

**A Study of Select Private School Educators' Views  
of the Effectiveness of Different Marketing Strategies**

by

**Maxine Laine**

A thesis submitted in conformity with the requirements  
for the degree of Master of Education  
Department of Educational Administration , Foundations and Psychology  
The University of Manitoba  
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**BY**

**Maxine Laine**

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University  
of Manitoba in partial fulfillment of the requirements of the degree  
of  
Master of Education**

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## **Abstract**

This is a survey of twenty-nine independent schools in Canada that recruit students in the international market. The marketing practices that they have become accustomed to using to recruit students may no longer be sufficient to recruit in the international scene. Traditional practices that entail defining the product, price, place for distribution and promotion may not be diverse enough to recruit successfully in a more complex, global market. Typically, these practices focus on an inward view of the organization and what it has to offer to customers; sometimes decisions may be made in a reactive fashion.

The findings of the survey indicate that independent school personnel may need to consider adopting contemporary marketing practices which may be more effective for the international market. The development of the electronic medium as a marketing tool and the formation of partnerships with other organizations that have similar goals may be beneficial. Independent schools may want to develop the skill base of the people who market the school. An individual with a sophisticated skill base related to marketing would be an asset to an organization that recruits internationally. Independent schools may need to consider establishing a comprehensive marketing plan that is more proactive by design and involves examining the external and internal environments of an organization in order to establish a long range plan. Having a comprehensive plan for marketing can result in the most effective use of an organization's resources.

## CHAPTER ONE

### Introduction

“Marketing, like other business functions, is generic and universal, and applies to all institutions, and it ought to be brought into the non-profit world more consciously” (Drucker, 1990,p.73).

#### **Statement of the Problem**

The problem of this study is to determine perceptions about the effective marketing of Canadian independent schools internationally. It examines their promotional strategies, the skill base of marketing personnel and the degree of development of a long range marketing plan. It appears that these schools have tended to utilize traditional, independent marketing practices to recruit students from local, provincial or national communities. However, with students being recruited from a global community, traditional marketing strategies may need to evolve into practices that embrace more of a strategic, business-related philosophy of marketing. The cultural variables inherent in other societies, geographical distance from the Canadian independent schools and new research related to effective marketing of educational organizations are issues that may prompt a change in the way independent schools are marketed internationally.

## **Research Questions**

Marketing personnel in twenty-nine Canadian independent schools will be surveyed with three research objectives in mind:

**1.To determine the combination of promotional strategies that they find are most effective.** Direct marketing vehicles such as paper-based information, electronic – based information, financial incentives, education fairs, international visits and meetings with parents will be listed in the survey. Strategic partnerships they have formed for recruitment purposes with agents, teachers, alumnae, other Canadian schools, Asia Pacific Foundation and provincial trade offices will be listed. Future promotional strategies can be indicated in anecdotal format.

**2.To determine the sufficiency of the marketing skill base of the personnel responsible for marketing the school to international students.** They will be surveyed about their education and/or training in relation to their marketing role and other marketing skills they feel a need to acquire or develop.

**3.To determine the existence of a long-range, strategic marketing plan for recruiting international students.** In the survey, they will be asked if they have enlisted the support of a marketing specialist, external to the organization, for assistance in designing the plan. They will also be asked to comment, anecdotally, about the emerging trends in the recruitment of international students.

## **A Conceptual Framework**

I have reviewed a number of suggestions from the literature about the effective marketing of independent schools. These suggestions centre on the design of promotional materials, the skills required by individuals performing the marketing role and the importance of developing a marketing culture within an organization.

Promotional strategies such as brochures need to contain numerical information about student success (Goldman, 1992) and emphasize the quality of the educational experience (Tauber, 1995). Nakata and Sivakumar (1996) recommend factoring the cultural component into the design of an educational product or service. Differentiation or establishing a market niche (Salhoz, 1987; Ricci, 1994; Hunt and Morgan, 1995; Pappas and Shaink, 1994) is an important marketing strategy that strengthens the market position of a school. The application of technology (Slater and Narver, 1995; Pine II, Peppers and Rogers, 1995; Hoffman and Novak, 1996) creates an opportunity for organizations to be more responsive to a client's needs and queries. There are mutual marketing benefits (Pine II, Peppers and Rogers, 1995; Slater and Narver, 1995) that accrue to organizations when they partner with organizations that have similar values. Customization or tailor-making a product (Ostrom and Iacobucci, 1995;

#### 4.

Hunt and Morgan, 1995) is important to the success of a product and thus the organization. In establishing a price for a product or service (Pappas and Shaink, 1994; Blumenstyk, 1994), an organization has to remember that in the consumer's mind there is a direct relationship between price and quality. Relationship marketing (Morgan and Hunt, 1994) involves establishing, maintaining and enhancing successful relational exchanges with customers.

The skills that are inherent in the fulfilling of marketing roles within an organization are varied. A facilitative leadership style exhibited by the C.E.O. (Pappas and Shaink, 1994; Slater and Narver, 1995; Mintzberg, 1991, Hunt and Morgan, 1995; Morgan and Hunt, 1994) sets the tone for the development of a marketing culture. The entire staff of an organization has a role to play in conveying a positive message about the organization (Sharpe, 1993). The consumer of the product or service, in this instance the student, has a role to play in the marketing of an organization. The student can provide useful information (Blumenstyk, 1994; Pappas and Shaink, 1994; Ricci, 1994) about the level of satisfaction they have experienced with the product or service. Within an organization it is important for a staff member to have not only the responsibility but the skills for market research (DeKimpe, 1997).

By developing strategic marketing plans (Kaufman, Stith and Kaufman,1992), organizations can make the transition from reactive planning to proactive planning. A market orientation (Hunt and Morgan,1995; Slater and Narver,1995), which involves an organization using information about its customers and competitors, is useful in formulating a marketing strategy for that organization. Organizational learning which involves the quest for new ideas pertaining to products and services by interpreting market information (Hunt and Morgan,1995; Sinkula,1994; Slater and Narver,1995) is described as an intangible resource for an organization .

### **Explanation of Terms Used in This Study**

**Marketing** is defined as..."a way to harmonize the needs and wants of the outside world with the purposes and the resources and the objectives of the institution" (Kotler, 1971,p.10).

According to Gossage (1977), the term '**private school**', in the broadest sense, includes any educational institution that operates outside the public domain: parochial schools, bilingual schools, free schools, pre-schools.

I have chosen to study twenty nine private schools that describe themselves as **'independent' schools**. Many of these independent schools, which are sometimes described as elite, belong to an organization called the Canadian Association of Independent Schools (C.A.I.S.) which was established in 1978 as a union of former Canadian Headmasters' and Headmistresses' organizations. C.A.I.S. is affiliated with the National Association of Independent Schools (U.S.A.) and the Headmasters' Conference (U.K.). These organizations provide a network that links independent schools and their personnel.

### **Organization of the Thesis**

Chapter One entails an introduction to the thesis included the statement of the problem, the research questions, a conceptual framework and an explanation of terms.

Chapter Two contains information gleaned from research that establishes the context of the study. With reference to independent schools discussed in this paper, it discusses the historical context, rationale, philosophy, accreditation, governance, financial aspects, parents' choice of schools, student demographics and the rationale for the recruitment of international students.



Chapter Three is a review of the literature related to the marketing of independent schools and educational organizations in general. Most of the literature related to marketing educational organizations refers to marketing tertiary educational organizations. In order to obtain more information about marketing concepts, I utilized research from business journals to augment the research that related directly to schools.

Chapter Four describes the methodology utilized in this study. The general method, specific procedures, research population, instrumentation, pilot study, data collection techniques, treatment of data and limitations of the study were outlined.

Chapter Five represents the collection and tabulation of data from the survey that was administered. The data was tabulated into sixteen tables. There is a discussion section that follows each table.

Chapter Six contains the major findings of the study and the implications of these findings. There are suggestions for further efforts that could be undertaken in relation to the marketing of independent schools internationally.

## **Chapter Two**

### **Context of the Study**

Background for the study will include characteristics of independent schools: historical context, rationale, underlying values, accreditation, governance, financial aspects, parent and student demographics, and international students.

#### **Historical Context**

Gossage (1977) indicates that before Confederation, historical and ideological forces, the most significant force being religion, shaped the pattern of education in Canada through the nineteenth century and beyond. Canada's first schools were established in Quebec in the early seventeenth century by the Recollects and the Jesuits. Later, under British rule, the Society for the Preservation of the Gospel, a church of England missionary organization, established schools in New Brunswick, Nova Scotia and Newfoundland. Most churches claimed the right to supervise the education of their members; the religious factionalism that developed often became manifest in the establishment of rival schools.

The settlement of rural areas led to the creation of elementary grammar schools eligible for financial aid from the province and required to report regularly to the Legislature. There were also a number of non-aided schools supported entirely

by subscribers and which were profit oriented. In urban areas with populations sufficient to support such ventures, an increasing number of private schools were opened. A good many of these were schools created to make a profit or provide a living for their entrepreneurial educators. Some of these schools were small, exclusive and expensive. A number of them were very inexpensive and were designed to educate children from less wealthy families. Gossage (1977) states that both types of schools charged tuition fees and operated for profit.

Education beyond the elementary level was very limited before Confederation. The schools that provided this level of education, especially for those middle class families who did not have money for private tutoring, were almost all denominational ventures (Gossage, 1977).

With the arrival of refugee Loyalists from the United States, the first demands for the establishment of formal schools for secondary instruction were heard. Many of the schools reflected the prevailing belief in education by denomination.

In surveying the educational scene today, it is apparent that independent schools have been created to serve diverse interests with regard to the education of young people. The traditional, 'English-style' private schools have usually been for children of the well-to-do; however, private schools now offer a wide range of

elementary and secondary programs" (C.E.A. Information Note, Feb.1992). Independent schools have been established based on a variety of educational philosophies: a strong religious component, a particular teaching methodology e.g. Montessori, second language immersion programs, individual attention, programs for gifted students and preparation for foreign students for admission to North American universities.

Mason (1989) discusses the diversity of private schools and also offers information to counter the elitist image of private schools. The private sectors as a whole comprise firstly a wide range of denominational schools in which the Catholics predominate alongside Anglicans, Methodists, Presbyterians, Baptists, Dutch-Reformed, Seventh Day Adventist, Mennonites and the rapidly growing Fundamentalist Christian schools and secondly a smaller non-sectarian group of Montessori, Waldorf and other experimental or 'free' schools. The breadth of both sectors increases their general influence and decreases their vulnerability to charges of elitism.

In the last ten to twenty years, forces other than religion have emerged to shape education. Forces such as the development of a global economy, increasingly sophisticated technology for marketing, changing demographics whereby the

number of school age individuals has diminished, and competition for students among both public and private schools have had an impact on the manner in which education is viewed, organized and marketed.

### **Rationale for Independent Schools**

In his book, Private Schools and Public Policy: International Perspectives (1989), Cibulka, offers five rationales for the establishment of private schools: the Libertarian view, the public choice theory, education for religious values, an equity perspective and a conception of community.

The Libertarian rationale for the existence of private schools is based on the idea that there is potential for abuse of human rights when government has the capacity to compel persons in the name of the majority. This view emphasizes the individual's needs and rights operating as freely as possible from governmental intrusion.

The second rationale is the public choice theory in which the concept of competition is fundamental. Because private schools must compete for clients, public choice theory offers an explanation for why they are more likely to perform

better than public schools which are described by Cibulka (1989) as monopolies operating in heterogeneous environments. In some situations, government is less efficient and productive than market forms. He says that a market system would foster entrepreneurial behaviour in the private system, that is, school officials would be more inclined to anticipate and respond to parental wishes.

James (1989) agrees with Cibulka and states that private organizations may be better able than government to offer a heterogeneous product mix and enable people to make separate choices about different services.

Other researchers such as Cooper (1989) agree that the existence of independent schools has positive effects. Privatization fosters competition between the state and non-public school sectors and amongst schools within sectors. This competition stimulates improvements and innovations, brings private funds and local initiative into education and offers a wide range of schools to parents which allows them to select the schools they prefer.

The third rationale for the existence of private schools is the teaching of values, both in the explicit and implicit curriculum of private schools. A principal aim of education is the inculcation of values which are widely shared in a culture and those which are in competition and embraced by different groups.

Gossage (1977) believes values are the cornerstone of the purpose and function of private schools. Ideas of what constitutes character may be somewhat different, particularly when it comes to traditional religion. Nearly all independent schools continue to make a conscientious effort to perpetuate and instill a particular code of ethics and set of values.

The fourth rationale for private schools deals with the equity perspective. Cibulka states that evidence indicates that many public schools, especially those in urban areas, are not successfully educating poor children and some minority groups. The author goes on to say that many Catholic schools educate the urban poor successfully and at less cost. He sees the availability of private schools as an equitable alternative to public schools for disadvantaged segments of the population who are currently poorly served by the public school system.

Schneider (1989) agrees and states that private schools are reducing the educational inequities among racial and economic groups by improving student academic performance and providing disadvantaged families with a viable schooling alternative.

However, some commentators, such as Durston (1989) view the very existence of private schools as a threat to the welfare of public schools. They are

concerned about the effect on the morale of the public schools, of the movement of students to the private schools and about public perceptions of the parity between the two sectors. The apparent abandonment of public schools by the more affluent, articulate and politically aware members of society is seen as an erosion of support for public schools. They are the people who would be expected to be vocal in seeking improvements in public education and the procuring resources to implement them.

The fifth rationale for private schools involves viewing private schools as embodiments of communities. According to Cibulka (1989), a growing body of evidence suggests that private schools are unusually productive because of a 'community ethos' which has four elements: an articulated mission statement, voluntary affiliation, shared ownership and the relative absence of government regulation.

First, the creation of an ethos involves the establishment of a clear statement of school mission and academic goals which emanate from that mission. The stakeholders - staff, owners, students and patrons of the school - generally can articulate this mission and the goals. Thus, the school has a well-defined purpose which establishes boundaries for all of the stakeholders.



Second, the community ethos is built on voluntary self-affiliation as parents, students and staff generally have sought the school. The perception of control over entrance and exit opportunities for the participants has important motivational implications.

Third, these schools must work hard at having all the stakeholders share ownership of the school's mission and goals. People are participating voluntarily and frequently the students, their parents and staff are making a personal sacrifice to participate. Because financial well-being and hence survival cannot be guaranteed, shared commitment and cooperation are fostered.

Gossage (1977) states that one of the major advantages of the independent school is its size which would have a positive effect on the development of the community ethos. Most are small enough for the teachers and students to know one another on an individual basis; this makes these schools such an attractive alternative to the bureaucratic, public schools.

The fourth element, the relative absence of government regulation of these schools, compared with public ones, frees them to work cooperatively in shaping their mission. Cibulka (1989) feels that autonomy motivates the school's participants to shape their own school's destiny rather than being concerned with

responding to outside control. Internal self-regulation creates the idea of community as a process in which the participants can define their own needs and resolve their problems themselves.

### **Underlying Values of Independent Schools**

Diamonti and Diamonti (1993) state their view of the educational philosophy of independent schools.

Independent schools are “committed to educational excellence via professional teachers who deal with students and parents on a direct, personal level. Although particular programs and emphasis will vary, all member schools view education as including the intellectual, moral, physical and emotional development of each student.” These schools have set high standards of character and behaviour for their students, while providing outstanding academic preparation for tertiary education (p.18).

Diamonti and Diamonti (1993) argue that the educational experience offered by private schools assists students in the development of competence and ‘connectedness’. The mastery of these tasks by students results in their internalizing a sense of confidence and self-esteem. Competence is developed through academic rigour, an appreciation of information and ideas, and high expectations. ‘Connectedness’ derives from students being taught the worth of values and a vision of higher purpose. The mottos of many private schools articulate altruism; students are encouraged to excel not only for themselves, but also for the good of others. They claim that the moral vision which private schools

are able to articulate is less and less a part of everyday discourse in public education. Private schools, particularly religiously based ones, can emphasize a spiritual vision.

