

# Graduation Assignment

**International Business Studies-Noorderpoort College**

*"To create interest amongst staff and students of Colleges in Ireland & England about IBS"*

ICVH1GRA2

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# Noorderpoort

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## Executive Summary

International Business Studies (IBS) Senior Secondary Vocational study programme provides BTEC English business courses and Dutch courses to students of Noorderpoort College. Owing to the lack of students from abroad, there is lack in the international atmosphere. Thus, IBS staff and students cannot experience this. Therefore, IBS aims to attract students from abroad through an exchange study programme.

IBS has requested the consultant to fulfil the research objective: to investigate the **perceptions** and **opinions** of **staff (primary target group)** and **students (secondary target group)** of Colleges in Ireland and England in order to create interest amongst the two target groups to study and collaborate. In this research the consultant focused on three research areas: **Perception, Persuasion** and **Integrated Marketing Communications (IMC)**. In order to understand what the perception, opinions and influencing factors are of the two target groups, the consultant will review theories of the research area's **Perception** and **Persuasions** in depth. In addition, the theories of the research area **IMC** will focus on the preferred communications channels and media materials by the two target groups.

Based on these three research areas, research questions have been formulated that will be answered by the research findings. Primary and secondary research has been carried out by the consultant: **surveys, interviews** and **desk research**. From the primary and secondary target groups, 27 respondents answered the surveys and three M&C Experts of Noorderpoort were interviewed to answer the research questions. Missing information has been covered by desk research that support the survey and interview findings. Based from the collected findings the consultant recommends a communication strategy to create interest amongst staff and students of Colleges in Ireland and England to study at IBS and to collaborate.

As the Marketing & Department Manager of Noorderpoort De Groot (2017 personal communication) stated "IBS is an international study, therefore it is necessary to integrate more **international activities** for staff and students".

80% of staff and 90% of students from the two target groups and three M&C Experts, all indicated that the key findings influencing factors of students are: **Past experience, Parents, Teachers, Friends, Families**. The key findings of influencing factors of staff are: **past feedback, Erasmus Coordinators, Students, Managers and Friends**.

The two target groups expect from IBS: **Quality, Professionalism, Care, Safety, Security, Trust, Respect, Social Interaction and Involvement, Life-long Learning** during the study programme. In addition, nearly 90% of the two target groups agreed that **creating understanding** and **respectful relationships** have to be taken in consideration when approaching international relations.

The most preferred communication channels by the two target groups are **Linkedin** and **website**. Preferred media materials by the two target groups are **leaflets, flyers, newsletters** and **posters**. In addition, the M&C Experts indicated that **face-to-face interaction** and **visualizing** information is an effective method to approach target groups from abroad.

The consultant created the advice from the derived recommendations that forms a communication strategy for IBS. The consultant selected the marketing strategy '**Dual Adaptation**', to adapt the promotion method and products to the two target groups. Moreover, the consultant has selected the '**Selective Specialization**' for this research. This targeting strategy can target both the target groups at the same time as well as individuals who might influence the two target groups. The positioning strategy that has been selected is '**Changing the importance of attributes**'. This strategy leads to increasing the values of IBS through communication channels and media materials.

To fulfil the research objective the consultant created an **information event** that will take place in Colleges in Ireland and England to provide information about IBS to staff and students. This **information event** (1) will be supported by **communication channels** and **media materials**. The main communication channel is **Linkedin** (2), to connect with the two target groups. Moreover, **newsletters, posters, flyers, leaflets** (3) have been created as a concept version by the consultant to stimulate the information event. In addition, to provide a **visual interaction** between IBS and the two target groups, a **video** (4) can be created to express visually an IBS students' life to the two target groups. To be concise, this advice provides a detailed and complete communication strategy so that IBS can **create interest** amongst staff and students of Colleges in Ireland and England effectively.





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## Chapter 1. Project Context

The client, International Business Studies (IBS)<sup>1</sup> was found in 2001 and is located at Noorderpoort College in Groningen. IBS is a senior secondary vocational study programme that provides BTEC English business courses and Dutch courses to students of Noorderpoort College.

IBS provides students with international internships and aims to **create** an exchange programme to expand their international network in Europe. The intention of IBS is to create interest amongst staff (primary target group) and students (secondary target group) from Colleges in Ireland & England and to create an international and intercultural atmosphere within IBS which staff and students can experience.

