same problems as rural schools. The teachers are not experienced or professional enough, and most of them have excessive workloads. The result is that students in those schools cannot receive appropriate educations. Thus, 1 KG Box is perfect for teachers and students in these private schools in China.

**Charity groups.** According to the NGO directory of China (2013), there are over 400 registered NGOs of different scales in China related to rural education. Their responsibilities mainly focus on recruiting volunteer teachers and raising funding for the rural school, teachers, and students.

Corporation Social Responsibility (CSR) departments have also become a charity force to be reckoned with. CSR is emerging in China in the recent decade. According to Tang (2012), 582 CSR reports of different forms were released by Chinese companies in 2009, about 3.5 times the number produced the year before. Those CSR departments usually cooperate with NGOs or do charities by themselves. Both the NGOs and CSRs are 1 KG Box's biggest potential customers through charity channels.

**Volunteer teacher organizations.** There are no specific statistics showing how many rural volunteer teachers are in China. However, based on the report from Teach for China's

official website, they have over 600 long-term (more than one year) rural volunteer teachers in China. Plus, there are about three or four other NGOs that have the similar scales as Teach for China, such as China Non-Governmental Aid Education Foundation, Overseas China Education Foundation, and Our Free Sky. A conservative estimate is about 2,000 long-term rural volunteer teachers in China.

Additionally, the Chinese government is also organizing and funding college students to teach voluntarily in rural places for long-term. Those volunteer teachers will have some priority when they apply for government jobs in the future. In 2014, 170 universities recruited 1,831 college volunteers to teach in 258 undeveloped villages as long-term teachers. The number of these of volunteers has grown from 410 to 1,831 since 2004 (Li, 2014).

Lastly, small NGOs plus volunteer organizations in universities are also recruiting short-term (less than one year) volunteers to teach in rural schools or schools for children of migrant workers each year. Their number was difficult to estimate, but it is much larger than long-term volunteers. All these volunteer teachers are the potential consumers for 1 KG Box.

**Homeschooling families.** According to a survey from China's 21st Century Education Research Institute, about 18,000 families in 2014 chose to homeschool instead of sending their children to school. Among those homeschool children, 60.42% are between 4-10 years old. This survey also indicates that among the homeschool parents, 34.64% of them said their children do not have sufficient learning resources and 31.84% of them are concerned that they are not professional enough educators (China Homeschooling Report, 2013). Thus, 1 KG Box is a perfect product for these homeschooling families.

In addition, this report (2013) shows the major reason for parents to choose

homeschooling is that they have disagreements on the teaching philosophy of the Chinese public schools. 1 KG Box has a different education philosophy compared to the public schools in China, so it is necessary to include that message in our promotions.

**B2B.** The consumer analysis above clearly shows that three of 1 KG Box's target consumers are organizations instead of individuals. Thus, our strategy will focus on the business-to-business (B2B) model.

### SWOT Analysis

This SWOT analysis (Table. 3) is based on all the facts and conclusions above. As a common and useful business tool, it can create a sustainable niche for 1 KG Box in the market.

*Table. 3 SWOT Analysis of 1 KG Box.*

Strength	Weaknesses
1. <b>Unique and innovative:</b> it doesn't have direct competitors in its category  2. <b>Reputation:</b> it already established good relationships with some NGOs and CSRs  3. <b>Price:</b> it has a relatively low price compared to similar international leading brand	1. <b>Low Awareness:</b> it was not known by most of the target audience  2. <b>Failed in Promotion:</b> it lacks effective approaches to reach customers  3. <b>No Government Connection:</b> it doesn't have enough social connections to enter public school market in China
Opportunity	Threats
1. <b>Growing Market:</b> the market for school supplies in China is growing steadily  2. <b>Social Issue:</b> More and more people in China realize the issues of rural students and children of immigrant workers	1. <b>Low Birth Rate:</b> The low birth rate causes the shrink of student numbers in China.

## Literature Review

After identifying the target audiences in the situation analysis, the next goal of this project is to find out the right messages and channels to the target audience of 1 KG Box. The academic literature includes theory and articles in consumer behavior, diffusion of innovation, B2B marketing, and NGO marketing. The nonacademic literature covers marketing to elementary schools and search engine optimization.

### B2B Marketing

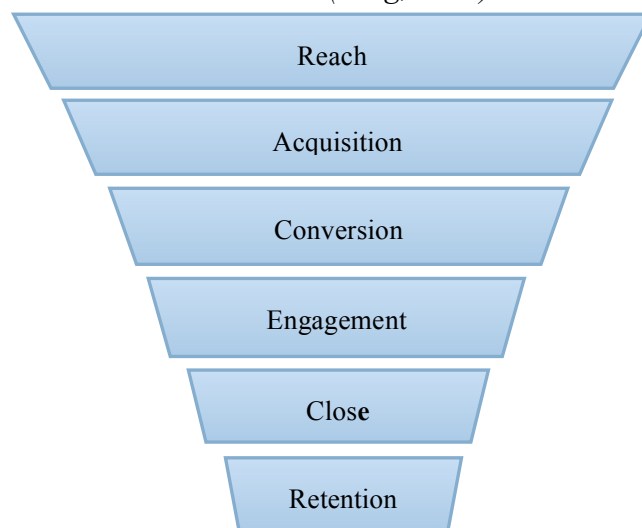
B2B marketing is a term to describe the means of communication between companies and companies (Brennan et al., 2011). The previous consumer analysis shows 1 KG Box's major target audience are schools, volunteer teacher organizations, and charity groups, which are all organizations instead of individuals. So, it is necessary to review the literature of B2B marketing to choose appropriate strategies and tactics for our client.