Diamonti and Diamonti (1993) state that student - centered learning is generally adhered to at independent schools. They indicate that the soundness of the concept of putting students at the center of the educational process is well-documented and that private schools, by and large, embrace this notion. However, they don't cite the research that concludes that student - centered learning is the norm in independent schools.

Levy (1986) says that there are certain qualities, related to educational philosophy, that impact on student success in independent schools. According to him, life in high-quality schools is characterized by an orderly, disciplinary environment, by the presence of concerned teachers, and by high expectations of student homework. He feels that this is true in the typical high-quality schools that serve primarily students from affluent families and in the exceptional high-quality schools attended by students from lower-income families.

Diamonti (1996) feels that there is an underlying ethos, which emanates from the private school educational philosophy, that results in the success of these schools. Some people feel that the success of independent schools can be attributed to money; since many private schools, especially the elite prep schools, cost \$20,000 or more per student per year. Other schools, particularly the Catholic and parochial schools, spend less and achieve results that are considered to be superior to some public schools. That ethos is what allows even those private schools that do not have the resources of some of the more affluent schools to do a superior job.

Schneider (1989), describes some of the factors that he believes determine the success of private schools. First, because they do not have to deal with as many bureaucratic issues that face public schools, private schools can accomplish their goals with minimum interference and resource misuse. Secondly, because private schools do not have to be responsive to the fragmented external environment that faces the public school, they can look inwardly to establish shared goals and integrate them into the work of the school. Thirdly, how and what the principal does is open to the view of the entire school community; this level of accountability raises the expectation and likelihood among the school community that goals will be accomplished. Fourthly, parent and student behaviour norms are more likely to be clearly articulated both explicitly and implicitly. Parent/teacher contact events, such as open houses, are organized to

communicate to parents what responsibility the school expects the parents to assume in the student's education. Clearly articulated parent educational aspirations are directly linked to student academic achievement. Sixthly, administrators and teachers held high academic expectations for all students and assumed major responsibility for ensuring that students met these expectations. Children's homework assignments were graded and monitored. The acquisition of skills and the development of critical thinking ability were emphasized. Classroom instruction time is generally devoted to teaching the subject matter because there tends to be few discipline problems.

### **Accreditation**

Independent schools are generally inspected by the ministries of education and as such adhere to the curriculum guidelines prescribed by the ministries. The five provinces that provide public funding for private schools require that they must follow the provincial curriculum and educational programs. For example, independent schools in Manitoba must operate under the same financial, administrative and program accountability criteria as public schools. When the accountability was less, the only criteria independent schools had to meet to obtain funding was to teach a sufficient number of courses equivalent to the standards in public schools and to ensure that the courses were taught by

teachers holding a valid Manitoba teaching certificate. Now independent schools throughout Manitoba must conform to established programming and reporting procedures in the same manner as any publicly funded school in the province, thereby making them accountable to the Department of Education and the taxpayers" (Manitoba Government, *News Release*, March 7, 1990).

Many independent schools that are members of C.A.I.S. are evaluated and have their accreditation reviewed periodically by the Canadian Educational Standards Institute (C.E.S.I.). The review is conducted by the Director of C.E.S.I. and a team of educators from other independent schools in Canada. The process lasts approximately one week and a report is presented to the Governing Board. Representatives of all stakeholder groups participate in the evaluation.

The evaluation of the school and its programs by C.E.S.I. can result in three outcomes related to the continued accreditation of the school. The accreditation can be withdrawn and the school's membership is cancelled. The accreditation can continue without modifications to the school or its programs. The accreditation can continue with the provision that recommendations from the evaluation committee are completed by a specified date.

**Governance**

The Boards that govern independent schools generally consist of parents of students who attend the school. Some independent boards have extended their membership to include individuals who are not connected with the school in terms of family. For example, the Board may solicit the assistance of a professional fund-raiser or a strategic planner.

Devins (1989) discusses the relationship of private schools and public schools to their boards. Independent schools and public schools have a different relationship to their boards. All public schools are subordinate to school boards and to outside administrative superiors. Most private schools have a school board of some sort, but may have no accompanying administrative apparatus. Such an apparatus is quite rare among elite schools; nearly half of the other private schools are similarly unencumbered. It is the Catholic private or independent schools that most resemble the public schools in that approximately two-thirds have both school boards and administrative superiors. In the situation where the school is not part of a bureaucracy, the school board has greater freedom in conducting the business of the school.

The Board of Governors is appointed and operates at an arm's length from the daily operation of the school. They are more involved with setting the overall or strategic direction for the school. On policy related to curriculum, instructional methods, discipline, hiring and firing, school boards in the public sector appear to have more influence than they do in the private sector and principals, relative to their school boards, have less.

The authorities that are so ubiquitous in the democratic context of the public school are often simply absent from private school settings, and even when they are an acknowledged part of the governing apparatus, they are less influential in the determination of school policy. Private schools, it would appear, have more control over their own destinies (Devins, 1989, p.166).

### **Financial Aspects**

The independent schools surveyed in my study are non-profit institutions. They are tuition-based institutions with annual fees ranging from \$3,500 for day students to approximately \$25,000 (full fees and expenses) at some boarding schools. Many have scholarship and bursary programs and encourage motivated students from all socioeconomic and ethnic backgrounds to apply (C.A.I.S. Directory, 1997).

The following information on the funding of independent schools is provided by Nowers and Bell (1993). Five provinces now provide some public funding for private schools: British Columbia, Alberta, Saskatchewan, Manitoba and Quebec.



The independent schools in British Columbia, governed by the Independent School Act of 1989, are classified into funded groups (groups 1,2 and 3) and non-funded groups (groups 4 and 5). Group 1 consists of mainly Catholic public schools receiving 50% of the per student operating cost in their public school district. Group 2 includes special educational schools, traditional English-style private schools and small schools with a low pupil/teacher ratio. They receive 35% of the per pupil operating costs of the local school district. Group 3 consists of other schools undergoing evaluation every two years, but not having to meet the Ministry's curriculum and teacher certification requirements. They receive 10% of the per pupil operating cost in their public school district (Nowers & Bell ,p.13).

Under the School Act of Alberta, there are non-accredited private schools and accredited private schools, the latter receiving funding complying with set regulations. They receive up to 75% of the regular per pupil grant paid to public and separate school systems (Nowers and Bell,p.13).

There are four types of independent schools in Saskatchewan: registered, accredited, historical and alternative. Only the historical high schools and alternative schools, which comply with set criteria, receive public funding (Nowers and Bell,p.13).

In the province of Manitoba, independent schools receive government funding for each student. Direct grants were available to independent schools for the following in 1991-92: instruction and services, special needs and curricular materials. At that time, private schools that complied with regulations received 59% of the per pupil grant paid to public schools. Today, the funding received represents approximately eighty per cent of the government funding for the student if she/he were to attend a public school (Nowers and Bell,p.13).

In Quebec, only private schools holding a teaching permit, obtainable from the Minister of Education, are eligible to receive funding from the provincial government. And those that do, receive funding one of two ways: either being 'institutions declared of public interest', who receive the most substantial funding, or 'institutions recognized for purposes of grants'. Determination is by the Act Respecting Private Education enacted in June, 1981. The base amount of funding to private schools has varied according to the size of the provincial grants to the public school system (Nowers and Bell,1993,p.13).

In 1988-89, an average of 30% of the total revenue of private schools in Canada came from provincial funding. The largest proportion of provincial funding was in Quebec, where private schools receive 48% of their revenue (\$236 million in 1988-89) from provincial funding. Statistics Canada reported that individuals paid

approximately one-half of the revenue of private elementary and secondary schools in Canada. In Ontario and the Atlantic Provinces, where private schools receive virtually no grants, fees paid by individuals account for close to 70% of private school revenue. In the other provinces, some 38-45% of private school revenue is accounted for by tuition fees" (Statistics Canada, Education Statistics Bulletin, July, 1991).

Many independent schools rely on fund-raising activities, development funds, donations and annual giving to augment their operating budgets.

Non-profit-making schools in Canada and the United States also benefit from the incentive of tax deductions for donors. The schools which are part of the American National Association of Independent Schools and its Canadian equivalent, CAIS, raise huge sums annually to fund their own scholarship schemes and so to extend their accessibility to the less well-off.

Along with government subsidies, come restrictions to independent schools.

Erickson (1986) states that:

"In Canada, extending tax support to a variety of schools, including denominational schools, government appears to avoid much of the fiscal handicap imposed on private schools in the United States, but at the expense of limiting diversity in those schools, both through regulation attached to the aid and as an unintended side

effect of shifting drastically the relationship between school and client" (p.106).

Durstun (1989) agrees and says that in return for receiving public funding, private schools have had to give up some of their autonomy. Private schools that have received public funding have to demonstrate that the funds provided by government are properly accounted for and applied for the purpose which they were granted. Fiscal accountability is an accepted condition of public funding. Sometimes government may stipulate conditions for the payment of grants that schools may regard as intrusive into their affairs and that may have the potential to limit their capacity to respond to the needs of their constituency and to affect the school's character.

### **Parents' Choice of School**

To better understand the product that is being marketed, that is, the independent school education, I read some of the research pertaining to the reasons parents choose independent schools. I examined the quality of education, the degree of parental involvement, school climate or ethos and choice of school related to the socioeconomic status of parents.

Parents generally send their children to independent schools because of the perceived 'quality' education. Coleman et. al.(1982) in comparing American public, Catholic and private schools reported that the education offered in private

high schools is of higher average quality than the education offered in public high schools. Catholic schools and non-Catholic private schools are more effective in helping students to acquire cognitive skills than public schools are.

Keane (1989) discovered that some parents and teachers prefer to have a more flexible area in which to operate than is generally found in the public school system. The independent school system, has a lot of input from parents, former students and current students which results in more of a family atmosphere.

Durston (1989) cites four reasons for parental preference for private schools. First, parents want to ensure that their children receive the best education available in a school with an ethos with which they can identify. Secondly, some parents have the view that education is too important to be left to governments alone. Thirdly, private schools are seen as establishing a benchmark against which standards in the public schools can be assessed and monitored. Fourthly, there is a public perception of declining standards of education and behaviour in public schools, of mundane uniformity in public education, of disenchantment and loss of confidence.

Glenn (1986) remarks that even highly-educated parents, in choosing schools for their children, sometimes make educational judgments and decisions based upon

intangibles such as schools climate, ethos and reputation, which in turn are often based on personal recommendations, not on sophisticated research findings.

According to Erickson (1986), when parents make a decision to enroll their children in independent schools, they have to assume additional responsibilities - extra cost, extra effort, such as driving their children considerable distances to school, disruption of their children's friendships and sometimes disapproval of their friends and acquaintances.

Some studies relate the ability of parental choice of schools to satisfaction with their children's education. Erickson (1986) suggests that parents who actively choose their children's schools, from among a variety of available options, seem far more satisfied with their schools than are parents who do the 'normal' thing and send their child to the neighbourhood school. He also notes that the parents who actively choose the school for their children appear to be more concerned, informed and sophisticated.

Regardless of socioeconomic status, parents who send their children to independent schools have similar reasons for making that choice. Gaffney (1981) notes that poor, less powerful parents send their children to private schools because they want a 'quality' education that includes religious and moral values, an education with rules and discipline, an education that treats their children with

respect, an education provided by teachers and staff who care about their children and their image, and impress on them high levels of expectation, and an education to which they themselves contribute labour and services

Bauch (1989) notes that regardless of income and other background factors, parents who send their children to private schools have high expectations for their children's future level of educational achievement. They consistently cite academic goals, particularly college preparation as their reason for choosing a Catholic high school. They place a high value on the aspects of school learning. Poor families are no different from non-poor families in that they value education and want what is best for their children.

In some instances, the choice of the student regarding the school which she/he will attend is factored into the parent's decision about attendance at a particular school. As a result of her research, Bauch (1989) found that children from high income families have the opportunity to exercise more choice options than those from low income families and their parents take their school choice preferences into consideration.

James (1989), who studied international public and private education, believes that when the public schools are homogenized, those with greater financial

resources and desire for education are likely to go into the private sector, which now becomes elite. The public system is more equal, but it is also perceived as being lower quality education. Since the poor are now excluded from some of the elite schools by economic as well as social barriers, it is not clear that equality for society as a whole has increased. A fear is that a more privatized system leads to a greater segregation by socioeconomic class than a public system does.

To counteract the perception that private schools are elitist, Bauch(1989) says that private schools are not just schools for the wealthy. Many poor and minority parents choose them, most at great financial sacrifice, because they value education highly and want what is best for their children. They expend effort to ensure that their children perform well in school, just as wealthy parents apparently do.

The findings from Bauch's (1989) study indicate that poor and minority parents place a high value on education and they make a financial sacrifice to send their children to private schools. Less advantaged parents pay a substantially higher proportion of their income for tuition and related expenses. Poor families are just as motivated as non-poor families in wanting a good education for their children. They give substantive reasons - developmental and academic - just as frequently as financially well-off parents do. Poor as well as non-poor parents are involved



in these schools at a moderate to high rate of participation. Despite economic differences, parents want to be uniformly involved in school decision-making.

There is some evidence to indicate that the student body composition is an important determinant of school effectiveness. The Coleman Report, (1996) emphasized the positive relationship between the average socioeconomic status of the students in a school and the academic achievement of individual students.

### **Student Demographics**

“Enrolment in private schools in Canada has increased steadily during the past two decades. In 1970-71, 142,601 students were enrolled in private schools (2.4% of the national total). In 1989-90, some 233,873 (4.6% of students) were enrolled in private schools. Although total public school enrolment has decreased by about 15% since 1970-71, private school enrolment has grown by 64% over the same period. Statistics Canada has reported that most of Canada’s private school students are enrolled in Quebec (43%) and in Ontario (27%). The majority of Canadian private school students (55.6%) are enrolled in secondary schools and 35.9% are in elementary schools” (Statistics Canada, Minister of Industry, Science , Technology, Dec.,1991).

**Table 1**

**Number of Students in Independent (Private) Schools as a Percentage of Total Provincial Enrolments (initial statistics fall 1991)**

<b>province/ territory</b>	<b>number of schools</b>	<b>number of students</b>	<b>% of total provincial enrolment</b>
British Columbia	287	43,714	7.1
Alberta	145	16,259	3.0
Saskatchewan	48	3,100	0.7
Manitoba	82	10,555	5.0
Ontario	496	67,440	3.7
Quebec	285	100,742	8.8
New Brunswick	30	1,038	0.7
Nova Scotia	29	1,890	1.1
Prince Edward Is.	2	111	0.5
Newfoundland	3	427	0.3
Yukon	2	16	0.1
NWT	0	0	0.0
<b>Total</b>	<b>1409</b>	<b>245,292</b>	

Source: Federation Of Independent Schools in Canada: Gouvernement du Quebec, Ministere de l'Education.

The independent schools that were included in this research, are all members of the Canadian Association of Independent Schools (C.A.I.S.). This organization has a membership of sixty-six schools across Canada and two international schools. I surveyed twenty – nine of these schools because they have a boarding population. Member schools vary in size from under one hundred to over twelve hundred students; some are residential while others are day schools; some are for boys or girls only, others are co-educational. The students enrolled are from the province in which the school is located, other provinces and a variety of countries depending on the marketing objectives of the schools.

### **Rationale for the Recruitment of International Students**

There are twenty-nine independent schools in Canada that are members of C.A.I.S. and have moved into the international market to recruit students. They have a boarding component to receive, educate and care for international students. The tuition paid by these students augments the revenue and these students add value to the multi-cultural educational milieu of the schools they attend. Husen (1994) notes the importance of fostering certain attitudes that lead to international solidarity, rejection of racial prejudices, and understanding of

other cultures and imparting competencies that will enable young people to function in an international setting.

### **Summary of Chapter Two**

I read literature that pertained to independent schools to establish the context for the study. The literature that was reviewed proposed rationales for independent schools which offers suggestions as to why parents choose these schools. The teaching of values, reduced government involvement, the community ethos, reduction of educational inequities and competition among schools for students are cited as reasons for parents choosing these schools for their children. When schools are marketed internationally, the teaching of values and the school community are two characteristics of independent schools that are important to include in the marketing process.