The reason of selecting these **primary** and **secondary** target groups is that directors of Colleges in Ireland & England previously have contacted IBS to exchange students and create a partner network. The primary target group is supposed to create interest about IBS to the secondary target group to study at IBS. The two target groups are familiar with BTEC business courses, therefore the students can easily participate in the study programme of IBS (Miedema, personal communication, 2017).

The purpose of the exchange programme is to provide existing and potential students the opportunity to experience international and intercultural atmosphere. Therefore, to create the exchange programme it is important to **promote** IBS effectively to students abroad and potential Colleges to **create interest** in a possible collaboration with IBS (Bakker, personal communication, 2017).

Since there is no previous research carried out to identify perceptions of the two target groups and opinions concerning their persuasion factors influencing their decisions, this research was before at the problem analysis stage of the intervention cycle. The actual problem has been identified now and made transparent to the client, primary and secondary target groups. Currently, this practice oriented research is at the **diagnosis stage** to understand the reason of the problem and course of actions that needs to be taken by the consultant.

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<sup>1</sup>Appendix 1: Preliminary Research

The applied theories selected for this research are Perception, Persuasion and IMC<sup>2</sup> Theories. These theories provide insights on how perceptions of primary and secondary target groups about IBS are formed and which persuasion factors influence the two target groups decisions to study at IBS. Moreover, the IMC theories identify useful communication channels to communicate about IBS to the two target groups. By investigating these factors of the research objects, recommendations will be derived to IBS to create a communication strategy. Additionally, a client database of potential Colleges in Ireland and England will be created for further research.

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<sup>2</sup> IMC=Integrated Marketing Communications

## Chapter 2. Organizational Context

### 2.1. Client

IBS encourage their students to explore the business world and engage in international activities. The purpose of the IBS study programme is for students to take initiative and responsibility for their career (IBS Ambitieplan, 2016).

The vision of IBS is to build relationships with Colleges in Europe to expand their international network. IBS aims to create an exchange study programme to expand their international relationships and network (Miedema, personal communication, 2017).

The services<sup>3</sup> that IBS provides are BTEC business courses. BTEC stands for Business and Technology Education Council, Level 3 Extended Diploma. The BTEC Diploma is a vocational qualification designed for England, Wales and North Ireland. BTEC qualification allows students to enter Higher Education and Undergraduate study programs in any country (Pearson, 2017).

### 2.2. Target Groups<sup>4</sup>

IBS focuses on Dutch secondary schools to provide students with an international study programme after they graduate from secondary school (Miedema, personal communication, 2017). Primary and secondary target groups selected for this research are: staff (primary) and students (secondary) of Colleges in Ireland and England. By targeting the staff, their support will be gained to create interest about IBS to potential students to create interest and staff to collaborate with IBS. The primary target group can be e.g. International Exchange Coordinators, teachers and decision makers regarding studying abroad.

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<sup>3</sup>Appendix 1: Preliminary Research

<sup>4</sup>Appendix 1: Preliminary Research

### 2.3. Communication<sup>5</sup>

According to IBS staff Mr. IJlst (personal communication, 2017), the international atmosphere is lacking due to the lack of students from abroad, which as a consequence limits the international aspects of the study programme. The Dutch students miss cultural diversity and the international environment due to little interaction with foreign students. Hereby, the IBS staff and students are not able to experience the international atmosphere and cultural diversity, this results to not adding value to the study programme name “International Business Studies”.

This research is the first step to build a relationship with staff and student of Colleges in Ireland and England. The desire of IBS is to build a partner network with European Colleges and create an exchange service for their students (Miedema, personal communication, 2017).

Facebook is the only communication channel used by IBS that informs potential students, existing students and parents about the study programme. However, the two target groups are not reached since they are not aware of the existence of the Facebook page. IBS should select more efficient communication channels to reach the target groups (Talens, personal communication, 2017).

### 2.4. Lemniscaat logo

According to M&C Expert Sierra Fernandez-Bolhuis (personal communication, 2017), it is important that the corporate image and reputation of a study programme should provide students a positive impression about the institution. The logo of Noorderpoort represents the number eight on a horizontal level. The meaning of this logo is that the two O's of Noorderpoort are connected to each other and it means “**a life-long learning**”. The lemniscate logo is connected with each other to represent **respect** and **life-long learning** of students that Noorderpoort provides (*Figure 1*). The meaning of the logo is not communicated well to the two target groups, as result of this staff and students do not link the lemniscate with IBS and Noorderpoort and are uninformed about the corporate reputation and image of IBS.