**The B2B – B2C difference.** In general, B2B products have a myriad of fundamental differences from B2C products. Compared to B2C, B2B has some particular characteristics: higher buyer risk, professional purchases, closer buyer-seller relationships, and reciprocity. (Minett, 2002). All those differences force marketers to stop using B2C playbooks and adopt different strategies and tools when they go into B2B marketing.

**Tactics and techniques.** The conversion funnel (Figure.4) is a model to describe how consumers go through the sales progress in B2B online marketing. It contains six steps: reach, acquisition, conversion, engagement, close, and retention. The “funnel” is a metaphor to describe the decrease in numbers at each phrase (Jansen & Schuster, 2001). King (2015) outlines the key steps in today's B2B marketing: planning, programming, budgeting, staffing,

and measuring. Programming contains three stages that create initiatives for the conversion funnel (Figure. 4). The first stage is brand awareness. Marketers are able to employ media, analyst relations, public relations programs, and social media to reach the audience. The second stage, demand generation, includes activities like advertising, content marketing, and events to obtain acquisition and conversion for the product. Here, King points out the website is one of the fundamental parts of the B2B marketing efforts. As the digital front door of the business, the website can acquire and convert the visitors, which are not in the funnel. Thus, for 1 KG Box, building usable and functional website is the prioritized strategy of their B2B Marketing. The last stage, organizational enablement, is responsible for helping sales close the deal, retaining customers, and supporting the whole organizations. This stage requires detailed and patient communication skills.

*Figure 4. B2B Conversion Funnel (King, 2015)*

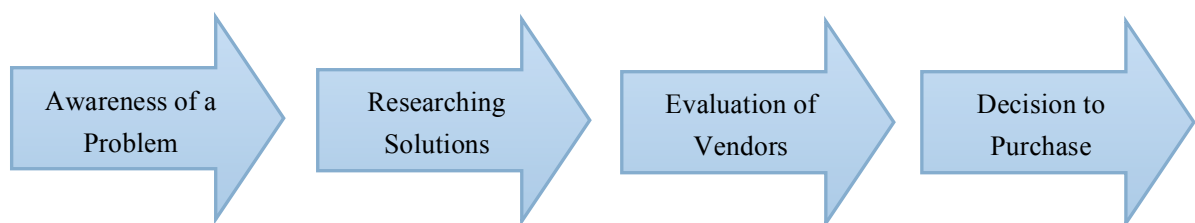


**RQ1: How do 1 KG Box’s users and stakeholders perceive this product?**

King (2015) also recommends the consumer journey map (Figure. 5) as a highly

powerful tool in B2B marketing. It shows the psychological process of consumers purchasing behavior. A consumer journey map consists of four logical phases, including awareness of a problem, researching solutions, evaluation of vendors, and decision to purchase. Using this tool can help marketers to significantly improve the user experience (Richardson, 2010). By analyzing the 1 KG Box's consumer journey map, the researcher can better understand how the target audience experiences the buying process so that we can come up with a better message and channel for them.

*Figure 5. B2B Consumer Journey (King, 2015)*



## **Consumer Behavior**

**Consumer behavior defined.** Consumer behavior is the study of the process about how individuals and organizations select the product, service, and ideas to satisfy their needs, and how this process impacts consumers and societies (Kardes et al., 2015). This field of study includes elements from psychology, sociology, anthropology, and economics. The topic of consumer behavior includes information processing, consumer decision making, persuasion, cross-cultural consumer behavior, and social media.

**Hofstede's theory and cross-cultural consumer behavior.** Developed by Geert Hofstede (1991), cultural dimensions theory provides a framework for cross-cultural

communication. Using a factor analysis, the theory describes the effects of culture on the values of its members, and how these values impact members' behaviors. Hofstede found six dimensions of national culture, which are Power Distance Index, Individualism/Collectivism, Masculinity/Femininity, Uncertainty Avoidance Index, Indulgence/Restraint, and Long-/Short-Term Orientation. The difference in these dimensions will eventually impact the people's behavior for those who live under those cultures. Thus, it can be applied in various fields, such as international communication, negotiation, management, and consumer behavior studies. (Hofstede, 2001). Marieke de Mooij (2011) developed Hofstede's theory within the context of consumer behavior. She uses Hofstede theory to explain the variance in several consumer behavior aspects, such as cognitive process, categorization, information processing, and decision making.

A report published by the Hofstede Centre shows the score of China within the Hofstede's Six-dimension Model via multiple surveys (geert-hofstede.com, n.d.). The scores and implications are shown in the table below (Table 4).

*Table 4. China's score in Hofstede's model*

Dimension	Score (Full score: 100)	Implication
Power Distance	80	Accept Inequity
Individualism	20	A Highly Collective Culture
Masculinity	66	Success Oriented Driving
Uncertainty Avoidance	30	Accept Ambiguity/Adaptable and Entrepreneurial
Long Term Orientation	87	Pragmatic Culture
Indulgence	24	Restrained Society

Combining the results of the Mooij's (2011) study in cross-culture behavior, the researcher found three implications to the 1 KG Box: First, people of collectivistic high-context cultures

are more likely to use symbols, signs and indirect communication in processing information than use verbally oriented ways (p.187). For this reason, it is necessary for 1 KG Box should adopt a more visualized way to send its messages to the audience; for example, by designing an appropriate logo that related to its features. Second, the adoption of innovations is negatively correlated to uncertainty avoidance (p.189), since China has a low score in uncertainty avoidance, Igeey should emphasize on the innovative facts of the 1 KG Box when it builds the messages. Third, China received a high score in long-term orientation and masculinity, which imply that people in China are success oriented driving and have a pragmatic culture. These implications can be translated as Chinese people value the education of their children, because they believe education is the critical approach to achieve success in social life. Thus, the 1 KG Box could also its advantage as a teaching and studying material.