The enrollment in independent schools has increased. The recruitment of international students enriches the culture of the schools for all participants and also augments revenue to bolster the total operational costs of the schools.

**CHAPTER THREE****Review of the Literature**

In reviewing the literature pertaining to the marketing of educational organizations, I researched three areas: effective promotional strategies, skills required for marketing personnel and the development of a long range marketing plan.

A large body of the research is related to the marketing of businesses and tertiary educational organizations, that is, universities; however, I believe that much of this research is applicable to the marketing of the independent schools that I chose for my study. To provide a context for the study, I have included, in chapter two, research pertaining to the characteristics of the twenty-nine independent schools that I surveyed in relation to other independent schools in Canada.

**Section One****Effective Promotional Strategies**

The research discussed promotional strategies available to educational organizations to market their products and services. I found articles that reviewed the following promotional strategies: promotional brochures, the cultural component of marketing, differentiation of the product, application of technology, education fairs, and educational partnerships with other educational

organizations and agents. The literature also commented on marketing practices that are important considerations in marketing a product or service such as designing the educational product or service, establishing a price for a product or service, establishing a marketing orientation, developing a learning organization and embarking upon relationship marketing.

A popular strategy is the promotional brochure. Goldman(1992) suggests that marketing personnel include numerical information about a school in order to communicate, to the parents, the success of the school in educating students. "Promotional brochures contain little, if any, school-wide performance data such as average test scores, grade retention or college-going rates. This information should be included for parents and students since we are in a time of increasing accountability for schools" (p.29).

Tauber (1995) adds that it is not only numerical information that is important in sending an effective message; there must be a statement that emphasizes the quality of the educational experience. "The sales pitch should include the offering of a quality academic program in a caring, disciplined environment"(p.88).

It is important to factor the cultural component into the design of an educational product or service. The national culture may have a potential bearing on the procedures and outcomes of a new product program. Nakata and Sivakumar (1996) state "that the relationship between new product development and national culture is becoming increasingly important for companies in an age of globalization and new product development " (p.69).

They feel that in some cases the national culture may be overlooked and this could have a negative effect on the marketing of a product or service. They provide suggestions to make product and service design more successful.

Nakata and Sivakumar (1996) say that:

A new product program that brings together two or more cultures may be designed in several ways to maximize the benefits of differing cultural strengths. ...The notion of combining cultures to increase group-effectiveness is well-supported. The advantage stems from a multiplicity of perspectives and the capacity to reorganize cognitive information in new ways to arrive at novel solutions. (p.68)

Differentiation is an important marketing concept. "An institution is strong only if it appeals strongly to some segment of the market, not because it appeals mildly to a wide market" (Salhoz, 1987,p.77). For example, research by (Ricci,1994) indicates that "the strategies of using single-gender market niche as a means of differentiation, and parental influence as a means of promotion are effective methods for reaching and persuading prospective students "(p.130). Hunt and

Morgan (1995) agree that “when a firm has a resource or, more often, a specific assortment of resources, that is rare among competitors, it has the potential for producing a comparative advantage for that firm”(p.7).

Pappas and Shaink, (1994) support the concept of differentiation. They feel that when organizations implement effective marketing practices, they have “the ability to resist the temptation to be all things to all people and focus instead on the search for differentiated niches in the market” (p.30). There may be greater willingness to eliminate services and programs that do not offer competitive advantage or distinctiveness.

The application of technology in marketing products and services has increased in importance. According to Slater and Narver (1995), effective organizations make extensive use of information technology, such as electronic mail and shared data bases. “The benefits include rapid awareness of and response to competitive and market change, more effective sharing of information, and a reduction in lag time between decision and action” (p.70).

The benefits of using technology apply to the customer and the organization. Pine II, Peppers and Rogers (1995) suggest that consumers can obtain information that is unbiased, comparative, accurate and immediate – through on-



line services, CD ROM catalogues, and fax-response systems, and eventually interactive TV.

The extensive use of technology by a company is important to its development. Pine II, Peppers and Rogers (1995) indicate that with technology, the marketing function has become more sophisticated and more personalized.

A company must use technology to become two things: a mass customizer that efficiently provides individually customized goods and services, and a one-to-one marketer that elicits information from each customer about his or her specific needs and preferences. Mass customization and one-to-one marketing binds producer and consumer together in a learning relationship that becomes smarter as the two interact with each other, collaborating to meet the consumer's needs over time (p.103).

The Internet is a medium that is playing a larger role in marketing. Some researchers feel that it is both more efficient and more effective than traditional media. Hoffman and Novak (1996) state that consumers and firms are conducting a substantial and rapidly increasing amount of business on the Internet because the Web provides an efficient channel for advertising, marketing, and even direct distribution of certain goods and information services. It may be nearly one-fourth less costly to perform direct marketing through the Internet than through conventional channels. "Along with the suspected increases in efficiency, the anecdotal evidence mounts that marketing on the net

also may be more effective than marketing through the traditional media” (Hoffman and Novak, 1996, p.51).

Education fairs have become a medium for recruiting international students; however, they are costly and results may only become manifest in the long-term. There hasn't been a great deal of research related to the effectiveness of this medium. Dekimpe et. al. (1997) hypothesize that “pre-show promotion, booth size and personnel density have a positive effect on booth-attraction effectiveness” (58). They state that the sales or profit impact of exhibitions compared to other types of marketing communication requires more research.

The literature related to marketing also discussed the establishment of partnerships with other organizations to enhance the potential of companies.

Pine II, Peppers, and Rogers, (1995) indicate that:

Such a partnership would require sharing information and knowledge (and maybe a common data base) linking operations tightly so consumers' desires could be translated efficiently and quickly into tailored products and services, and possibly making joint investment and strategic decisions on how best to serve end customers over time. (p.110)

Slater and Narver (1995) expand the concept of partnerships even more. They describe a 'learning organization and its architecture' as having an openness to external 'learning partners' such as customers, distributors, alliance partners,

universities, and others. "These partnerships provide access to a greater number of information sources, force the development of mechanisms that facilitate the sharing of information, and offer alternative perspectives on the meaning of critical information that could lead to generative learning" (p.70).

Pine II, Peppers and Rogers (1995) state that if organizations could build collaborative learning relationships with those occupying the next link, they could gain knowledge about their wants, needs, and preferences over time and mass-customize products and services to meet their requirements. Hunt and Morgan (1995) agree that "some firms develop relationships with suppliers and/or customers that they can trust not to exploit them" (p.9).

The marketing practices of designing the product or service, establishing a price for that product or service, establishing a marketing orientation, developing a learning organization and embarking upon relationship marketing have been discussed by the researchers cited in the preceding paragraphs.

Fox and Kotler (1985) believe that "the main task of the institution is to determine the needs and wants of target markets and to satisfy these through the design, communication, pricing and delivery of appropriate and competitively viable programs and services" (10).

In the design of a product or service, customization or tailor-making is important. According to Ostrom and Iacobucci (1995), in the past, it may have been sufficient to offer a product or service to the customer as a 'canned' or unalterable commodity. The same does not hold true today, especially in the international market. Customization or redesigning a product or service to suit a customer is essential in attracting customers to the products and services that an organization offers. "Managers who seek satisfaction should make sure that they excel at customization" (p.25). Hunt and Morgan (1995) state that "knowing one's customers and developing products to satisfy their needs, wants, and desires is considered paramount" (p.11).

Another marketing practice that the literature discusses is establishing a price for a product or service. Price is important in marketing the services and products; however, it may be best to not reduce the price of the product or service. Pappas and Shaink (1994) feel that "in consumers' minds there is a direct relationship between price and quality. Consumers hold to the beliefs that you get what you pay for and if it's low-priced, it must not be worth much" (p.30). They recommend avoiding the words 'free' or 'cheap' in any communication with customers. Blumenstyk (1994) says that "what is important is that the customer perceives that there is real value in the education for which they are paying. An [educational organization] wants to position itself as a substantial value" ( p.41).

There are other factors that are instrumental in an individual's arriving at a decision to purchase or not. One of those factors is the friendliness of the marketers who represent the organization. Ostrom and Iacobucci (1995) investigated four service attributes - price, quality, friendliness (of service personnel) and customization (tailoring versus standardization of a service). They felt that their results should generalize to other service industries.

In service industries ... that are characterized by high risk, a point of differentiation strategy that focuses on quality, customization, and perhaps friendliness would be more sensible than one focusing on price. Quality and friendliness seemed to dominate price and customization in importance. (p.26)

Relationship marketing is a concept found in marketing literature. Morgan and Hunt (1994) define relationship marketing as "establishing, developing, maintaining and enhancing successful relational exchanges with customers" (p.20). According to Morgan and Hunt (1994):

The need for relationship marketing stems from the changing dynamics of the global marketplace and the changing requirements for competitive success....To be an effective competitor in today's marketplace requires one to be an effective cooperater in some network of organizations. The commitment - trust theory maintains that those networks characterized by relationship commitment and trust engender cooperation. (p.34)

Morgan and Hunt (1994) suggest to organizations what should be done in order to develop relationship commitment and trust with other organizations with which they want to partner. They should: provide resources, opportunities and benefits that are superior to the offerings of alternative partners, maintain high standards of corporate values and ally themselves with exchange partners having similar values, communicate valuable information, including expectations, market intelligence, and evaluations of the partner's performance and avoid malevolently taking advantage of their exchange partners.

## **Section Two – Skill Base of Marketing Personnel**

The literature discusses the roles of the CEO of the organization, the teachers, staff, the consumers (students) and the market researcher in relation to the marketing function. In educational organizations, all personnel have a responsibility, which varies in degree, to market the school.

For the C.E.O., there are skills that are important to possess if the marketing aspect of the role is to be performed effectively. The C.E.O. should: have knowledge about the marketing process, lead in a facilitative style, encourage a

marketing culture and emphasize the importance of relationships in the effective marketing of an organization.

The vision for the comprehensive marketing venture has to emanate from the C.E.O. of the organization. The C.E.O. has the primary responsibility for the marketing effort and has a responsibility for being knowledgeable about the marketing process. Pappas and Shaink (1994) state that in the college setting the President is the primary marketer and should direct the development of the marketing effort. "Many presidents support and encourage the application of marketing practices; few really understand the comprehensive scope and application of the marketing process and how it helps set a strategic framework that can guide college staff through future challenges" (p.29).

Slater and Narver (1995) describe the role of the C.E.O. as one that entails facilitative leadership. Facilitative leaders frequently and effectively communicate within and outside of the organization.

Facilitative leadership requires that these leaders: constantly articulate and reinforce the organization's vision through their speech and actions, share information about business trends and competitors' activities to maintain a competitive focus, freely provide operational information about productivity, inventory, and quality to share success and quickly identify problems and keep the workforce informed about the company's overall performance. (p.69)

Slater and Narver (1995) discuss the concept of facilitative leadership in their research as being one of the five critical components of the learning organization. They suggest that to fill this role, a leader has to disengage herself/himself from the role of the expert whose task is to teach subordinates the right way to accomplish tasks. The leader must take the role of a coach and assist those in the organization "to surface assumptions and understand patterns and relationships among people, organizations and events" (p.68). This leads to subordinates taking responsibility for learning and Slater and Narver feel that employees make better decisions with less interference from top management.

The role of the facilitative leader is one that encourages lateral, cross-functional transfers that require employees to learn and develop new skills and share their existing skills and perspectives with new colleagues. "The result is greater sharing of information and potential for challenging tradition, that is, the learning boundary, by bringing different points of view into an organization" (p.68). Mintzberg (1991) advocates grouping experts in functional units for housekeeping purposes but deploying them in project teams for specific tasks.

Facilitative leaders must exercise a role in unlearning traditional practices that are detrimental to an organization. "The ability to lead unlearning could be the single most important role of the chief executive officer for breaking through the



learning boundary to encourage generative learning (creating novel ideas)” (Slater and Narver,1995,p.68).

The C.E.O. also has a responsibility for encouraging a marketing culture among the organization’s employees, that is, to increase the awareness that each employee has a role to play in the effective marketing of an organization. However, it is not sufficient to indicate to employees that marketing is important to all; educational opportunities for employees to learn about effective marketing practices need to be provided. Hunt and Morgan (1995) believe that “employees learn how to be market oriented not solely from reading policy manuals or textbooks but from associating with other employees that are already market oriented” (p.13).

The C.E.O. has to be cognizant of the fact that relationships are paramount in successful marketing and convey that concept to all employees. Morgan and Hunt (1994) discuss what is important in the relationship development process.

To the manager, understanding of the process of making relationships work is superior to simply a 'laundry list' of antecedents of important outcomes - and our results imply that commitment and trust are key to understanding the relationship development process. (p.32)

Berry and Parasuraman (1991) found that in services marketing customer-company relationships require trust. They state that "effective services marketing depends on the management of trust because the customer typically must buy a service before experiencing it" (p.107).

The staff of an organization has a role to play in the marketing of the organization. The C.E.O. of the organization has a responsibility for educating the staff about its role in the marketing process because the image of any service organization is in the hands of the people who provide that service. Sharpe (1993) states that "the strongest impressions come from personal experiences. The consumer's experience with an organization is the basis of a marketing message. Word-of-mouth advertising is the second most powerful form of marketing, after personal experience"(p.24).

Blumenstyk (1994) recognizes the importance of customer or student satisfaction with a college experience. "The key to success in small independent colleges is having students walk away every year feeling that they have received something of value" (p.40). A student focus is paramount in the successful marketing of an educational organization.

Pappas and Shaik (1994) suggest that information from the consumer can help an organization in the planning of services and products to be offered.

A well – facilitated focus group session composed of a random sample of eight to ten target market members is one of the best research methods for gathering and verifying perceptions and assumptions about this group, and can be a far more effective research tool than a formal survey instrument.( p.33)

The information that Ricci (1994) says colleges and universities need to know can be obtained from focus groups. They need to obtain information from students to determine how and when they decide to enroll, who and what influences them in those decisions and what sources were most important in making those decisions to develop their marketing plans. "They need this information to shape their recruiting efforts to effectively reach the students they hope to attract and ultimately enroll" (p.131).

Within an organization it is important for someone to have the responsibility for market research. This person has to create an environment in which market research is conducted in a systematic way to position the organization for the future. Dekimpe (1997) advocates having a single individual who has sole responsibility for market research. In some companies market research may be sporadic and ad hoc, conducted or supervised by individuals who have no

experience with marketing , let alone market research. When this is the case, the supply of market information likely will be viewed as inadequate.

### **Section Three      Development of a Long Range Marketing Plan**

In reviewing the literature related to the development of a long range marketing plan for an organization, the marketing concepts researched were: reactive vs. proactive marketing, a market orientation and the idea of the organizational culture as a learning culture for marketing.

Klaver (1994) discusses the importance of marketing to an organization. The concept of marketing can be described as a guiding principle for the management of organizations. "Marketing is a management philosophy and a planning process which has as its objective the continuous satisfaction of an institution's relevant publics in a way that ensures institutional vitality and growth" (p.20).

Goldman (1992) notes the need for school personnel to take a broader perspective to the act of marketing a school. "The missing link is how to help

schools think through better what they offer, not just their resources, but their philosophy" (p.29).

The development of a long range plan for marketing has become more of a necessity because of the increased complexity of the marketing process.

According to Hunt and Morgan (1995) the marketing function within organizations has been, at least since the 1960 s, associated with the 'four P s'– product, place, promotion and price. However, as Kaufman, Stith, and Kaufman (1992) indicate this view can be limiting for organizations. Marketing has taken on a much broader perspective. "The future of marketing lies in looking at the global environment and the mega- level or societal level" (p.41).