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<sup>5</sup>Appendix 1: Preliminary Research



**Figure 1 : Lemniscate Noorderpoort** (Noorderpoort, 2017)





## Chapter 3. Theoretical Framework

Theoretical areas are derived from the literature review and preliminary research that focuses on providing adequate answers on fulfilling the external goal of this research. The theoretical areas are: IMC, Persuasion and Perception theories. These theories identify how perceptions of the primary and secondary target groups are formed about IBS and which persuasion factors influence the two target groups decision to study at IBS. As well as which communication channels are effective to inform the primary and secondary target groups about IBS. By investigating these factors, recommendations can be created for IBS to create a communication strategy.

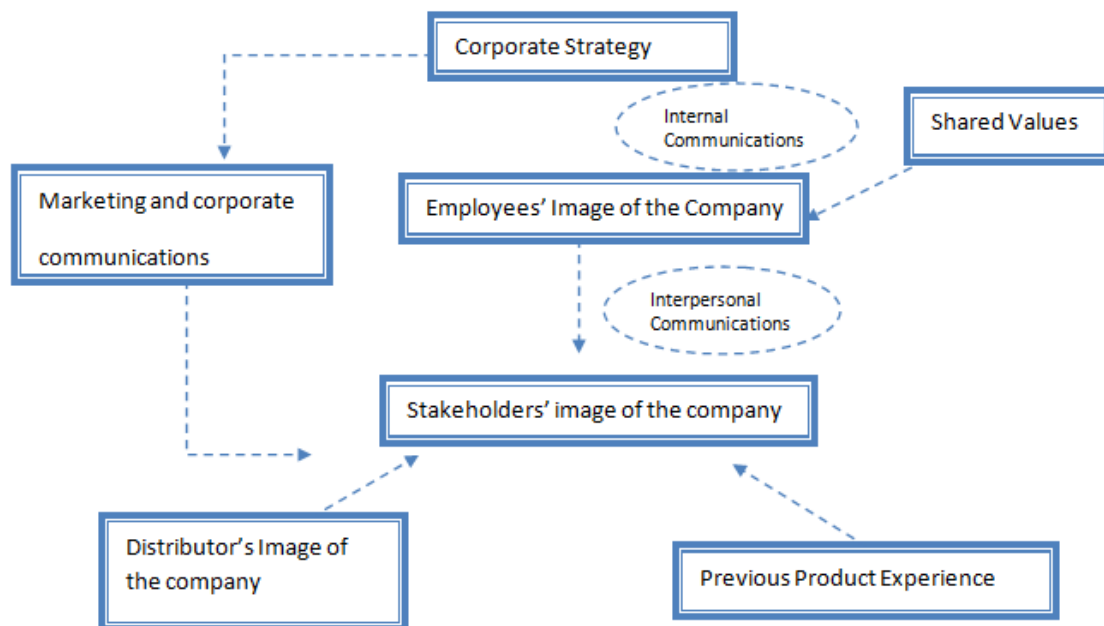
### Theoretical Areas

#### 3.1. Theories of Perception

According to Dowling (1986) an image of an organization means how the organization is perceived by the primary and secondary target groups. The theories about Dowling (1986) Corporate Image & Reputation and Shepperd et al. (1988) TORA model indicate the perception factors that forms the perceptions of staff and students such as experiences, beliefs, feelings, knowledge and impression of IBS. These theories indicate how the two target groups perceive IBS and which factors influences their decision to study at IBS. By knowing these factors it would be attainable to provide a positive impression about IBS and can be considered when creating recommendations for IBS.