**Consumer behavior in China.** Other studies on consumer behavior in China indicate that the majority of Chinese consumers are still price-conscious and have a relatively high group conformity (Schutte, 1996). So, maybe it is wise to mention the feature of cost-efficiency and popularity of this product in the messages that are going to be disseminated.

**Consumer behavior of education product.** The latest report on Chinese family education spending shows that in 2015, 82.3% of parents in China acquired educational information through the Internet, which is the most widely used approach. However, only 28.1% of them received relative information via newspaper and magazines, and 18.9% of them from Televisions (Wu, 2015). This report strongly implies that the 1 KG Box should employ online approaches in promotions. In addition, this report also indicates that within



71.9% of Chinese families, it is the mothers who are mainly responsible for the education of their children, while fathers only account for 22.4% (Wu, 2015). This might imply that 1 KG Box should lean to target female consumers.

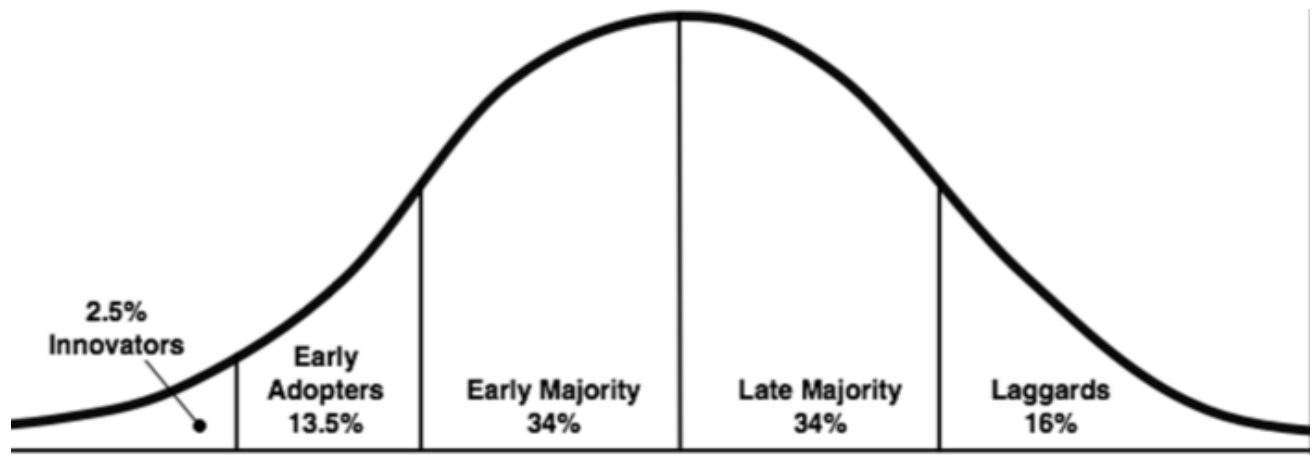
**RQ2: What image (color, shape, and temperature) best reflect the features of 1 KG Box?**

### **Diffusion of Innovations**

Since Igeey defines 1 KG Box as an innovative education product, it is necessary to examine the key elements for innovation to be efficiently diffused. It is also beneficial for us to learn from some successful diffusions of innovative educational products.

**Diffusion of innovations theory.** Rodger (1962) suggested that five factors influence the spread of new products: the innovation itself, adopters, communication channels, time and a social system. I cannot change the product, adopters or the social system, but I can narrow the proper communication channels and timing to the right adopters through this research in this project. Rodger (2003) categorizes the adopters into six different clusters: innovators, early adopters, early majorities, late majorities, and laggards. Each proportion of those clusters is shown in Figure.6. Although innovators and early adopters account for only a subtle percentage, they sway the early majority who account for half of the sales over the life of the product (Meyer, 2004). For the 1 KG Box, the key to success is to reach the innovators and early adaptors of our target audience efficiently.

*Figure.6 Diffusion of Innovations Model (Rodger, 1962)*



**Case study.** Jwaifell and Gasaymeh (2013) conducted a study using the diffusion of innovations theory to explain the degree of adoption of interactive whiteboards (IWB) in Jordan. This study is highly inspirational to the researcher because it is about analyzing the diffusion of an innovative education product in a developing country. The interactive whiteboard is a high-tech interactive display that connects to a computer and users can control the computer with pen or fingers through the IWB. Some schools employ IWB as an effective tool for education activities, because they allow teachers to display, highlight, and enhance various educational contents via multimedia resources during the education practice (Gruber, 2011). IWBs are widely used by education institutions over the world, but in Jordan, IWBs are purchased by prestigious schools as a mean to attract more students. This situation may cause more and more institutions to accept IWB because teachers in prestigious schools in Jordan are considered as the innovators and early adopters of this product (Jwaifell and Gasaymeh, 2013).

Diffusion of a creative product can be achieved by considering five major attributes of innovation correlated with the product from the perspective of the innovators. Based on Rogers (2003), these five attributes are relative advantage, compatibility, simplicity and ease of use, trialability, and observable results. According to Jwaifell and Gasaymeh (2013), the

primary purpose of their study is to “analyze the teachers’ use of IWBs and their perceived attributes that affect teachers’ decision to adopt IWBs at the selected school.”(p. 4). This analysis may allow the researcher to probe the insight about how educators think when they adopt an innovative product. Jwaifell and Gasaymeh conducted a qualitative research with four experienced teachers in Jordan to examine this question. The result shows that among Roger’s five attributes of innovation, relative advantage and compatibility are the two crucial attributes for teachers in Jordan to adopt the IWBs. Relative advantage plays the most important role in the adoption of innovations. It decides how many benefits that a person would get when he or she is considering to adopt the innovation. Compatibility is the second important factor in the adoption an innovation; it can accelerate the process if an individual feels that this innovation is compatible with their needs and experiences.