Reactive planning and proactive planning models are reviewed extensively in the literature. Kaufman, Stith and Kaufman (1992) support the idea that:

there are two possible orientations for planning. One orientation stresses proactive planning in order to plan for the future, while the reactive model of planning is concerned only in repairing and fixing, reactively, a current problem or crisis. The proactive approach is a take-charge, shape-your-own-future perspective. It intends to allow organizational partners to become the masters of their future, not the victims of it. In our dynamic world, both reactive and proactive planning must be part of organizational life.(p.39)

Kaufman, Stith, and Kaufman (1992) advocate that strategic market plans should begin by first being proactive before moving to include reactive concerns. When an organization is involved in reactive strategic market planning, others set the market and the pace. This puts the organization in a disadvantaged position. If an organization is engaged in proactive strategic market planning and focusses on client and societal good will, "they will have a better chance of identifying products which do not exist and thus create and capture a market niche with which others will have to react and compete" (p.42).

In his later work, Kaufman (1995) augments his ideas about moving from a reactive or 'market-driven' approach to a proactive or 'market-making' approach which will solidly position an organization. In order to do this, he advocates that organizations should do these things simultaneously: react to the changes that they face to stay alive, predict future trends, be ready to be responsive when change comes, identify the future world in which they want to live and form partnerships to create that world together, that is, be 'market-making'. He believes that "an organization which intends to be in business years from now should be creating responses to future opportunities and problems" (p.18).

Kaufman (1995) discusses two approaches to planning, management and marketing that exist. One approach he describes as the 'Inside-out' approach; the other he describes as the 'Outside-in' approach.

The 'Inside-out' approach starts by 'rolling-up' internal operational resources, processes and products to find out what it can and could deliver to external clients. It builds on current realities; hence, it is reactive. He believes that this 'rolling-up' approach is central to most strategic planning conducted by organizations. Inherent in this approach is the situation whereby each operational unit, section, department, and division is asked to complete its own strategic plan. According to Kaufman (1995), this method of strategic planning has limited success.

As an alternative to this approach, Kaufman, Stith and Kaufman (1992) advocate a less common approach which defines the external environment and human condition to be achieved, and then derives or 'rolls down' to define what each segment of the organization must contribute. They feel that 'rolling down' strategic planning is freer from the mindset of 'that's how we always have done business around here' and it provides the opportunity to create a modified or even new organization, business or product.

The 'Outside-in' perspective starts with determining what kind of external world and environment we want to help create, and uses that as a driver for designing and developing organizational responses. It is proactive in that it asks, "is this trip really necessary? and what should we be accomplishing?" (p.40)

Although Kaufman (1995) feels that most strategic planning approaches are reactive and adopt, usually unwittingly, the 'Inside-out' approach, he states that both approaches to strategic planning are necessary for an organization. "While 'Inside-out' planning is important, there should be simultaneous 'Outside-in' planning to assure that future external requirements and opportunities will be identified and met" (p.190).

In order to make the transition from a reactive to a proactive method of strategic planning, organizational members need to develop strategic thinking capabilities. Kaufman, Stith, and Kaufman (1992) describe what is necessary for this to occur. "Strategic thinking requires a shift from linear, lock-stepped, authoritarian, means/process oriented, budget-driven tactics to a future - oriented holistic frame of reference where tactics and resources are selected on the basis of mutually – rewarding ends" (p.39) This type of thinking relates organizational means and contributions to societially useful ends.



Hunt and Morgan (1995) discuss a concept called 'market orientation' whereby an organization utilizes information about its customers and competitors to formulate its marketing strategy.

They propose that a market orientation is the systematic gathering of information on customers and competitors, both present and potential, the systematic analysis of the information for the purpose of developing market knowledge and the systematic use of such knowledge to guide strategy recognition, understanding, creation, selection, implementation, and modification. (p.11)

They suggest that a marketing orientation, which is an intangible entity, becomes a resource for an organization if it provides information that enables a firm to produce a product or service that was well-tailored to a market segment's specific tastes and preferences. "A marketing orientation should be considered an organizing framework that ,if adopted and implemented, could through time become culturally embedded in an organization" (p.11).

Slater and Narver (1995) agree with Hunt and Morgan (1995) about the importance of a market orientation in an organization. They feel that it one of the five critical components of a learning organization. They describe it as one of the principle cultural foundations of the learning organization. When an organization has an external emphasis on developing information about customers and competitors, it is well-positioned to anticipate the developing needs of its customers and respond to them through the addition of innovative

products and services. "This ability gives the market-driven business an advantage in the speed and effectiveness of its response to opportunities and threats" (Slater and Narver, 1995, p.66).

Day (1994) identifies two capabilities of market-driven organizations that are important in bringing external realities to the attention of the organization. A 'market sensing' capability determines how well the organization is equipped to sense changes in its market. The second is a 'customer-linking' capability which is composed of the skills, abilities, and processes that allows organizations to determine customer needs quickly and respond to them using well-defined procedures.

In their research Hunt and Morgan (1995) refer to the importance of organizational learning becoming part of the organizational culture. They describe organizational learning as an intangible resource for an organization. They propose that "in the realm of competition among organizations, major innovation is more important than either imitation or substitution" (p.8). They define major innovation as finding a new resource that produces value that is superior to the advantaged competitor. In their theory of 'comparative advantage', they expand the kind of resources (from land, labour and capital) to include such intangible resources as organizational culture , knowledge and

competencies. "They conclude that superior quality is a natural outcome of a system characterized by the search for comparative advantage" (p.8).

Sinkula (1994) expanded on the relationship between processing market information and organizational learning. Sinkula describes organizational learning as "the means by which knowledge is preserved so that it can be used by individuals other than its progenitor" (p.37). He says that interpreting market information is fundamental to organizational learning because it creates knowledge.

It is a core competency that pertains to external foci and is less visible than most internally focussed organizational learning competencies such as organizing work processes. It results in the fundamental bases of competitive advantage. The observation of others by sending representatives to other firms is essential. The market information, such as customer loyalty, image and satisfaction, that reside in organizational memory is typically more difficult to access. Market based information is more susceptible to different interpretations.

Slater and Narver (1995) propose five critical components of the learning organization. There are two key elements of culture - market orientation and entrepreneurship. They define "culture as the deeply rooted set of values and

beliefs that provide norms for behaviour in the organization" (p.70). There are three elements of climate - facilitative leadership, organic and open structure, and a decentralized approach to planning. They define climate as "how the organization operationalizes its culture, the structures and processes that facilitate the achievement of the desired behaviours" (p. 70). These elements have a synergistic influence on learning and performance. The importance of facilitative leadership and a market orientation have already been discussed; the remaining three components are important to discuss as well.

Slater and Narver (1995) believe that a culture that values entrepreneurship and innovation provides the environment in which learning from exploration and experimentation is most likely to take place. Uniting a market orientation with entrepreneurial values provides a focus for the organization's information processing efforts and encourages 'frame-breaking action' or creative endeavours.

Some educational organizations have adopted an entrepreneurial way of managing their affairs. DeVry seems to have found a way to profit from the business of education. "Its top managers say there is a good deal academicians can learn from their (DeVry's) entrepreneurial approach to education" (Nicklin, 1995, p.36).

It is important for organizations to encourage the development of a climate that is organic and open in its structure. Burns and Stalker (1961) were the first to suggest that:

High performing firms...adopt an 'organic form', namely, an organizational architecture that is decentralized, with fluid and ambiguous job responsibilities and extensive lateral communication processes. Members of these organizations, both internal and external, recognize their interdependence and are willing to cooperate and share information to sustain the effectiveness of the organization.

Decentralized strategic planning is important in devising a long range strategic marketing plan. Hart (1992) concludes that:

In complex and heterogeneous environments, an iterative participative approach is necessary to gain adequate knowledge and commitment from key stakeholders and that strategy should be developed through a process of "bottoms-up intrapreneurship" in which the role of top management is to encourage experimentation and nurture the development of the highest potential ideas. (p.16)

Pappas and Shaink (1994) outline the steps for an effective long-range marketing plan. The essential steps that they advocate for members of an organization to follow are to:

Review the annual strategic plan and choose one strategic goal to develop one marketing plan. Identify the broad market segment and narrow target markets with the demographic characteristics that suit your objective. Identify and describe the demographics of the specific target market. Identify the general perceptions/

assumptions about this target market. Select the products and services that will satisfy the target market needs that have been identified. Select the best place and time to have the products or services delivered to the targeted group. Determine a fair price at which to offer the products and services. Develop and create a promotional campaign that will best communicate information about the products and services to the specific target market. (p.33)

### **Summary of Chapter Three**

A review of the literature pertaining to effective promotional strategies raised the importance of: including success data about the organization in promotional brochures, understanding how pricing relates to customers' purchasing, recognizing the importance of national culture in marketing, differentiating the product, utilizing technology, customizing products and services and forming partnerships with other organizations.

A review of the literature pertaining to the skills required for marketing personnel considered the act of marketing to include all persons within an organization. The role of the C.E.O. in an organization is of primary importance and that individual establishes the mindset about marketing for all the employees. It is important to have someone within an organization to have the responsibility for market research to position the organization for the future. The role of the

consumer in the marketing process, via consumer feedback from focus groups, is considered to be instrumental for designing products and services.

The review of the literature pertaining to the development of a long range marketing plan emphasized the importance of organizations moving from a reactive mode to a proactive mode of planning. The research also discussed the necessity of marketing personnel looking outside the organization to gather information with which to begin to create a long range marketing plan. Information can be gathered from competitors as well as customers; this practice is described as a 'market orientation'. Researchers discussed the concept of the learning organization, of which they feel, market orientation is the principle cultural foundation. The other elements of the learning organization are: entrepreneurship, facilitative leadership, an open communication structure and decentralized strategic planning. By incorporating these elements into the functioning of the organization, researchers indicate that organizations will be more strategically positioned to act upon marketing opportunities and deal with threats to its success.

## CHAPTER FOUR

### Methodology

#### **General Method**

This inquiry employed survey methodology and personal interviews to gather information about the marketing of independent schools to recruit international students.

#### **Specific Procedures**

A survey was sent, in November, 1998, to personnel in twenty-nine Canadian independent schools regarding marketing strategies they used during the 1997/98 school year. It requested information about the perceived effectiveness of the promotional strategies that they used to recruit international students, the sufficiency of the marketing skill base of those involved in this recruitment and the degree to which they have developed long-range, strategic marketing plans for the international market.

The conclusions and recommendations of this study may be of practical consideration to administrative personnel of independent schools who seek to position their organizations in a world that is becoming increasingly more complex given the international interrelationships of organizations.



## **Research Population**

For the purposes of this study, twenty-nine people who recruit international students for twenty-nine Canadian independent schools listed in the Canadian Association of Independent Schools Directory were surveyed (Appendix C).

I also interviewed three people from independent schools and a person from a provincial government centre for international education to gain information about marketing practices utilized to recruit international students.

## **Instrumentation**

The survey questions (Appendix B) were designed based on information gleaned from current marketing practices of independent schools and practices deemed to be effective for educational organizations as cited in marketing literature. The survey consists of three sections:

### **Section One - Determining Effective Promotional Strategies Used to Recruit International Students**

Survey participants were asked about the effective promotional strategies that they have used to recruit international students. The promotional strategies cited in the survey were divided into two categories- direct marketing vehicles

(six responses) and strategic partnerships (seven responses). They were derived from the current practices that many of the schools and post-secondary educational institutions use as well as practices that are recommended in the literature pertaining to the marketing of educational organizations. I have acquired information about these practices by discussing the topic with administrators of independent schools. Also, I acquired information through observation of marketing practices of other schools and discussions with personnel who were recruiting students at international educational fairs in South America.

Responses were based on a five point scale where the responses ranged from 'ineffective' to 'extremely effective'. 'NA' and anecdotal response opportunities were available to respondents as well.

## **Section Two- Determining the Sufficiency of the Marketing Skill Base of Recruitment Personnel**

Survey participants were asked to describe the skills they have in relation to the function of marketing the school in the international market. The first question asked about the training that they have undertaken for the marketing role. The

second question asked them about the sufficiency of their marketing skill base. They responded on a five point scale which ranged from 'insufficient' to 'sufficient'. The third question provided an opportunity for an anecdotal response.

### **Section Three-Development of a Long - Range Marketing Plan**

The first question in this section gave the respondents an opportunity to describe their marketing plan on continuum of a five point scale that ranged from 'non-existent' through 'under development' to 'comprehensive'. A comprehensive plan was described as one that identified a project manager, action items, personnel, time frames, budget and future focus.

The second question asked respondents to indicate the assistance they have received in developing a long-range marketing plan on a five point scale that ranged from 'no assistance' to 'much assistance'.

Questions three and four provided an opportunity for anecdotal responses related to the marketing aspects for which they sought assistance as well as their ideas about the future trends in marketing schools internationally.

### **Pilot Study**

Before the questionnaire was administered to the selected population, it was tested on the Admissions Director of Balmoral Hall and the Assistant Director of The Association of Boarding Schools in Washington, DC. I chose the former because of her long association with the international student function; I chose the latter because his view of the future marketing practices of independent schools is progressive and futuristic. His experience on the international scene is extensive. I revised the survey to include more questions about long range plans.

### **Data Collection**

The respondents were provided with a description of the purpose of the study, the significance of a response to the survey, and the assurance of confidentiality. The assurance of confidentiality meant that the names of Directors, marketing personnel or the schools were not revealed nor would be used for any other purposes. The Directors of the independent schools were asked to support the study by completing the survey or forwarding it to the person or persons within the organization who are responsible for marketing the school on the international scene.

After the approval of The Faculty of Education Research and Ethics Committee at the University of Manitoba, data collection proceeded, using the instrument specified. The survey was mailed to the specified schools in early fall.

### **Treatment of the Data**

The data were summarized by using a geographic categorization schema. The responses were collated by schools according to five regions - British Columbia, The Prairies, Ontario, Quebec and The Atlantic Provinces. This schema matches the one presented in the Canadian Association of Independent Schools Directory of Member Schools.

Data from the survey were analyzed in order to determine:

- 1.The promotional strategies independent schools perceive to be most effective in recruiting international students. The data were divided into two categories - direct marketing strategies and strategic partnerships.
- 2.The sufficiency of the marketing skill base of personnel responsible for international marketing in independent schools.
- 3.The existence of the schools' long-range marketing plans for recruiting international students.

Data from the five point scale responses have been assembled in a tabular format. Frequency counts were established for all possible responses. Anecdotal data were collected and summarized for the open-ended questions that were presented in section two (marketing skill base of personnel) and section three (development of the marketing plan). Data collected for the study by interviewing people were placed in Appendix D and the key points of this information were included in the findings. Raw data were placed in Appendix E.

### **Limitations**

1.The records kept by independent schools related to the marketing practices utilized and the number of students evolving from each practice may not always have been recorded in a formal fashion; therefore, they may be subject to the recollections of the admissions personnel.

2.Some schools may not have kept records at all or they may have been maintained by more than one individual and the responses to the questions may be based on their recollections and hence be subjective.

3.School personnel may be disinclined to give an accurate representation of the comfort they feel with their skills for recruiting students in the international arena.

4.School personnel may not want to admit to the non-existence or the unsophisticated state of a long-range marketing plan.

5.In gathering data about the perceived effectiveness of promotional strategies, student, parent and recruitment agent perceptions about the effectiveness of the various strategies were not considered.

6.Gathering data by survey from the people who recruit for independent schools was limiting in that I could not probe for additional information.

## **Summary**

This chapter described the general method used in the study and defined the research population. It established and defined the instrument used for data collection and how the instrument was tested and refined . A proposed method of data collection and analysis was included. Placed in the appendices were:

Appendix A – a cover letter for the questionnaire

Appendix B - the survey instrument

Appendix C - a list of the schools surveyed

Appendix D – interviews of recruitment personnel at independent schools

Appendix E – raw data gathered with the survey

## **Chapter Five**

### **Collection and Analysis of Data**

#### **Introduction**

Chapter five is a compilation of survey data that has been assembled into fifteen tables with a summary for each table. It includes information that I acquired during interviews with personnel from three independent schools that recruit international students. The tables are organized under five headings: Demographics of the Independent Schools, Promotional Strategies Utilized by Independent Schools, Skill Base of Marketing Personnel, Long Range Marketing Plans and Future Marketing Trends.