The promotion of IWBs in Jordan is not referential to our project because 1 KG Box is not designed and targeted to prestigious schools. However, the great takeaway from this study is the five attributes of innovations, especially relative advantage and compatibility, can strongly affect the acceptance of innovation by innovators and early adaptors. So, 1 KG Box should emphasize those attributes when phrasing the messages. Additionally, it is important to identify the innovators and early adaptors of an educational product in China within the following primary research.

**RQ3: What are the most efficient ways to reach the innovators and early adaptors of education in China?**

### **Non-Governmental Organization Marketing**

Since Igeey is also a Non-Government Organization (NGO) and some of its prominent

target audiences are charity groups, CSRs, and volunteer teachers, the review of NGO marketing will provide instructive help in choosing right messages and channels for the 1 KG Boxes.

**Different purpose.** NGOs are non-governmental organizations, which purposes are other than making a profit. Unlike corporations marketing is usually profit-oriented, “**NGO marketing is about gaining mind share, heart share, and wallet share of their current and potential volunteers, donors, and clients.**” (Hartnett & Matan, 2011, p36). For this project, it is also not simply about selling more boxes; the ultimate goal is to raise the awareness of what Igeey is doing and ask more people to help more children to get the appropriate education.

**Different principles.** Based on the nature of NGOs, it is critical for the marketing professionals of NGOs, while conceptualizing and implementing social marketing principles, to formulate relevant principles that are commensurate to the non-profit environment. (Jha. S. M. 2009). For example, the marketing activity should always be in tune with the value and objective that an NGO advocates, because honesty and integrity are the two most important tools for NGOs (Madue, 2000). Also, the entire marketing process should be cost-efficient because NGOs do not seek to make profits.

**Key tactics.** Hartneeta and Matan (2011) have written a guide book to help small to middle-sized NGOs to enhance their reputation and gain awareness. For the strategies and tactics, they declared that website, email, and strategic alliances are three powerful weapons in NGO marketing. First, for NGOs, a website can serve as the natural hub for all the marketing and communication activities. A decent official website will offer text, videos, and

images for the brand's storytelling. More importantly, the website is an excellent platform to cross-sell and cross-promote all the resources (p. 10). For example, if 1 KG Box has a well-developed website, the target audience can fully absorb all the 1 KG Box products and other Igeeys' services through the site. Plus, based on different algorithms, search engines are always looking for keywords and continuously change contents (David & Ebrary, 2011). Thus, a constantly updated website allows the target audience to find the information about 1 KG Box more easily. Second, email is a common and strong tool in non-profit marketing. Survey data shows e-mail marketing in non-profits yields a 28% of response rate on average, and once non-profits reach the target audience through email, they can always keep the stakeholders engaged and informed via personalized messages (Hartneeta & Matan, 2011). Lastly, it is very helpful for NGOs to establish a solid relationship with other key influencers in the same field. Since those organizations might have overlapping goals and audiences, the bond or even alliances will help them to share the resources and enlarge their influences. So, it is an option for Igeey to cooperate or even bond with other entities when promoting 1 KG Box.

### **Marketing to Elementary Schools**

According to our customer analysis, elementary schools are also an important target audience for 1 KG Box. So, it is necessary to review the literature relevant to marketing to the primary schools. However, literature in that area is mostly non-academic, but practice books and industry articles like *The experts' guide to the K-12 school market (2002)* and *K-12 Channel Marketing: A Lost Art and Opportunity (n.d.)* have great reference value to this project.

Choosing sales representatives from a third party is a common approach in marketing to elementary schools. As a specialist in the education product marketing, Schuerman (n.d.) states that the biggest challenge for developing a new product in the education market is distribution. Small and middle-sized companies do not have sufficient capital to build a complete sales system. So, most of them will choose third parties, especially independent representatives to distribute their new product. Schuerman also indicates that it is important to consider the potential earnings for the partners so that they have enough motivation to promote and sell the product. 1 KG Box should also consider finding a third party to help them reach the elementary school market in China.

Besides the third parties, there are other approaches to gaining attention from elementary school educators. According to McCandless (n.d.), American k-12 educators usually get industry information from industry magazines, newspapers, and online forums, including eSchool News, PTO today, and Education Hotline. Based on this idea, I also found several channels in China that have the similar functions: forums like k12.com.cn and JZB.com (Parents Helper) are all ideal options for 1 KG Box to send their messages.

The emergent of social media and other online approaches also changed the landscape of marketing in school supplies. Bowerbank (2016) as a marketer of textbooks has four years' experience in selling and marketing to elementary teachers. He suggests a series of online approaches in marketing to primary schools, including SEO, pay per click (PPC) Advertising, email harvesting, and online survey.

## **Method**

To achieve the overall goal of this project, three research questions were generated based on both the situational analysis and literature review. This study implements both qualitative and quantitative methods to investigate the above research questions. The qualitative method is designed to find out the right messages for the target audience and to present them properly. The researcher interviewed six former users and stakeholders to ask them how they perceived this product and discussed what characteristics associate the features of the 1 KG Box. The study also used a survey to seek out the right channels for the target audience. “How to effectively reach education innovators and early adopters in China?” was answered in this section. All the instruments are designed in English and translated into Mandarin Chinese before been sent out to interviewees and survey respondents.

### **Interview**

With the help of the clients, the researcher selected six former users and stakeholders of the 1 KG Box as the participants of this interview. Stakeholders included a social worker, a volunteer teacher, an individual customer, an educator, an Igeey employee, and a designer of 1 KG Box. The six participants have different backgrounds, but all of them at least have a basic understanding regarding the vision and value of the product. The interview was a brainstorming of rebranding the 1 KG Box and the researcher desired to hear more voices from different perspectives.

The interview is semi-structured and contains three major topics, including first impression and perception, identifying symbols, and promotions. Each topic consists of several open-ended questions based on the results of the previous literature review. Since

all of the participants are in China, the researcher conducted the six interviews via Skype. Each interview lasted 20 to 30 minutes. In total, more than 50 pages double-spaced Chinese text and notes were generated. The researcher synthesized all the text and notes into different tables based on interview topics and questions to analyze them (Appendix). Similar to the qualitative method of analysis used by Valenzuela and Shrivastava (2008), the research adopted open coding to identify the themes in the text and notes.

### **Survey**

The online survey was designed through Qualtrics; it is a mobile friendly survey and needs around five to ten minutes to finish. The questionnaire has three topics: demographics, the scale of innovativeness, and preference in accepting the new educational product. The people who have no interest to China's education industry are not a valid sample to our survey. Thus, the software automatically eliminated the responses that chose "Don't care about education in industry" in response to the very first question "What your role in the education industry is?" Since we need to compare how the innovators plus early adopters in education industry perceive and treat educational innovation products different from the rest of clusters, the researcher adopted Joseph and Cook's (1977) research to measure the participants' individual innovativeness at the second part of the survey.

After asking the respondents a set of questions about their demographics and their level of perceived innovativeness, the following questions were asked to find out the most effective ways to reach educational innovators:

- Where do you usually get information about educational products?
- Please rates the following attributes on a scale from 1 – 5 to determine their



importance when you consider purchasing a new educational product.

- Where do you usually purchase educational products?
- Which of the approaches below is easier for you to accept when people promote the innovative educational product to you?

The researcher adopted snowball sampling as the technique to identify potential subject in this study. It works like chain referral, subjects of this study were asked to send this questionnaire to their contacts who have the similar interests and backgrounds (Goodman, 1961). With the help of the client, the researcher joined several mobile chatting groups, including volunteer teachers group, NGO group, and educator group. The researcher reached the survey samples through those groups directly and requested members in those group to send the survey to their friends and colleagues, which generated a relatively high response rate. All of those mobile chatting groups have about 350 members, and the researcher received 110 complete responses in total, resulting in a response rate of 31.4%. Among all 110 responses, 63 of them who claim they played certain roles in the education industry in China are considered as valid samples. According to the purpose of this survey, the opinion from innovators and early adopters are the most valuable responses to this study. But only 26 (41%) of them perceived themselves as early adopters and 6 (10%) of them regarded themselves as innovators. Among the 63 valid respondents, 48 (71%) of them were female, and 17 (25%) of them were male. Teachers comprise 31% of the sample, followed by students (29%) and volunteers (24%). Approximately 66% (45) of the respondents aged 21 to 30; the second large age group is 31 to 40, which has 13 people (19%). Additional demographic information was shown in Table 5.

*Table 5. Demographic Profile of the sample (N=63)*

		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	17	25%
	Female	48	71%
	Refuse to answer	3	4%
<b>Role in Education</b>	Teacher	21	31%
	Student	20	29%
	Parent	4	6%
	Volunteer	16	24%
	CSR practitioner	4	6%
	NGO practitioner	4	6%
	Others	2	3%
<b>Age Group</b>	Under 20	4	6%
	21 - 30	45	66%
	31 - 40	13	19%
	41 - 50	6	9%
	50 - 60	0	0%
	Over 60	0	0%

## Findings

### Interview

The interview centered on two research questions: RQ1: How do 1 KG Box's users or stakeholders perceive this product? RQ2: What characteristics can best reflect the features of 1 KG Box? The data revealed some themes regarding these two questions.

To answer RQ1, the survey asked the following questions:

- How did you first learn about the 1 KG Box?
- How do you describe the 1 KG Box? Which words come to mind when you think of the 1 KG Box?
- What are the three keywords you would type to find 1KG Box on a search engine, except "1 KG Box"?
- What are the biggest advantages and disadvantages of 1 KG Box?

According to the answers from our six participants towards this questions, they perceive the 1 KG Box as an innovative, interesting, and a worth-buying educational tool, which allows students to obtain knowledge and experience that cannot be learned from textbooks and traditional teaching. However, the disadvantage is obvious as well; they all pointed out that it is hard for strangers of this product to get to it and learn the benefits of it.

The most frequent words that our interviewees used to describe the 1 KG Box are: interesting, learning by doing, and convenient. Our volunteer teacher participant answered that:

**“The contents are designed based on children’s needs and interests, so they are eager to participate in the class activities with full curiosity and attention. Also, each box can fill a forty-minute class; it saved us a lot of preparation time.”**

All of the participants agreed that the limitation of the 1 KG Box was hard for potential users to learn the existence of it. The social worker participant mentioned that: **“it is a brilliant product, but if I were not a professional in social work who paid a myriad of attention in non-profit organizations, I probably would never have a chance to know about it.”** The limitation also reflected in the answers to questions “what are the three keywords you would type to find 1KG Box on a search engine, except ‘1 KG Box’?” Two of them indicated that it is tough to figure out a proper and precise keyword. Surprisingly, five of the participants answered Andrew Yu (the founder of Igeey) as the keyword to find the 1 KG Box. Although Yu has some influence in the non-profit educational field in China, most of our target audiences had never heard of him. It would be necessary for Igeey to find the

most relevant search engine keywords for the 1 KG Box.

To answer RQ2 (What characteristics can best reflect the features of 1 KG Box?), analysis of the following survey instruments were used:

- What physical symbols (color/shape/texture/feature) come to mind when you think about 1 KG Box?
- If 1 KG Box had a mascot, what do you believe would it be? What characteristic should it have?
- If 1 KG Box needs to build a website, what style of design it should be?

**Color.** All the participants answered that they always connected the 1 KG Box with light and bright color since it is a product for children. One of them mentioned the combination of sky blue and rose pink would be the ideal theme colors for the boxes because they are very kid-friendly. Another participant addressed bright yellow as the only color that came to her mind because yellow is the color of the external packing of the product.