**Table 5.1 Canadian Independent Schools Grouped by Region That Responded to the Survey**

<b>Region</b>	<b>Surveys sent</b>	<b>Surveys returned</b>	<b>Response rate</b>
<b>Ontario</b>	14	11	78.5%
<b>British Columbia</b>	6	3	50%
<b>The Prairies</b>	4	3	75%
<b>Atlantic Provinces</b>	2	2	100%
<b>Quebec</b>	3	1	33.3%
<b>Total</b>	29	20	68.9%

**Table 5.2 People Who Have the Primary Responsibility for Marketing Schools.****Marketing Position Title**

<b>Region</b>	<b>School Head</b>	<b>Director of Admissions</b>	<b>Marketing Director</b>	<b>Admissions Coordinator</b>	<b>Assistant Principal</b>
Ontario	0	6	4	1	0
British Columbia	0	2	0	1	0
Prairies	0	1	0	1	1
Atlantic Provinces	1	1	0	0	0
Quebec	0	1	0	0	0
<b>Total</b>	1	11	4	3	1

Of the 20 people who have primary responsibility for marketing their organizations and completed the survey, 11 are called Director of Admissions. Four schools have a Marketing Director and 3 have Admissions Coordinators responsible for marketing. In 2 instances, school administrators i.e., the Head and the Assistant Principal have the primary responsibility for marketing schools.

**Table 5.3 Demographics of International Student Body of Independent Schools Grouped By Size of School**

School size	Number of students	Gender population	Number International students	Percentage international students
<b>small (&lt;200)</b>				
1	170	female/male	17	10
2	110	female/male	24	22
3	200	female	80	40
4	168	female/male	16	10
<b>Medium (200-500)</b>				
5	360	female/male	82	23
6	400	female/male	80	20
7	430	female/male	58	13.5
8	250	female/male	100	40
9	270	female/male	46	17
10	310	female/male	46	15
11	460	male	124	27
12	435	female/male	116	26.8
13	274	female/male	54	20
<b>Large (500+)</b>				
14	895	male	214	24
15	680	female/male	20	3
16	860	female	43	5
17	520	female/male	47	9
18	790	female	?	?left out
19	580	female/male	145	25
20	660	male	132	20

The population of the four schools that are in the "**small school**" category ranged from 110 to 200 students. In three of the four schools, the population is female and male. One school has a solely female population. The percentage of international students ranges from 10-40 % which translates into as few as 16 to as many as 80 students.

The population of the nine schools that are in the "**medium school**" category ranged from 250-460 students. In eight of the nine schools, the population is female and male. One school has a solely male population. The percentage of international students ranges from 13.5-40% which translates into as few as 46 to as many as 124 students.

The population of the seven schools that are in the "**large school**" category ranged from 520 – 895 students. In three of the seven schools, the population is female and male. Of the four remaining schools, two have a solely female population and two have a solely male population. The percentage of international students ranges from 3- 25 % which translates into as few as 20 students to as many as 214 students.

**Table 5.4 Regions Where Independent Schools in Canada Are Marketed**

<b>Marketing Regions</b>	<b>Ont.</b>	<b>B.C.</b>	<b>The Prairies</b>	<b>Atlantic Region</b>	<b>Total</b>
United States	4	2	1	0	7
Mexico	5	2	1	0	8
Pacific Rim	12	4	3	1	20
Europe	7	1	0	0	8
Caribbean	16	0	0	0	16
S. America	3	2	1	0	6
Middle East	1	2	1	0	4

N.B. Marketing personnel in the Quebec school indicated that the school was marketed in 27 countries; however, the countries were not listed.

The way in which the question was worded resulted in responses that ranged from the specific to the general in terms of location of markets. There were twenty - eight places cited where independent schools are currently being marketed. Of the twenty eight places cited, the seven most frequently cited markets for all independent schools combined are: the United States, Mexico, Hong Kong, Japan, Korea, the Caribbean and Bermuda.

The independent schools in Ontario have the greatest diversity in terms of countries from which they draw their international students. The United States (4 schools), Mexico (5 schools), the Caribbean (5 schools), and Bermuda (4 schools) are the most popular places for the independent schools in Ontario that responded to the survey to market.

75.

The three independent schools in British Columbia tend to draw their international students from four of the same places – United States, Mexico, Hong Kong and Saudi Arabia. In addition, China, Taiwan and Germany are places where they market their schools.

The two schools in the Prairie Region ,that responded to this question, draw their students from entirely different places – United States, Mexico, Hong Kong,

Korea, Europe, Saudi Arabia and Japan. One school did not complete this portion of the questionnaire.

One school in Atlantic Canada draws its students from the Pacific Rim. The other indicated NA for where they market the school internationally. The school in Quebec markets in 27 non-specified countries.

**The number of years that the independent schools indicated they have been involved in recruitment of international students:**

Four of the eleven **Ontario** independent schools that responded have been involved in recruiting international students for less than twenty years. Their involvement ranges from 3 to 20 years (3,8,15,15 years). One school's involvement is a little over twenty years. Three of the schools have been involved for a substantially longer time- - 50,80,104 years. Three of the schools did not submit a response to this question.

Two independent schools in **British Columbia** that responded each have fewer than twenty years of involvement in the recruitment of international students. One school is a recent player in marketing schools internationally and has been involved for only three years while the other has been involved for eight to ten years. The third school has been involved for 20 years.

The independent schools in **the Prairies** that responded have been involved for 20+ and 50+ years. One school did not respond to this question.

One of the independent schools in the **Atlantic Region** has been involved in the recruiting of international students for 9 years while the other one that participated in the survey indicated involvement for 90 years. The latter number probably represents the age of the school.

The independent school in **Quebec** is a fairly recent participant in the recruitment of international students; their involvement is five years in duration.

When all the independent schools are considered in a cluster, the number of years of involvement in international recruitment ranges from three to more than one hundred years. Approximately one third of the schools that responded to this question have been involved in each of the following categories: six schools have been involved for 1-10 years, 5 schools have been involved for 11-20+ years and 5 schools have been involved for 21-100+ years. Four schools did not respond to this question.

**Table 5.5 Promotional Strategies Used Five Years Ago By Independent Schools, Grouped by Region.**

Strategy	Region of Canada					Total
	Ontario schools	British Columbia	The Prairies	Atlantic region	Quebec	
school guides eg. Petersen's	XXXX	X				5
agents	XXXXX			X		6
word of mouth	XXXX	X	XXX	X	X	10
alumnae	XXX		XX	X		6
student exchanges	X					1
parents	XXX		X	X		5
newspapers	XXXX					4
brochures newsletters	XX					2
embassy mailings	X					1
Asia Pacific Foundation	X					1
trips abroad	XX					2
Web site		X				1
students			X			1

The most popular promotional strategy that was used five years ago is word of mouth (used by 10 schools). The second most frequently used strategies were agents and alumnae (each used by 6 schools). International guides to schools such as Petersen's and parents as promotional agents were both used by 5 schools. Four schools used newspapers as an advertising medium. Trips abroad and brochures were each used by 2 schools. The least common promotional strategies (used by 1 school each) were: students, web sites, student exchanges, embassy mailings and the Asia Pacific Foundation.



**Table 5.6 Perceived Effectiveness of Direct Marketing Vehicles Use for Recruitment of International Students by Independent Schools in Ontario, British Columbia, the Prairies, the Atlantic Provinces and Quebec.**

Marketing Strategies	ineffective		neutral	effective		not used
	1	2	3	4	5	NA
brochures	0	2	4	8	4	1
newsletters	3	4	5	1	1	5
newspapers	5	1	5	2	0	2
CD-ROM	1	1	2	0	0	15
web site	0	1	6	5	6	1
scholarships	1	3	4	3	1	7
bursaries	1	3	2	4	2	7
tuition deferral	1	0	0	1	2	14
education fairs	0	3	3	4	0	9
international visits	0	0	5	5	6	2
parent meetings	0	0	1	5	12	1
<b>Total:</b>	<b>12</b>	<b>18</b>	<b>37</b>	<b>38</b>	<b>34</b>	<b>64</b>

**Brochures** as a promotional strategy were found to be an effective medium by twelve schools. Two schools found them to be an ineffective medium. Four schools scored a neutral position with regard to this medium. Only one school did not use brochures.

**Newsletters** were considered to be effective in promoting independent schools by two schools. Seven schools found them to be ineffective. Five schools scored a neutral position. Five schools did not use them as part of their promotional strategies.

**Newspapers** were found to be effective by two schools while six schools felt that they were ineffective. Five schools scored a neutral position. Two schools did not use them. The most effective paper-based medium was the individual school brochures.

Two modes of electronic information were surveyed- the CD-ROM and the web site. Fifteen of the schools do not have a **CD-ROM** to advertise the school. None of the schools felt that it was effective as a promotional strategy. Two schools felt that it was ineffective. Two schools scored in a neutral position.

Eleven schools felt that the **Web site** was effective as a promotional strategy. One said that it was ineffective; six were neutral about the Web site. One school didn't have a Web site. Three forms of financial incentives were surveyed with regard to their effectiveness as promotional strategies— scholarships, bursaries and tuition deferral.

Four schools felt that **scholarships** were effective in promoting the schools and attracting international students and an equal number found them to be ineffective. Four schools were neutral about scholarships as a promotional strategy. Seven schools do not use scholarships to attract students.

**Bursaries** were considered to be effective in promoting the schools in six instances. Four found them to be ineffective while seven schools do not use them. Two schools were neutral about bursaries.

**Tuition deferral** was considered to be effective by three schools; one school felt that it was ineffective. Fourteen schools do not use a tuition deferral plan to attract international students.

**Education fairs** were considered to be effective ways of recruiting international students by four schools; three schools responded that they were ineffective for recruiting student. Three schools were neutral in their estimation of the effectiveness of education fairs. Nine schools do not attend education fairs to market their schools.

**International visits** were considered to be effective by eleven schools. Five schools were neutral about the effectiveness. Two schools responded that they do not conduct international visits.

Seventeen schools found **meetings with parents** to be effective in recruiting international students. One school was neutral about the effectiveness. One school did not organize meetings with parents.

In summary of Table 5.6, when the data scored under 4 & 5 on the scale are calculated, school marketing personnel felt that the most effective ways of recruiting international students are: face-to-face meetings with parents (17schools), international visits (11 schools),brochures (12 schools) and Web sites (11 schools).

When the data scored under 1,2,NA on the scale is calculated, the least utilized methods of promoting schools are: CD ROM (17 schools) tuition deferral (15 schools) and education fairs (9 schools).

**Table 5.7 Perceived Effectiveness of Strategic Partnerships Created for the Recruitment of International Students by Independent Schools in Ontario, British Columbia, the Prairies, the Atlantic Provinces and Quebec.**

partnerships	ineffective		neutral	effective		not used
	1	2	3	4	5	NA
Local agents	2	0	5	0	1	11
International agents	1	4	1	3	2	8
Short term exchanges	1	2	3	2	0	10
Long term exchanges	1	1	2	2	0	13
Alumnae as recruiters	0	2	6	5	5	2
Canadian schools	0	3	8	2	0	6
International schools	0	7	5	0	1	5
AsiaPacific Foundation	2	1	1	0	1	14
Provincial trade office	2	0	2	2	0	13
<b>Total</b>	<b>9</b>	<b>20</b>	<b>33</b>	<b>16</b>	<b>10</b>	<b>82</b>

In summary, Table 5.7 reveals the nature of partnerships that independent schools have nurtured to assist with the recruitment process.

**Local agents as recruiters** were considered to be effective by one school; two schools felt that they were ineffective. Five schools were neutral about their effectiveness. Eleven schools do not use local agents for recruitment purposes.

**International agents** were felt to be somewhat more successful in attracting students to independent schools. Five schools found them to be effective. However, five other schools felt that they were ineffective. One school was neutral about their effectiveness. Eight independent schools do not use international agents for recruitment purposes.

**Teacher/student exchanges of short term duration** (1-3 months) were found to be effective by two schools; three schools found them to be ineffective. Three schools were neutral about the effectiveness of short term exchanges. This type of partnership was not entered into for international student recruitment by ten schools. One school has reintroduced its exchange program.

**Long-term** (1 year) exchanges were regarded to be much the same as short term exchanges in terms of their effectiveness as promotional strategies. Two schools that use them found them to be effective; two schools that use them found them to be ineffective. Two schools were neutral about their effectiveness. Thirteen schools do not use long-term exchanges as a promotional strategy.

Ten schools found **alumnae utilized as recruiters** to be effective in recruiting international students; two schools found them to be ineffective. Six schools were neutral about their effectiveness. Two schools do not use alumnae to recruit international students.

**Partnerships** can be created with other **Canadian schools** to recruit international students. Two schools found these partnerships to be effective in recruitment while three found these partnerships to be ineffective in the recruitment of international students. Eight schools were neutral about their effectiveness. Six schools don't form partnerships with other Canadian schools for recruitment purposes.

**Partnerships with international schools** for purposes of recruitment were found to be effective by one Canadian independent school. Seven schools found them to be ineffective and five schools were neutral about their effectiveness. Five schools do not partner with international schools to recruit students.

A partnership with **The Asia Pacific Foundation** was considered to be effective by one school. Three schools found this organization to be ineffective in the recruitment of international students; one school was neutral about the effectiveness of the organization. Fourteen schools do not partner with this organization which can play a role in the recruitment of international students.

A partnership with a **provincial trade office** for the purpose of recruiting international students was effective for two schools; two schools found this organization to be ineffective and two schools were neutral about its

effectiveness. Thirteen schools have no connection with a provincial trade office.

**Summary of partnerships used by schools to recruit internationally:**

When the data scored under 4 and 5 on the scale are calculated, independent school personnel felt that the most effective partnerships for the recruitment of international students are alumnae (10 schools) and international agents (5 schools). The absence of partnerships with the organizations listed in the survey was noticeable in that 82 responses were noted in the NA column.

**Table 5.8 Other promotional strategies that are being considered by marketing personnel and the number of schools considering each strategy.**

Promotional strategy considered	# of schools considering strategy
1.Meeting with parent leagues	XXX
2.TABS involvement	X
3.Use of consultants	X
4.Consortium of boarding schools	XXX
5.SSAT	X
6.Direct mail drops	X
7.Add target groups annually	X
8.Increase marketing efforts in Canada	X
9.Enhanced Web site	XX
10.Choral/sports team visits	X
11.Canadian International Student Services	X
12.Cultivating relationship with consulate	X
13.Strengthening alumnae relationships	XX
14.More international travel	XX
15.Visits with families in their homes	X
16.Establishing a committee to review international marketing	X
17.Use of European agents	X
18.Increased use of videos	X
19.Use of Canadian Education Centres	X



Most of the promotional strategies being considered included the concept of networking or partnering with others to better accomplish the task of recruitment of international students. The most frequently cited networking strategies were: meeting with parent leagues (3 schools) and working with a consortium of boarding schools (3 schools). Eleven of the nineteen promotional strategies involved networking. Schools mentioned meeting with parent leagues, TABS involvement, a consortium of boarding schools, SSAT, Canadian International Student Services, cultivating a relationship with the consulate, strengthening alumnae relationships, parents as agents, establishing a committee to review international marketing, use of European agents and networking with C.E.C.'s – Canadian Education Centres in sixteen Canadian embassies.

Three schools intend to increase their use of promotional materials such as videos (1 school), the Web site (2 schools) and direct mail drops (1 school). Less frequently cited promotional strategies were: use of consultants (1 school), increased activity in the Canadian market (1 school), more international travel (2 schools) and adding target groups annually (1 school).