**Texture and shape.** One of the interviewees mentioned that the 1 KG Box reminds her of cardboard texture because all the boxes are made of cardboard and some of them contain cardboard as activity materials. Also, this interviewee agreed that people can easily relate cardboard to strong hands-on skills and creativity. Every single respondent in the interview answered that cuboid is the only shape when they think of the 1 KG Box.

**Mascot.** When all participants were asked what their imaginary brand mascot of the 1 KG Box is, they all described it as a box-shaped mascot, which is smart, cute, and full of curiosity. Those characteristics highly accord with the respondents' descriptions of the 1 KG Box.

**Website design.** All the participants answered that if the 1 KG Box needs an official

website, the website should be concise and mobile friendly. Our graphic designer participant gave us more professional suggestions; she recommended that the website should adopt a flat design style, a minimalist user experience design genre, which has sharp and clean visuals. It is also good at engaging bright and bold colors that can set a tone of engagement and positivity.

### **Survey Results**

The survey aimed to answer RQ3: What are the most effective ways to reach the education innovators and early adapters in China? The findings are shown below:

Among all the respondents, social media (87%), websites (75%), and search engines (33%) are the top three most frequently used channels to get education product information (Table 6). However, innovators and early adopters tend to use social media (90%) and search engines (45%) to get product information more than others.

Although most of the participants (84%) prefer to purchase an educational product online, the innovators and early adopters here are even keener on online stores (90%) and less likely to buy the educational product in physical stores or via sales reps.

The most accepted way to promote innovative educational products is through official social platforms (51%), followed by conferences and events (37%) and direct phone calls or texts (8%). Innovators and early adopters prefer social media and conferences or events more than other participants. 55% of them think social media is the best way to promote and 40% of them thought conference and events work best on them.

When the participants were asked about the most important attribute of the 1 KG Box should promote, they responded that the effectiveness (Average Value 4.71, full score is 5.00)

as the most important attribute followed by ease of use (4.19/5.00), price (3.94/5.00), external design (3.48/5.00), and popularity (3.00/5.00) (Table 6). Although the innovators and early adopters ranked attributes in the same order as all the respondents, they are less practical, because they have lower rates of effectiveness (4.45/5.00) and ease of use (4.00/5.00). The complete results of topic three are listed in Table 6.

*Table 6. Survey results on topic three: preference in accepting the new educational product*

		All Respondents		Innovators and Early Adopters	
		Frequency	Percent	Frequency	Percent
<b>Information Channels</b>	Social Media	55	87%	29	90%
	Websites	47	75%	24	75%
	Search Engines	21	33%	14	45%
	Newspapers	9	14%	0	0%
	Magazines	9	14%	3	10%
	Sales Reps	8	13%	2	5%
	Conferences/Events	13	21%	2	5%
	Friends and Colleagues	44	70%	16	50%
<b>Purchase Channels</b>	Stores	34	54%	13	40%
	Online Stores	53	84%	29	90%
	Sales Reps	10	16%	2	5%
	Others	22	3%	0	0%
<b>Promotion Methods</b>	Social Media Official Accounts	32	51%	18	55%
	Texts/Phone calls	5	8%	2	5%
	E-mails	1	2%	0	0%
	Conferences/Events	23	37%	13	40%
	Online Ads	1	2%	0	0%
	others	1	2%	0	0%
<b>Attributes</b>		Average Value		Average Value	
	Effectiveness	4.71		4.45	
	Ease of use	4.19		4	
	Price	3.94		3.9	
	Package Design	3.48		3.35	
Popularity	3		2.9		

### **Additional Findings**

According to the previous literature review on B2B marketing, the consumer journey map is an effective tool to improve user experience because it shows the psychological process of consumers purchasing behavior. It consists of four consecutive stages, including awareness of a problem, researching solutions, evaluation of vendors, and decision to purchase. In one of our interview, our educator participants answered that: **“I am always interested in using products like the 1 KG Box to make my class more vivid. However, when I first saw my colleague applying it in a class and I wanted to learn more about it, I found there were only a few news articles about 1 KG Box online, and I had to ask my colleague to give me Igeey’s WeChat ID so that I could ask their employees in person.”** In other words, the 1 KG Box needs to improve their accessibility in the phases of researching solutions (discovery) and evaluation of vendor (engagement).

### **Conclusions and Implications**

The present study revealed significant results on the target audience, message, and channel Igeey should choose to increase the awareness of the 1 KG Box as well as increase the traffic of their online shop.

#### **Practical implications**

**Target audience.** According to the consumer analysis and literature review on the diffusion of innovation theory (Rodger, 1962), teachers in private elementary schools in China, volunteer teachers, and CSR and NGO practitioners, especially the innovators and

early adopters of those groups of people, are the target audience of the 1 KG Box.

**Message.** Based on the literature review of cultural dimensions theory (Hofstede, 1991), consumers in China prefer to process information in a more visualized way, and they are also more practical and price sensitive. Our client must pay critical attention to the website and logo design of the 1 KG Box and emphasize the features of effectiveness and cost-efficiency to the target audience. Also, the results of interviews showed that the users and stakeholders perceive learn by doing, interesting, and convenient to be the most significant features of the 1 KG Box and markers should include that information in the promotion message. In general, the positioning statement of the 1 KG Box is, **“For organizations and individuals who devote to the elementary education in China, the 1 KG Box is an interesting, convenient, and cost-efficient thematic class activity kit that allows students to learn problem-solving abilities by working together.”**

**Channels.** The literature review on consumer behaviors in China, B2B Marketing, and non-profit marketing all indicate that building a well-designed website is crucial to the 1 KG Box’s marketing activities. It will be the information hub for all the related contents, and it plays a pivotal role in the consumer journey map as a destination for potential consumers to research solutions and evaluate vendors. According to the interviews, the website should use bright and light colors as theme colors for the children-friendly purpose. More specifically, the website should adopt the Flat User Experience design style since it is the most appropriate choice to present the message and image of the 1 KG Box. After the website is built, it should be the base for the client to initiate more content marketing activities. For example, Igeey could make viral videos or collect creative artworks from the 1 KG Box users and post them



on the website.