### Skill Base of Marketing Personnel

**Table 5.9 Education/training that marketing personnel in independent schools, grouped by small, medium and large schools, have undertaken for their role in marketing.**

School size	CC	Univ.	OJT	Conf	course
<b>Small(&lt;200)</b>					
1. 170			X	X	
2. 110		X		X	
3. 200*					
4. 168			X	X	
<b>total</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b>Medium(200-500)</b>					
5. 360		X	X		
6. 400*					
7. 430			X		
8. 250			X	X	X
9. 270		X	X	X	X
10.310			X	X	X
11.460*			X	X	
12.435			X	X	X
13.274			X		
<b>total</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>5</b>	<b>4</b>
<b>Large (&gt;500)</b>					
14.895					
15.680	X		X	X	X
16.860		X	X	X	
17.520			X	X	X
18.790		X	X	X	
19.580		X	X	X	
20.660			X	X	
<b>total</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>2</b>
<b>Total of all schools</b>	<b>1</b>	<b>6</b>	<b>16</b>	<b>14</b>	<b>6</b>

\*recent hire to fulfill marketing role

CC= community college

univ =university

OJT= on-the-job training

conf =conferences

course = courses other than university or community college

When all the independent schools that responded to the survey are considered in a cluster, formal education for the marketing role is represented by one person who has a community college education while five people have a university degree. One person indicated that the degree was not related to marketing. The majority of people (16) responsible for marketing the schools acquired their skills via on-the-job training. Fourteen people learned more about the marketing process by attending conferences while six people learned more about the marketing process by taking courses.

When the education of the person responsible for marketing is related to the size of the school, the following is noted:

In small schools (population less than 200), only 1 of 4 (25%) people has a university degree. The other 3 people acquired knowledge about marketing via on-the-job training and by attending conferences.

In medium sized schools (population 200-500), 2 of 9 (22%) people responsible for marketing have a university degree. The majority of the people acquired knowledge about marketing via on-the-job training, attending conferences and by taking courses.

In large independent schools (population more than 500), 3 of 7 (42%) people have a university degree. Most people acquired knowledge about marketing via on-the-job training, attending conferences and courses.

Besides the educational and training opportunities listed in the chart above, marketing personnel mentioned other opportunities they have had in terms of augmenting their knowledge about the marketing function. One person has had 1:1 training with a marketing specialist. Another person indicated participation in National Association of Independent Schools (N.A.I.S.) enrolment planning courses. Another person cited extensive readings from NAIS, TABS, ISM, SSAT, IECA publications. Someone else mentioned marketing experience acquired through personal businesses and training and experience acquired through work with the Federal Government. One person had undertaken to learn more about the marketing function by taking continuing education courses at the university. The majority of the individuals conducting the marketing function for the independent schools surveyed learned about marketing while on the job and by attending conferences.

**Table 5.10 Marketing personnel's perception of the sufficiency of their marketing skills in relation to recruiting students in the international markets.**

School size	Insufficient skills			neutral		sufficient skills	
	1	2	3	4	5	NA	
<b>Small (&lt;200)</b>							
1. 170					X		
2. 110				X			
3. 200						X	
4. 168		X					
<b>total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	
<b>Medium (200-500)</b>							
5. 360			X				
6. 400						X	
7. 430			X				
8. 250			X				
9. 270		X					
10. 310			X				
11. 460			X				
12. 435					X		
13. 274				X			
<b>total</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	
<b>Large (&gt;500)</b>							
14. 895			X				
15. 680	X						
16. 860			X				
17. 520				X			
18. 790			X				
19. 580					X		
20. 660			X				
<b>total</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	
<b>Total for all schools</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>2</b>	

In the small school category (population < 200), 2 of 4 people feel that their marketing skills are sufficient for the international market. One person felt that her/his skill for marketing internationally were insufficient. One person did not respond to this question.

In the medium sized school category (population 200-500), 2 of 9 people felt that their marketing skills were sufficient for the international market. One person was did not feel that her/his marketing skill base was sufficient. Five people scored in the neutral zone with regard to their marketing skills. One person scored NA.

In the large school category (population >500), two of 7 people who market internationally felt that their skills were sufficient while 1 person felt that her/his skill base was insufficient. Four people were neutral.

When all the independent schools that responded to the survey are considered in a cluster, six people feel that they have sufficient skills to market the school internationally. Three people feel that they do not have sufficient skills to market internationally. Nine people were neutral about the sufficiency of their skill base to market an independent school internationally. Two people did not respond.

**Table 5.11 Skills that personnel responsible for marketing felt they needed to develop and the number of people who wanted to develop each skill.**

<b>Description of the marketing skill they needed to develop</b>	<b>Number of people who needed to develop this skill</b>
Developing promotional materials	X
Developing a marketing program	XX
Implementing a marketing program	X
Learning a second language	XXXX
Partnering with a company/group that values international education	X
Better knowledge of clients' needs	XXX
Enhanced computer skills/Web site	XXX
Creating new programs	X
Making contacts/networking	XX

The predominant marketing skills that they felt they needed to develop are: developing fluency in another language (4 schools), enhanced computer skills especially Web site management (3 schools) and a better understanding of clients' needs (3 schools). One person suggested partnering with a group or company that values international education in Canada to facilitate the recruitment of international students. Two people felt that they needed to develop a marketing program.

## Long Range Marketing Plans

Table 5.12 Stage of development of a long range marketing plan in independent schools as it relates to size of school and position of marketing personnel.

School size	Position of marketing personnel	1	2	3	4	5	NA
small							
1. 170	Assistant Principal			X			
2. 110	Director of Admissions	X					
3. 200	Admissions Officer	X					
4. 168	Director of Admissions	X					
<b>total</b>		<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
medium							
5. 360	Associate Director of Admissions			X			
6. 400	Director of Admissions						X
7. 430	Admissions Coordinator	X					
8. 250	Director of Admissions		X				
9. 270	Marketing Director		X				
10.310	Marketing Director			X			
11.460	Marketing Director		X				
12.435	Marketing Director					X	
13.274	Head		X				
<b>total</b>		<b>1</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>
Large							
14.895	Director of Admissions		X				
15.680	Director of Admissions		X				
16.860	Director of Admissions			X			
17.520	Director of Admissions			X			
18.790	Director of Admissions				X		
19.580	Director of Admissions			X			
20.660	Director of Admissions		X				
<b>total</b>		<b>0</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Total</b>		<b>4</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>1</b>



In the small school category (population <200), 3 of 4 schools indicated that their long range marketing plan was non-existent. One school scored in the underdevelopment position. 1 of 4 people responsible for recruitment is a school administrator while 3 of 4 people have an admissions function.

In the medium school category (population 200-500), 5 of 9 schools have a long range plan that is in the non-existent category. Two schools scored in the underdevelopment position. One school of the 9 indicated that a comprehensive marketing plan was in place. One school responded NA. Four of the nine schools have a Marketing Director; one of these schools has a comprehensive marketing plan.

In the large school category (population >500), all the schools have a Director of Admissions who is responsible for marketing internationally. Three of the schools have a long range marketing plan that is in the non-existent position. Three scored in the underdevelopment position. 1 of the 9 schools indicated that a comprehensive marketing plan is in place.

When all of the independent schools that responded to the survey are clustered, two respondents indicated that the school has a comprehensive marketing plan. Six respondents had marketing plans that are underdevelopment. Eleven respondents indicated that their marketing plans were in the non-existent position.

**Table 5.13 The level of assistance received from an external party to develop the school's marketing plan related to the stage of development of the plan.**

School size	Stage of development of marketing plan	no assistance    neutral    much assistance					N A
		1	2	3	4	5	
<b>Small &lt;200</b>							
1. 170	underdevelopment			X			
2. 110	non-existent			X			
3. 200	non-existent	X					
4. 168	non-existent	X					
<b>Total</b>		<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Medium 200-500</b>							
5. 360	underdevelopment			X			
6. 400	-						<b>1</b>
7. 430	non-existent	X					
8. 250	non-existent		X				
9. 270	non-existent		X				
10.310	underdevelopment		X				
11.460	underdevelopment	X					
12.435	comprehensive			X			
13.274	underdevelopment		X				
<b>total</b>		<b>2</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Large 500+</b>							
14.895	non-existent	X					
15.680	non-existent			X			
16.860	underdevelopment				X		
17.520	underdevelopment	X					
18.790	comprehensive	X					
19.580	underdevelopment		X				
20.660	non-existent	X					
<b>total</b>		<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Total all schools</b>		<b>8</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>

In the small school category (population <200), 3 of 4 schools had a non-existent marketing plan ; 2 received no assistance from an external party and 1 scored in the neutral category with regard to assistance with a plan. The fourth school had a plan that is underdevelopment and scored in the neutral category with regard to assistance with the plan.

In the medium sized school category (population 200-500), 3 schools said that their marketing plans were non-existent, 4 said that their plans were underdevelopment and one had a comprehensive plan. One school did not respond to the question. Six of the nine schools indicated that they did not receive assistance from an external party. One school scored in the neutral category.

In the large school category (population >500), 3 schools indicated that their marketing plan was non-existent; 2 of these schools received no assistance from an external party while the third scored in the neutral category. Three schools indicated that their marketing plans were underdevelopment; 2 of these schools received no assistance with their plans while one received assistance. One school indicated that a comprehensive marketing plan was in place for which they had received no assistance in developing.

When all the independent schools that responded to the survey are considered in a cluster, one school indicated that it had received assistance with the development of its marketing plan and that the plan was under development. Thirteen respondents indicated that they received no assistance with their strategic marketing plan. Of these thirteen schools, five schools had plans that are underdevelopment; seven indicated non-existent marketing plans and one had a comprehensive plan. Five respondents were neutral about the amount of assistance they had received. Of these five schools, two had marketing plans that are underdevelopment; two indicated non-existent marketing plans and one has a comprehensive plan. One school did not respond to the question.

**Table 5.14 Marketing activities for which assistance will be sought and the number of schools seeking assistance for each marketing activity.**

<b>Marketing activities for which assistance will be sought</b>	<b>Number of schools seeking assistance re marketing activities</b>
<b>Developing advertising mediums</b>	
video	X
Interactive CD	XX
Web site	XX
brochures	XX
<b>Utilizing people to market</b>	
Assistance from current families	X
Focus groups-international parents	X
Establishing contacts in countries	XX
<b>Understanding cultural issues</b>	
Language services	X
Cultural nuances	XX
<b>Obtaining assistance with the formulation of a marketing plan</b>	
Establishing timelines for marketing	XX
Determining target markets	XX
Determining success of plan	X
Budgetary assistance	X
Implementation of marketing plan	XX

When the independent schools that responded to the survey are considered in a cluster, seven schools wanted assistance with developing advertising mediums: interactive CD (2 schools), Web site (2 schools), video (1 school), and developing brochures (2 schools).

Two schools indicated that they wanted assistance to learn how to utilize people, specifically current and international families, to market their schools. Three schools want assistance to better understand the cultural implications, i.e. languages and cultural nuances, that relate to marketing independent schools internationally. Eight schools want assistance with various elements of a marketing plan that entail: establishing timelines for marketing (2 schools), determining target markets (2 schools), budgetary assistance (1 school), implementation of the marketing plan (2 schools) and determining the success of the plan (1 school).

## Future Marketing Trends

**Table 5.15 Future trends identified in marketing independent schools internationally and the number of schools identifying each trend.**

<b>Marketing trends</b>	<b>Number of schools indicating each trend</b>
<b>Using the electronic medium</b>	
CD-ROM	X
Web site	XXXXX
Web site-virtual tours	X
<b>Creating new markets</b>	
Increased international visits	X
Identifying new markets	XXX
<b>Monetary incentives</b>	
Full scholarships	X
<b>Partnerships/networking</b>	
Alumnae assistance	XXX
Increased personal contact	X
Collaboration among schools	XX
Increased use of agents	X
Increased use of current parents	X
<b>Use of external marketing experts</b>	
Professional management of image	X

When the independent schools are considered in a cluster, the trends that were cited most frequently, in marketing independent schools internationally were: the electronic medium- CD ROM, Web sites, virtual tours (7 schools). Creating new markets were considered to be important by four schools. One school thought that offering full scholarships is a marketing trend. Eight schools mentioned the concept of partnering or networking with other people for the purpose of recruiting international students. They mentioned assistance of alumnae (3 schools), current

parents (1 school), agents (1 school) and increased personal contact in general (1 school). Two schools mentioned collaboration among schools i.e. consortiums for recruiting international students.

One school mentioned the use of external marketing experts to professionally manage the image of the school.

### **Data from Interviews**

I augmented my information base for this research by interviewing three people who have responsibility for marketing independent schools. I also interviewed a person who managed a provincial government international education centre. Their comments reinforced some of the issues and ideas that were raised in the marketing literature.

The Coordinator of Admissions at one independent school stated in the interview that parents want to see statistical information such as the school's ranking in academics and also the number of graduates that attended competitive universities.



When I asked the Head of one of the schools about the components of an effective brochure, he referred to the 'language of marketing'. In his experience, it was more effective to use the term an English Second Language student rather than the term, international student. Also, describing the school as a 'family unit' created a more caring image in the minds of parents. Using pictures or 'visual marketing' was considered to be very effective.

Two people from different schools indicated that they felt 'word of mouth' was one of the most effective methods of recruitment. It led to successive generations enrolling at one of the schools. Also, there was a feeling that face to face encounters in the recruitment process was an opportunity to establish trust with parents and build their sense of security about the school.

During one of the interviews, we discussed the designing of programs to attract international students. The Head of the school said that establishing an English Second Language Program that is three-tiered in the degree of integration offered was effective in attracting a larger number of students. Also, the creation of summer programs that provide students with an experience of a shorter duration may in turn result in a stay that encompasses the full school year.

Related to the financial aspects of education is the timetable for parents to pay for the education. In two interviews, marketing personnel indicated that there had been adjustments made to the time frame in which parents paid the tuition, One school offered an installment plan that allowed for greater flexibility in making payments. Another school offered a re-registration incentive that involved deferred payment because of the economic situation in the their homeland.

It was apparent that the issue of marketing is not seen as solely the role of the Head of the school. There was a recognition that all stakeholders in the school had a responsibility for marketing the school. One school has taken a team approach to marketing in order to foster the development of a marketing mentality or culture. The marketing team makes presentations at staff meetings to inform all staff about marketing issues. At one school, the students were made aware of the role they play in the marketing of the school. Their presence in the community sends a marketing message to the public.

## **Chapter Six**

### **Summary and Conclusions**

#### **Major Findings**

Of the twenty schools surveyed, only four have personnel occupying the position of Marketing Director. The remainder of the schools employ what could be described as traditional roles for recruiting students, that is, the Director of Admissions and the Admissions Coordinator. In only two instances did the school administrators recruit for the school.

Five years ago, the most widely used promotional strategy was a web of informal channels for disseminating information, that is, word of mouth used by ten schools. The second most frequently used strategies were assistance from agents and alumnae which were each used by six schools. Trips abroad and brochures were each used by two schools. The least common promotional strategies, used by one school each were: students, web sites, student exchanges, embassy mailings and the Asia Pacific Foundation.

School marketing personnel felt that, during the 1997/98 school year, the most effective methods of recruiting international students were face-to-face meetings with parents international visits, brochures and Web sites.

The number of schools utilizing these promotional strategies in 1997/98 increased considerably from five years ago. Five schools indicated that they used meetings with parents to recruit students five years ago; seventeen schools indicated in the survey that meetings with parents are effective in the recruitment of students. Five years ago, international visits were listed as a recruitment strategy by two schools; eleven of the twenty schools that participated in the survey indicated that international visits are effective direct marketing vehicles. Two schools indicated that five years ago brochures were effective direct marketing vehicles; in this survey, twelve schools indicated that they felt brochures are effective as direct marketing vehicles. Five years ago, the use of a Web site as a direct marketing vehicle was used by one school that responded to the survey; however, eleven schools deemed the Web site to be effective as a direct marketing vehicle during the 1997/98 school year.

The direct marketing vehicles utilized least in 1997/98 by independent schools to recruit international students are: CD ROM (17 schools), tuition deferral (15 schools) and education fairs (9 schools).