For promotion. The survey indicates that the target audience, especially the educational innovators and early adopters in China, prefers social media, websites, and search engines to seek education information. They also believe social media and conference are the best approaches to promote the innovative product. So, Igeey is highly recommended to use Weibo and WeiChat, which are the most commonly used social media in China, to guide more viewers to their future official website. Also, the client should make an in-depth research on the incoming conferences and events of education industry in China so that they can make a detailed plan to decide how to take advantage of those events to increase the awareness of the 1 KG Box among the potential customers.

Although the survey shows only a few respondents will collect education product information and buy those products from sales reps, Igeey is still recommended that they should designate an employee to be responsible for making cold calls to target audiences in schools, CSRs, and NGOs, because the interview shows that the most significant disadvantage of the 1 KG Box is hard for strangers to know about it. Cold callings will create great opportunities to reach those potential consumers. Even if the organizations above are not interested in purchasing the 1 KG Box, Igeey can still try to build connections or align with those organizations more actively through the sales representatives. For instance, prestigious private schools may not interested in using the 1 KG Box product because they can afford more expensive supplies, but they might interested in using the 1 KG Box as a tool to help students in the rural area.

The survey suggests that 90% of the early adopters and innovators of education in China

use online shop to purchase education product. Igeey should integrate the channels above organically and strategically to lead the influencers to the 1 KG Box's online store. More specifically, the clients should bond their online store to the website, so, the online store will automatically expose to all the views attracted by social media, contents marketing, conferences, and sells reps to the site.

The study result resonates with the case study (Jwaifell and Gasaymeh, 2013) in the literature review. More specifically, effectiveness (relative advantage) and ease of use (compatibility) are the most important attributes to decide whether the innovators and early adopters will accept an innovative educational product or not. Thus, this project implies that educational product innovators should focus on the effectiveness and ease of use of their inventions instead of laying more emphasis on impractical perspectives.

### **Global Implication**

This project also has a global implication. For international education companies who are interested in entering the Chinese market, it offers some insights on how Chinese education consumers behave and what they care most. Those companies are able to adjust their marketing strategies or customize their products to fit the customers' needs based on the information in this project.

### **Limitations and Future Studies**

Like any empirical research, this study has some limitations. First, the data of the survey were collected from cell phone chatting groups. Although the people in these groups are educators, CSR or NGO practitioners, and volunteers from all across the nation, most of them know each other and have some common characteristics and demographics; for example,

they are all relatively open-minded and more tended to use social media. The use of homogeneous group limits more insightful analysis between demographic differences. Second, since one important purpose of the survey is to investigate how education innovators and early adopters in China perceive the new educational product, it is hard to reach enough respondents who are education innovators and early adopters. The insufficiency of the valid sample may not precisely reflect the true thoughts of all the target audience of the 1 KG Box.

Since this project is mainly for practical use, the future study will focus on how to build and maintain the official website efficiently and effectively. Also, the researcher will help the client to make a strategic and practical plan to optimize their website on major search engines such as Google, Bing, and Baidu.

### References

- 1 KG Box, (n.d.) in Wise-edu.hub. Retrieved from <http://www.wise-qatar.org/edhub/1kg-box>
- 21 Century Education Research Institute (2013) *China Homeschooling Report*. Retrieved from <http://baby.sina.com.cn/z/zgzjxsdybg/>
- Yu, A. (2013) Yi Gong Jing He Zi De Gu Shi [the Story of the 1 KG Box in Ten Slides]. Retrieved from <http://hicape.com/2013/09/story-of-one-kilo-box-in-10-slides/>
- Bowerbank, T (2016) *Marketing to Primary and Elementary Schools, Advertising and Sponsorship Opportunities*. Retrieved from <http://www.roythezebra.com/marketing-and-selling-to-teachers.html>
- Brennan, A. (2014, March) , *School Supplies Wholesaling in the US*, IBIS World Industry Report OD5936
- Big Box Factory. (n.d.) in *Innovative Educational Experiences*. Retrieved from <http://www.innoveedu.org/en/1-kg-box>

Brennan, R., Canning, L., McDowell, R., & ebrary, I. (2007). *Business-to-business marketing*. London;Los Angeles;: SAGE.

Consumer Spending Value. (2016), National Bureau of Statistics of China, Retrieved from <http://data.stats.gov.cn/tablequery.htm?code=AD09>

David, M., & ebrary, I. (2011). *WordPress 3 search engine optimization: Optimize your website for popularity with search engines*. Olton, Birmingham: Packt Pub.

de Mooij, M., & Hofstede, G. (2011). *Cross-cultural consumer behavior: A review of research findings*. *Journal of International Consumer Marketing*, 23(3), 181.  
doi:10.1080/08961530.2011.578057

Education Online. (2015) the 2015 *Elementary Education Development Report of China*, Retrieved from <http://www.eol.cn/html/jjjiao/report/2015/pc/content.html>

Farris, D. (2002). *The experts' guide to the K-12 school market*. NEW YORK: BOWKER MAGAZINE GROUP CAHNERS MAGAZINE DIVISION.

Goodman, L.A. (1961). "Snowball sampling". *Annals of Mathematical Statistics* 32 (1): 148-170. doi:10.1214/aoms/1177705148

Gruber, B. (2011). *A case study of an interactive whiteboard district-wide technology initiative into middle school classrooms (Unpublished doctoral dissertation)*. George Mason University. Fairfax, VA.

Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. Pearson Education, Inc. p. 346. ISBN 0-205-59433-6.

Hartnett, B., & Matan, R. (2010). *Marketing Your Nonprofit Organization*. Sobel & Co., LLC. Retrieved from <http://sobel-cpa.com/sites/default/files/whitepaper%20Marketing.pdf>

Hayes, W. (2006). *The progressive education movement: Is it still a factor in today's schools?* Rowman & Littlefield Education.

Hofstede, Geert (1991). *Cultures and organizations: software of the mind*. London: McGraw-Hill. ISBN 9780077074746.

Hofstede, Geert (2001). *Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: SAGE Publications. ISBN 978-0-8039-7323-7. OCLC 45093960

Hurt, H. T., Joseph, K., & Cook, C. D. (1977). *Scales for the measurement of innovativeness*. *Human Communication Research*, 4, 58-65.

Jansen, B. J. and Schuster, S. (2011) Bidding on the Buying Funnel for Sponsored Search Campaigns. *Journal of Electronic Commerce Research*. 12(1), 1-18

Jha, S. M., & ebrary, I. (2009). *Marketing non-profit organizations* (Rev. ed.). Mumbai [India]: Himalaya Pub. House.

Jwaifell, M., & Gasaymeh, A. M. (2013). *Using the diffusion of innovation theory to explain the degree of English teachers' adoption of interactive whiteboards in the modern systems school in Jordan: A case study*. *Contemporary Educational Technology*, 4(2), 138-149.

Kardes, F. R., Cronley, M. L., & Cline, T. W. (2015). *Consumer behavior* (2e. ed.). Stamford, CT, USA: Cengage Learning.

King, K. A. (2015). *The complete guide to B2B marketing: New tactics, tools, and techniques to compete in the digital economy*. Upper Saddle River, New Jersey: Pearson Education.

Li, H.N (2015, October 21) Ji Chu Jiao Yu Jun Heng Fa Zhan [the Budget Allocations of Elementary School Education Development]. Retrieved from [http://jjsb.cet.com.cn/show\\_467947.html](http://jjsb.cet.com.cn/show_467947.html)

Li, Y. B. (2014) *College Students Volunteering in the West Project*. Retrieved from [http://xibu.youth.cn/yw/201405/t20140526\\_5256915.htm](http://xibu.youth.cn/yw/201405/t20140526_5256915.htm)

Madue (n.d.) *Marketing is Different in the Not-For-Profit World*. Retrieved from <http://www.develop-net.com/articles/marketing-is-different-for-non-profits.html>

McCandless, G. (n.d.) *K-12 Channel Marketing: A Lost Art and Opportunity*. Retrieved from <http://www.sellintoschools.com/articles/k-12-channel-marketing-lost-art-and-opportunity-for-education%20sales>

McCarthy, Jerome E. (1964). *Basic Marketing. A Managerial Approach*. Homewood, IL: Irwin.

Meyer, G. (2004). "Diffusion Methodology: Time to Innovate?" *Journal of Health Communication: International Perspectives* 9 (S1): 61.

Minett, S. (2002). *B2B marketing: A radically different approach for business-to-business marketers*. London: Financial Times/Prentice Hall.

- Richardson, A. (2010, November 15). *Using Customer Journey Maps to Improve Customer Experience*. Retrieved April 17, 2016, from <https://hbr.org/2010/11/using-customer-journey-maps-to/>
- Rogers, E. M. (1962). *Diffusion of innovations* (1st ed.). New York: Free Press of Glencoe. OCLC 254636
- Rogers, E.M. (2003, August 13). *Diffusion of Innovations, 5th Edition*. Simon and Schuster. ISBN 978-0-7432-5823-4.
- Schuerman, F (n.d.) *Selling to Schools with Independent Reps and Resellers*. Retrieved from <http://www.sellingtoschools.com/articles/K-12-sales-independent-reps-and-school-market-resellers>
- Schütte, H. (1996). *Consumer behavior in China: An exploratory study*. Fontainebleau.
- Shieh, S., & Brown-Inz, A. (2013). *A SPECIAL REPORT MAPPING CHINA'S PUBLIC INTEREST NGOS*. Beijing, China: China Development Brief.
- Tang, B. (2012) *Contemporary Corporate Social Responsibility (CSR) in China: A Case Study of a Chinese Compliant*. Seven Pillars Institute Moral Cents Vol. 1 Issue 2
- Valenzuela, D., & Shrivastava, P. (2008). *Interview as a method for qualitative research*. Presentation <http://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf>.
- Wang, L.J. (2016). Non Cun Jiao Shi Shen Xin Jian Kang You Yin You [the Mental Health Concerns of Rural Teachers]. Retrieved from [http://education.news.cn/2016-04/14/c\\_128894429.htm](http://education.news.cn/2016-04/14/c_128894429.htm)
- Wang, L.L. (2013). Ming Ban Xiao Xue Shi Nian Fa Zhan Shu Ju [the Data of Chinese Private Elementary School Development in Last Decade]. Retrieved from [http://edu.china.com.cn/2013-11/29/content\\_30743550.htm](http://edu.china.com.cn/2013-11/29/content_30743550.htm)
- What about China (n.d.) *Exploring China through the lens of the 6-D Model*. Retrieved from <https://geert-hofstede.com/china.html>
- Wu, J.J. (2015) *Around half families spent over 6,000 Yuan on Education*. Retrieved from [http://www.thepaper.cn/newsDetail\\_forward\\_1300235](http://www.thepaper.cn/newsDetail_forward_1300235)
- Yue Qi. (2015, October 17), Gao Sheng Zhong Guo Xiao Fei Zhi Shu Gao Su Le Wo Men Shen Me? [What Does Goldman Sach's Data on China's Consumer Spending Tell Us?]. Retrieved from <http://wallstreetcn.com/node/224855>