In responding to the survey, independent school personnel felt that the most effective partnerships for the recruitment of international students are alumnae as

recruiters (10 schools) and international agents (5 schools). The importance of alumnae as recruiters was recognized five years ago and now the importance of this group as recruiters has increased. The importance of international agents as recruiters had remained much the same.

Student exchanges have increased only slightly as a recruitment strategy. Partnerships with Canadian schools and international schools were not mentioned five years ago as recruitment strategies; three schools indicated that they were valuable recruitment strategies.

The absence of partnerships with organizations listed in the survey was noticeable in that eighty-two responses were noted in the NA column. Five years ago, one school had a relationship with the Asia Pacific Foundation; now, one school felt that this organization was important for recruitment.

Most of the promotional strategies being considered included the concept of networking or partnering with others to better accomplish the task of recruitment of international students. The most frequently cited networking strategies, both mentioned by three schools were meeting with parent leagues and working with a consortium of boarding schools. Eleven of the nineteen promotional strategies involved networking. Schools mentioned meeting with parent leagues, TABS involvement, a consortium of boarding schools, SSAT, Canadian International

Student Services, cultivating a relationship with the consulate, strengthening alumnae relationships, parents as agents, establishing a committee to review international marketing, use of European agents and networking with Canadian Education Centres in sixteen Canadian embassies.

When the skill base of marketing personnel in the twenty schools was examined, it was discovered that the majority of the individuals conducting the marketing function for the independent schools surveyed learned about marketing while on the job and by attending conferences. This is true for small, medium and large schools. The schools in the 'large school' category have the greatest number of people with university education either related or unrelated to the marketing function.

When twenty independent school personnel responded to the survey about their the sufficiency of their skills to market the school internationally, six people felt that they have sufficient skills, three people felt that they do not have sufficient skills, and nine people were neutral about the sufficiency of their marketing skill base. Most of the personnel from the 'medium' and 'large' schools categories responded in the neutral position on the scale with regard to the sufficiency of their marketing skill base. There were two people in each school size category, which represents six out of twenty people, who felt their marketing skills were sufficient.

The marketing skills that this group indicates they need to develop are: fluency in another language (4 schools), enhanced computer skills especially Web site management (3 schools) and a better understanding of clients' needs (3 schools).

Two respondents, one in the 'medium' size school category and one in the 'large' school category, indicated that they have a comprehensive marketing plan and six respondents have marketing plans that are underdevelopment. The majority of the respondents (eleven), which represents similar representation from small, medium and large size schools, described their marketing plans on the scale as non-existent.

Only one of twenty school personnel indicated that the school had received assistance with the development of its marketing plan and that the plan was underdevelopment. This school was in the 'large' school category. The majority of the respondents (thirteen) indicated that they received no assistance with their strategic marketing plan. A greater percentage of schools in the 'large' school category indicated that they had not received assistance with the development of a marketing plan.

The three most important areas for which marketing personnel indicated that they would seek assistance were advertising with the electronic medium, understanding the cultural implications of marketing in different countries and creating and implementing a marketing plan.

The trends that were cited most frequently by school personnel to market independent schools internationally were use of the electronic medium for advertising and partnering or networking with other people for the purpose of recruiting international students. Two schools mentioned collaboration among schools, that is, consortiums for the purpose of recruiting international students. One school mentioned the use of external marketing experts to professionally manage the image of the school.

### **Implications**

The title, Marketing Director, indicates a more contemporary approach to the role of recruitment of students than does the title, Admissions Director, which most of the schools use. The title, Marketing Director, gives the impression that recruitment is conducted in a more proactive, strategic manner.



Five years ago several independent schools relied upon informal channels of disseminating information; word of mouth was the most common way of sending a message about schools to prospective students. It is still one of the most effective ways of convincing people to enroll in a particular school. This would validate the point that was raised in the literature that all people who work in an organization are marketers and are in a position to communicate a positive message to potential consumers about the merits of the school. Also, because the importance of alumnae as recruiters is important, schools may want to devise strategies to bolster the alumnae's involvement in the recruitment process. Also, given the necessity of graduates having to be increasingly more mobile in the pursuit of employment, their geographical sphere of influence will have increased. This leads to additional opportunities to enlist them in the efforts of recruiting international students.

Not surprisingly, international visits have increased considerably as a strategy for encouraging international students to enroll in a school. The literature emphasizes the importance of understanding the cultural nuances that marketers can encounter on international visits. In an age of globalization, the relationship of the product or service that is being marketed and the culture in which it is marketed is becoming more and more important. One source indicated that

bringing together a team of people from two or more cultures is effective in designing a product or service that will have a greater chance of being chosen by people from a particular culture. This is one area of skill development that marketing personnel indicated that they were like to increase their level of expertise.

In preparing for international visits most of the schools indicated that they did not utilize the services of provincial trade offices or organizations such as the Asia Pacific Foundation. They can be good sources of information about the countries from which schools recruit. Also, a cooperative venture involving, for example, the Department of Industry and Trade and a school, can result in benefits for both partners. The Canadian Education Centres, that have been established in various countries, are also good sources of information and the personnel can assist schools in making contacts and setting appointments with people who are interested in a particular school.

The use of Web sites by independent schools to market internationally has increased dramatically. Some of the benefits of using technology to market are more effective sharing of information, reduction in lag time between decision and action, customized service and a one-to-one marketing relationship with the consumer. Because of these advantages, schools may want to devote more

resources - time, money and professional development dollars - to the development of their Web sites.

According to the literature, forging partnerships with other organizations can result in marketing opportunities for the partnered organizations. These partnerships require the sharing of information and knowledge which results in learning how to best serve customers over time. Independent schools can advance their recruitment strategies by being open to external learning partners such as universities, distributors, other independent schools and other alliance partners such as government departments. Economies of scale can accrue to the partners as well.

Relationship marketing whereby organizations partner with other organizations that have similar values and share information will result in both partners accomplishing more. This is in effect what some of the schools in Ontario have done in forming a consortium to discuss, review and support one another in the marketing of independent schools internationally.

The literature suggests that a market researcher who has the responsibility for market research is an important position within an organization. This person has to create an environment in which market research is conducted in a systematic

way to position the organization for the future. Given the skills that are required for this function and the overall importance to the organization of this position, it may be worth giving consideration to developing a current staff member's skill base or hiring someone with this skill base to assist with organizational planning.

The literature discusses the importance of recognizing first that all personnel have a responsibility to market the school; however, the vision for the comprehensive marketing venture has to emanate from the CEO of the organization which in the independent school setting is the Head of the school. The CEO has the primary responsibility for the marketing effort and has a responsibility for being knowledgeable about the marketing process.

Because the majority of the people who market independent schools acquired their marketing skill base as a result of on-the-job training or by attending marketing conferences, training that would augment their skill base may be required. The two most requested forms of training were the learning of a second language and the management of the Web site.

Only two of the school personnel indicated that they had a comprehensive plan for marketing. The other schools may want to consider developing a plan to prepare for the future. In order to develop this plan, the schools may want to

consider initially importing marketing expertise to assist with developing and implementing the plan.

The review of the literature pertaining to the development of a long range marketing plan emphasized the importance of organizations moving away from a reactive mode to a proactive mode of planning. It is necessary for marketing personnel to look outside the organization to gather information from competitors and customers with which to begin to create a long range marketing plan.

Schools could benefit strategically by developing their capacity to be a 'learning organization' which is typified by the elements of: market orientation, entrepreneurship, facilitative leadership, an open communication structure and decentralized strategic planning. By incorporating these elements into the functioning of the organization, the organization will be better positioned to act upon marketing opportunities and deal with threats to success.

Independent schools may want to consider adopting and adapting the principles of marketing that are typically used by businesses to create long range marketing plans that result in the most effective use of an organization's resources. Systematizing the marketing of an independent school can result in benefits in the present as well as positioning the school for changes in local, provincial and national education.

It would be worthwhile to survey the same schools in three to five years to determine the number of schools that have enhanced their Web sites for recruitment purposes and whether that enhancement has resulted in a greater number of international students. It would also be interesting to determine the number of schools that have entered into partnerships with organizations to facilitate the recruitment process and the mutual benefits of those partnerships. Following the progress of the two schools that currently have comprehensive marketing plans to determine the results and benefits of instituting a marketing plan would be of interest.

The data that was gathered focussed on the perceptions of personnel who are responsible for marketing. It would be enlightening to survey or conduct focus groups with international students, their parents and international agents to determine their perceptions of the effectiveness of the different marketing strategies.

I will conclude with a quote which captures the emphasis of this paper.

What is usually managed by a highly structured, fully dedicated and extensively resourced department of marketing professionals in a large corporation is often tasked to one or two internationalists at a college, institute or university. What commercial sectors have traditionally accepted as a natural course of business, i.e., marketing, is only a partially understood and newly accepted concept to many Canadian educational institutions. (Cameron , 1997, p. 6)

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Dear

November, 1998

I am a student in the Department of Educational Administration, Foundations and Psychology in the Faculty of Education, University of Manitoba, conducting research for my M.Ed. thesis.

My survey is related to the recruitment of international students during the 1997/98 school year by personnel in twenty-nine independent boarding schools in Canada. I would like to examine promotional strategies used, the skills of the marketing personnel involved and the extent of the development of a long-range marketing plan.

I would appreciate your assistance with the completion of the attached survey of "Recruitment of International Students by Independent Schools" or your forwarding it to the person(s) primarily responsible for the international marketing of your school. The survey takes between fifteen and thirty minutes to complete.

My research advisor is Dr. Edward Hickcox, Department of Educational Administration, Foundations and Psychology, Faculty of Education, University of Manitoba, Winnipeg, MB, R3T 2N2.

123.

The data will be summarized and presented in such a way that neither individuals nor schools will be identified in documents that refer to the project. Survey and interview data will be destroyed upon completion of the research.

If you would prefer not to participate in the survey, you can do so without penalty by returning the survey to me. If you would like to participate, please fax the completed survey to me - or mail it to Balmoral Hall, 630 Westminster Avenue, Winnipeg, Manitoba, R3C 3S1. For a summary of results, please indicate on the survey if you want the information faxed or mailed to you.

Thank you for your anticipated assistance with this research project.

Sincerely,

Maxine Laine

(204) 784-1611

**RECRUITMENT OF INTERNATIONAL STUDENTS  
BY INDEPENDENT SCHOOLS**

**To be completed by personnel who recruit international students.**

**Background Information**

Name of school \_\_\_\_\_ Province \_\_\_\_\_

Position of person completing the survey:

Head of School \_\_\_\_\_ Marketing Director \_\_\_\_\_

Assistant Marketing Director \_\_\_\_\_ Other (please indicate title) \_\_\_\_\_

What percentage of your student body is international? \_\_\_\_\_

Where are you marketing your school internationally? \_\_\_\_\_

\_\_\_\_\_

For how many years has your school been involved in recruitment of international students? \_\_\_\_\_

How was your school involved in international recruitment five years ago? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Section One—Promotional Strategies Used to Recruit International Students**

Rate the degree of effectiveness of each of the promotional strategies you used to recruit international students during 1997/98. For the scale given ,1 indicates ineffective and 5 indicates extremely effective. For promotional strategies you do not use to recruit international students , please respond with not applicable (NA).

**I. Direct Marketing Vehicles Used for Recruitment of International Students**

	ineffective		extremely effective		NA
	1	2	3	4	5

1.paper-based information

a.)brochures	_____	:	_____	:	_____	:	_____	:	_____	:	_____
b.)newsletters	_____	:	_____	:	_____	:	_____	:	_____	:	_____
c.)newspapers	_____	:	_____	:	_____	:	_____	:	_____	:	_____

2.electronic-based information

a.)CD - ROM	_____	:	_____	:	_____	:	_____	:	_____	:	_____
b.)web site	_____	:	_____	:	_____	:	_____	:	_____	:	_____

3.financial incentives

a.) scholarships	_____	:	_____	:	_____	:	_____	:	_____	:	_____
b.) bursaries	_____	:	_____	:	_____	:	_____	:	_____	:	_____
c.) tuition deferral	_____	:	_____	:	_____	:	_____	:	_____	:	_____

4.education fairs

_____	:	_____	:	_____	:	_____	:	_____	:	_____
-------	---	-------	---	-------	---	-------	---	-------	---	-------

5.international visits

_____	:	_____	:	_____	:	_____	:	_____	:	_____
-------	---	-------	---	-------	---	-------	---	-------	---	-------

**II. Strategic Partnerships Created for Recruitment of International Students**

1. agents as recruiters

a.) local agents \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

b.) international agents \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

2. teacher/student exchanges

a.) short term(1-3 months) \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

b.) long term(1 year) \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

3. alumnae as recruiters \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

4. Canadian schools \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

5. international schools \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

6. Asia Pacific Foundation \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

7. provincial trade office \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

What other promotional strategies are you considering?

\_\_\_\_\_

\_\_\_\_\_

**Section Two - Marketing Skill Base of Recruitment Personnel**

1. What education/training have you undertaken for your marketing role ?

community college \_\_\_\_\_ university degree \_\_\_\_\_ on the job training \_\_\_\_\_

conferences \_\_\_\_\_ short courses through independent schools \_\_\_\_\_

education courses through continuing education at university \_\_\_\_\_

other (please describe) \_\_\_\_\_



2. Do you feel you have sufficient skills for marketing your school to attract international students? With the scale given, 1 indicates insufficient and 5 indicates sufficient.

insufficient					sufficient
1	2	3	4	5	
_____	_____	_____	_____	_____	

3. What marketing skills, if any, do you feel you need to develop?

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**Section Three – Development of a Long Range Marketing Plan**

1. Describe your school's international marketing plan. A comprehensive plan identifies a project manager, action items for specific personnel, time frames, a budget and a future focus.

non-existent/under development					comprehensive
1	2	3	4	5	
_____	_____	_____	_____	_____	

2. How much assistance have you received from someone external to your school with the development of your marketing plan?

no assistance					much assistance
1	2	3	4	5	
_____	_____	_____	_____	_____	



**British Columbia**

Brentwood College School  
P.O.Box 1000  
Mill Bay, B.C.  
V0R 2P0

Queen Margaret's School  
660 Brownsey Ave.  
Duncan, B.C.  
V9L 1C2

St. George's School  
4175 W. 29 th. Ave.  
Vancouver, B.C.  
V6S 1V6

St. Margaret's School  
1080 Lucas Ave.  
Victoria, B.C.  
V8X 3P7

St. Michael's University School  
3400 Richmond Road  
Victoria, B. C.  
V8P 4P5

Shawnigan Lake School  
1975 Renfrew Road  
Shawnigan Lake, B.C.  
V0R 2W0

**The Prairies**

Athol Murray College of Notre Dame  
Box 220  
Wilcox, SK.  
S0G 5E0

St. John's Ravenscourt School  
400 South Drive  
Winnipeg, MB.  
R3T 3K5

Balmoral Hall School  
630 Westminster Ave.  
Wpg., MB.  
R3C 3S1

Concordia High School  
7128 Ada Blvd.  
Edmonton, AB  
T5B 4E4

**Ontario**

Albert College  
160 Dundas St. W.  
Belleville, ON.  
K8P 1A6

Appleby College  
540 Lakeshore Road West  
Oakville, ON.  
L6K 3P1

Ashbury College  
362 Mariposa Ave.  
Ottawa, ON.  
K1M 0T3

The Bethany Hills School  
Box 10  
727 Bethany Hills Road  
Bethany, ON.  
L0A 1A0

The Bishop Strachan School  
298 Lonsdale Road  
Toronto, ON.  
M4V 1X2

Lakefield College School  
Lakefield, ON.  
K0L 2H0

Ridley College  
P.O. Box 3013  
2 Ridley Road  
St. Catherine's, ON.  
L2R 7C3

St. Andrew's College  
15800 Yonge Street  
Aurora, ON.  
L4G 3H7

Trinity College School  
Port Hope, ON.  
L1A 3W2

### **Quebec**

Bishop's College School  
P.O. Box 5001  
Moulton Hill  
Lennoxville, QC.  
J1M 1Z8

Stanstead College  
Stanstead, QC.  
J0B 3E0

### **Atlantic Provinces**

King's Edgehill School  
Windsor, NS  
B0N 2T0

130.  
Havergal College  
1451 Avenue Road  
Toronto, ON.  
M5N 2H9

Pickering College  
16945 Bayview Avenue  
Newmarket, ON.  
L3Y 4X2

Rosseau Lake College  
Rosseau, ON.  
P0C 1J0

Trafalgar Castle School  
401 Reynolds Street  
Whitby, ON.  
L1N 3W9

Upper Canada College  
200 Lonsdale Road  
Toronto, ON.  
M4V 1W6

Sedbergh School  
810 Cote Azelie  
Montebello, QC.  
J0V 1L0

RCS Netherwood  
40 College Hill Road  
Rothesay, NB  
E2E 5H1

## **Interviews with Independent School Personnel Responsible for Recruiting International Students**

### **School A**

July 31, 1998

The Board of the School has mandated that the school be involved in a systematic recruitment of international students. As such, it is the Head's responsibility to oversee a plan that results in the increased enrolment of international students. His marketing skills have been honed "on-the-job" and he has had a long-standing interest in marketing. Given the cultural circumstances of some of the countries from which the school recruits, his experience indicates that a male representative of an organization is received in a more favourable light. On the international scene, he is the sole marketer of the school and he spends approximately five weeks every year travelling to places such as Saudi Arabia, Mexico and Japan.

A team approach has been adopted for marketing the school. The team consists of the Board, the Head of the school, the Admissions Coordinator and the Coordinator of Fund Raising. They generally meet every four weeks to plan the events or more frequently as the situation dictates. The Head felt that it was

necessary to maintain a broad base of countries from which schools recruited to counteract the "economic blips" that might occur. The "marketing attitude" is fostered in the school as the Head works with staff members to explain their marketing role. He feels that all staff realize and act as if they have an important role in marketing the school.

We discussed what he has found to be very successful promotional strategies that he uses to disseminate the message about the educational experience that the school offers to international students

Summer programs are useful in attracting first time students to the school. The time commitment is shorter than the full year and the experience gives students additional information with which to make a longer commitment. One opportunity that he offers is what he describes as a six week summer program for ESL students at an English Language Institution. Another opportunity is a two week orientation session for ESL students who will be attending the school , in the fall, to assist in their acclimatization to a new environment. It is a good selling feature and he charges \$1,500.00 for this session. Program flexibility is essential and as such the school offers three programs- English Second Language (ESL), partial integration (bridging) and total integration. When the staff deems them ready the

students can move into a higher level of integration. They are not confined to the same program for the entire year.

The Board has discussed financial incentives to sustain enrolment of students from countries that are experiencing a financial downturn. The Board has made a decision not to increase fees because of the economic situation in some of the sending countries. An installment plan has been created to offer more flexibility for fee payment. One third is paid on acceptance, one third on arrival and the final third is due prior to December. The point was made that it is necessary to maintain a presence in the countries even when times are unfavorable.

When we discussed what constitutes a brochure that is useful as a promotional strategy, the Head emphasized the terminology or "language of marketing" that was used in the text of brochures and in conversations with parents . Instead of using the term international student, he uses the terms "English as a first language" or "English as a second language" when he refers to students'. Marketing "visually" by using pictures of culturally mixed student groups works well when he discusses the curriculum and the many activities in which the students can participate. He felt that marketing materials had a three to five year life-span.

The concept of the School as an "international school" also is well-received by the parents and students. In addition to this concept, the school is described as a "family unit" since the families expect a high level of personal care for their daughters. The history of the school is also important to the parents.

Future considerations:

1.The team is planing to increase the breadth of technology that the school possesses.

2.They are considering offering more short courses to draw students. The courses will vary in duration- 3,6,12 weeks- and have different focuses one being the study tour concept.

### **School A**

Admissions Co-ordinator

July 31, 1998

The Admissions Coordinator has worked at the School for a year and a half and is a member of the marketing team. Her primary functions are to follow-up the leads that the Head provides as a result of his travels, conduct tours and manage



correspondence. Her marketing experience is derived from her nineteen years of work at creating and maintaining a pre-school. She feels that the marketing skills that she employed at her work in marketing a pre-school are generic and can be applied successfully to this independent school. She has conducted business functions that are part of this school's environment on a smaller scale.

We discussed her observations about effective promotional strategies for recruiting international students. According to her, "word-of-mouth" is very effective. She felt that through the years the School had established "family connections" in the international community and that this resulted in parents' telling friends and relatives about the school's educational quality.

When the school and the educational experience it offers are presented, it is best to convey this information in face-to-face encounters with the parents of international students. They need to meet some of the people who will be overseeing their daughter's school life. The two most important determinants of whether or not students and parents choose the school are the building of trust and a sense of security in the minds of parents and the school's rating for academics established by Department of Education and printed in their documents. Statistics speak loudly to parents and they want to know the number of graduates who attend university and the number who attend competitive universities.

Creating a marketing culture within the organization is seen as an important venture. The marketing team presents at staff meetings to discuss the importance of a "business attitude" being held by all staff at the school.

The current students of the school are marketers of the school as well and need to realize that their presence and activity in the community send a message to members of the community about the school and the students who attend the it. Their presence is in effect a marketing event and they need to realize the impact that they have on the school's reputation.

Future considerations for marketing the school were discussed as well.

1.The Admissions Coordinator feels that an enhancement of the facility would make the school even more desirable for international students' recruitment. A three phase expansion – a gymnasium, a theatre and another computer lab are currently being discussed as possibilities.

2.More time needs to be spent with teachers to heighten their awareness about the importance of their role in recruitment. The teachers have to become more a part of the recruitment process and actively recruit students.

3.There could be financial rewards such as a bonus or an across the Board increase for the successful recruiting of students.

4.The marketing team needs to increase its frequency of meeting to discuss recruitment issues and to facilitate planning.

5.A change in title from Co-ordinator to Director would create a higher profile for the position and fit better with the impressions individuals from other cultures have about the role as derived from the title.

Manager

British Columbia Centre for  
International Education

July 30,1998

This organization has a post-secondary focus in the promotion of Canadian education internationally. He shared information about the operation of his department and provided names of additional contacts. He did mention that the educational organizations found that one of the best techniques used to share and solve issues related to international education was a list serve. Representatives found this to be an effective medium to resolve issues jointly.

**School B**

Director of Admissions

August 4, 1998

The Director of Admissions does not have a marketing education nor background in a formal sense. He knows the school well as he has been associated with it in various capacities for thirty-four years. His skill base for marketing comes from on-the-job training. He feels that one needs a combination of skills to market the school effectively. A blend of formal marketing expertise and educational expertise is required. These skills may not reside in one person.

The international school population at the school is drawn from fifteen to twenty countries. Forty to forty-five percent of the boarding population is from Korea. The students from Mexico tend to study for one year while the students from south east Asia tend to come for three years-grades ten, eleven and twelve. They maintain an enrolment of ten international students from south east Asia per grade.

Three people are involved in the marketing of the school. The Head of the school visits south east Asia and has been accompanied by the female ESL teacher to further forge relationships with an already committed audience. They meet with

the parents to further establish a relationship of trust. The Director of Admissions has visited Saudi Arabia for recruitment purposes. The male marketing figure is advantageous in Middle Eastern countries; however, a male/female combination works well and provides complementary skills.

When we began to talk about promotional strategies, the Director of Admissions indicated that there is no shortage of applicants for the school. They do not feel the need to attend the education fairs as they can rely upon the excellent reputation that has been built through the years by "word of mouth". In fact , students who attended the school in the seventies are now enrolling their own children. These connections or links are vital to the school's population.

The school policy is to circumvent agents and communicate directly with parents. They do not offer finder fees.

Financial incentives to assist parents with re-registration have been offered for the first time this year. The school has altered the payment structure and permitted a deferred payment option due to the economic crisis that some parents face.

One program that has proven to be effective in attracting and retaining international students is the music program. The school supports a seventy string orchestra that provides another avenue of accomplishment for those students who would prefer to be involved in activities other than athletics. This program promotes the mixing of international students into the general population.

The ESL teacher acts as a strong advocate for the international students and promotes their involvement in school activities outside the academic realm. She is the teacher who visits Asia to meet parents and instill confidence in them about the school personnel 's ability to care for their children.

The three step application process that is in place at the school is useful in determining a productive match between the school and the student. The parents typically have a long-range plan for their son's or daughter's attending a Canadian school and this allows time for the application process to be followed. The student and or parent submits an application, the student writes three tests to evaluate his/her ability and then the student is required to visit the school prior to his / her being accepted.

Future plans:

- 1The school has no long-range plan for future recruitment.
- 2.The Director of Admissions anticipates that the population will become more international in that more countries will be represented.
- 3.The presence of the international students and their impact on the school community is advantageous for all members of the community.

**Summary Grid of Promotional Strategies Used by Independent Schools in Ontario, British Columbia,  
the Prairies, Quebec and the Atlantic Region to Recruit International Students**

1&amp;2 = INEFFECTIVE

3 = NEUTRAL

4&amp;5 = EFFECTIVE

n=20

Quebec	Ontario	British Columbia	The Prairies	Atlantic Region	Region of Canada
1 2 3 4 5 NA	1 2 3 4 5 NA	1 2 3 4 5 NA	1 2 3 4 5 NA	1 2 3 4 5 NA	Promotional Strategy
0 1 0 0 0 0	0 0 2 7 1 1	0 0 0 2 1 0	0 0 1 0 2 0	0 1 1 0 0 0	brochures
1 0 0 0 0 0	1 3 2 3 0 2	0 0 2 0 0 1	1 0 0 0 1 1	0 1 0 0 0 1	newsletters
1 0 0 0 0 0	3 2 3 1 0 2	0 0 1 1 0 1	1 0 1 0 1 0	0 0 0 0 0 2	newspapers
0 1 0 0 0 0	0 0 1 0 0 10	0 0 0 0 0 3	1 0 1 0 0 1	0 0 0 0 0 2	CD ROM
0 0 0 0 1 0	0 2 1 3 4 1	0 0 0 1 2 0	0 0 3 0 0 0	0 0 2 0 0 0	Web site
0 0 1 0 0 0	0 2 2 2 1 4	0 0 1 1 0 1	1 0 0 0 0 2	0 1 0 0 0 1	scholarships
0 0 1 0 0 0	0 1 2 3 1 4	0 1 0 1 0 1	1 0 0 0 1 1	0 1 0 0 0 1	bursaries
0 0 0 0 0 1	0 0 0 1 1 9	0 0 0 0 0 2	1 0 0 0 1 1	0 0 0 0 0 2	tuition deferral
0 0 0 0 0 1	0 1 2 3 0 5	0 0 1 1 0 1	0 1 0 0 0 2	0 1 0 0 0 1	education fairs
0 0 0 0 1 0	0 0 2 4 4 1	0 0 1 1 0 0	0 0 2 0 1 0	0 0 0 0 0 2	international visits
0 0 0 0 1 0	0 0 1 1 8 1	0 0 0 1 2 0	0 0 0 1 2 0	0 0 0 2 0 0	parent meetings



**Brochures**

- 13 schools felt that they were effective in marketing
- 2 felt they were ineffective
- 1 didn't use them
- 4 neutral

**Newsletters**

- 7 felt they were ineffective or moderately effective
- 4 felt they were effective
- 5 didn't use them
- 4 neutral

**Newspapers**

- 7 felt that they were ineffective or moderately effective
- 3 felt that they were effective
- 5 didn't use them
- 5 neutral

**CD ROM**

- 2 felt that it was an ineffective medium
- 0 felt that it was effective
- 16 did not use this medium
- 2 neutral

**Web Site**

- 1 did not have a Web site
- 2 felt it was ineffective
- 11 felt that it was effective
- 6 neutral

**Scholarships**

- 4 felt it was an ineffective medium
- 4 felt that this method was effective
- 8 did not use them as a recruitment strategy
- 4 neutral

**Bursaries**

- 4 felt that they were ineffective as a recruitment strategy
- 6 felt that they were effective
- 7 did not use them
- 3 neutral

**Tuition Deferral**

- 1 felt that it was ineffective
- 3 felt that it was effective
- 15 did not use this strategy
- 0 neutral

**Education Fairs**

- 3 felt that they were ineffective
- 4 felt that they were effective
- 10 did not use them
- 3 neutral

**International Visits**

- 0 felt that they were ineffective
- 11 felt that they were effective
- 3 did not use them
- 5 neutral

**Parent Meetings**

- 0 felt that they were ineffective
- 18 felt that they were effective
- 1 neutral
- 1 didn't use

**Section One II. Summary of Effectiveness of Partnerships**

**Summary Grid of Strategic Partnerships Utilized for Recruitment of International Students by Independent Schools in Ontario, British Columbia, the Prairies, Quebec and the Atlantic Region**

1&amp;2 = INEFFECTIVE

3=NEUTRAL

4&amp;5 = EFFECTIVE

n=20

Ontario	Quebec	British Columbia	The Prairies	Atlantic Region	Region
1 2 3 4 5 NA	1 2 3 4 5 NA	1 2 3 4 5 NA	1 2 3 4 5 NA	1 2 3 4 5 NA	partnership
0 0 5 0 1 5	0 0 0 0 0 1	0 0 0 0 0 3	1 0 0 0 0 2	1 0 0 0 0 1	local agents
1 3 1 1 3 2	0 0 0 1 0 0	0 0 0 0 0 3	0 1 0 0 0 2	0 0 0 1 0 1	international agents
0 2 2 1 0 5	0 0 0 0 0 1	0 0 0 1 0 2	1 0 0 0 0 2	0 0 1 0 0 1	1-3 month exchange
0 1 2 1 0 7	0 0 0 0 0 1	0 0 0 1 0 2	1 0 0 0 0 2	0 0 0 0 0 2	1 year exchange
0 2 2 4 2 1	0 0 1 0 0 0	0 0 1 0 1 1	0 0 0 1 2 0	0 0 2 0 0 0	alumnae recruiter
0 1 6 1 0 3	0 0 1 0 0 0	0 2 0 0 0 1	0 0 1 1 0 1	0 0 1 0 0 1	Canadian schools
0 3 3 1 0 3	0 1 0 0 0 0	0 2 0 0 0 1	0 1 0 0 1 1	0 0 2 0 0 0	international schools
1 0 1 0 0 9	0 0 0 0 0 1	0 1 0 0 0 2	1 0 0 0 1 1	0 0 0 0 0 2	Asia Pacific Foundation
1 0 0 2 0 8	0 0 0 0 0 1	0 0 1 0 0 2	0 0 1 0 0 2	1 0 0 0 0 1	provincial trade office

## **Summary of Partnerships Utilized for Recruitment of International Students**

### **Local Agents**

- 2 found them to be ineffective in the recruitment of international students
- 1 found them to be effective
- 12 did not use them
- 5 neutral

### **International Agents**

- 5 found them to be ineffective
- 6 found them to be effective
- 8 did not use them
- 1 neutral

### **One to Three Month Exchange**

- 3 found this to be ineffective
- 2 found it to be effective
- 11 did not use this strategy
- 3 neutral

### **One Year Exchange**

- 2 found it to be ineffective
- 2 found it to be effective
- 14 did not use it
- 2 neutral

**Alumnae as Recruiters**

- 2 found it to be ineffective
- 10 found it to be effective
- 2 did not use alumnae to recruit
- 6 neutral

**Partnerships with Canadian Schools**

- 3 found it to be ineffective
- 2 found it to be effective
- 6 did not use this strategy
- 9 neutral

**Partnerships with International Schools**

- 7 found it to be ineffective
- 2 found it to be effective
- 5 did not use this as a recruitment strategy
- 5 neutral

**Asia Pacific Foundation**

- 3 found this partnership to be ineffective
- 1 found it to be effective
- 15 did not partner with this organization for recruitment purposes
- 1 neutral

**Provincial Trade Offices**

- 2 found the partnership to be ineffective
- 2 found it to be effective
- 14 did not partner with this office
- 2 neutral