##### 3.1.1. Corporate Image & Reputation

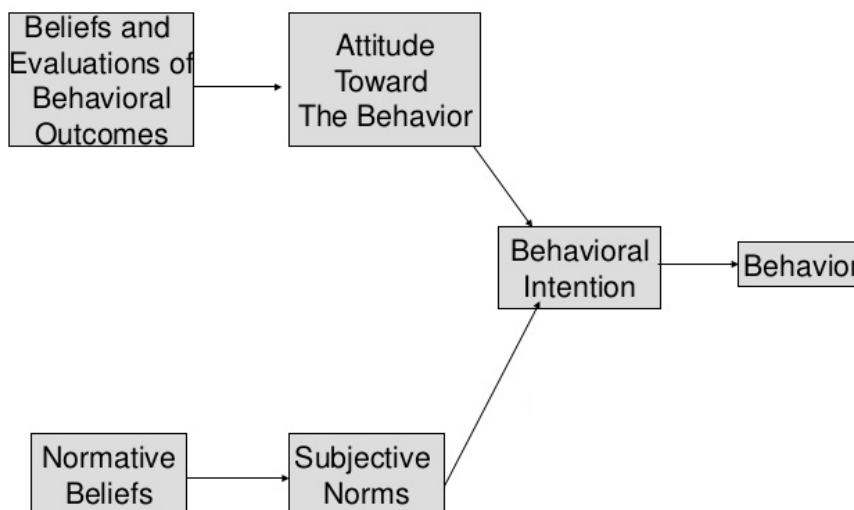
Dowling (1986) stated that the corporate image is a stakeholder's perception towards the organization. The corporate reputation is the evaluation of the company image that is based on experience, symbolism and the exposure to communication. Two concepts derived from this model that will be analyzed from both target groups are Shared Values and Stakeholder's image. The other concepts from the model are not applicable for this research. The two concepts indicate about how the two target groups perceive IBS (*Figure 2*). Therefore, it is essential to identify the influencing factors of the two target groups perceptions towards IBS corporate image and reputation that will be taken in consideration when creating recommendations for IBS.



**Figure 2: Corporate Image & Reputation structure p. 27** (De Pelsmacker et al., 2010)

### 3.1.2. Theory of Reasoned Action (TORA)

Fishbeins and Ajzen's TORA model (Figure 3) identifies the link between attitude and behaviour of an individual. According to Shepperd et al. (1988) the more accurate the attitude is to behaviour and the interest the more the attitude is related to behaviour. Two factors that will be applied for this research are normative beliefs and subjective norms. Other concepts are not applicable for this research. Subjective norms is when other individuals can influence the behaviour of both target groups, as well by pressuring their decisions and changing their perception. Normative beliefs is when an individual beliefs are related to perceived behaviour and expectations of another individual, e.g. friends or family (Sheppard et al., 1988). Therefore, when approaching the primary and secondary target groups it is important to understand the cause and act of the behaviour and attitude towards IBS. By understanding the causes of these concepts, behaviour and attitude can be identified that supports deriving recommendations for IBS.



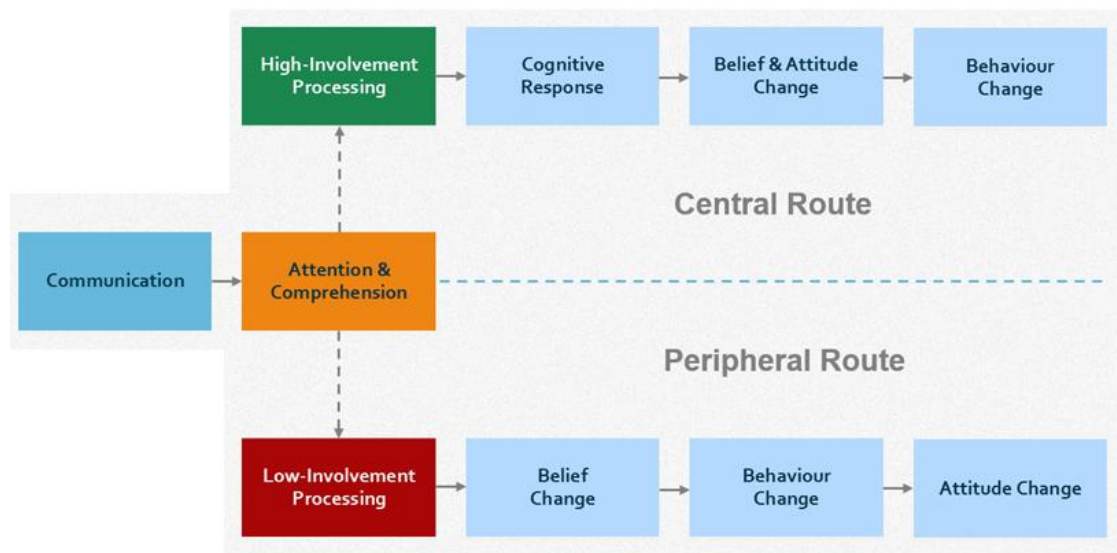
**Figure 3: TORA Model 22 February 2017** (O'Neill, 2015)

### 3.2. Theories of Persuasion

Usher et al. (2008) stated that Bandura's beliefs that individuals' hold to their own competences and outcomes of their efforts have an influence on their behaviour. Different factors are involved in the individual's environment that influence the behaviour and decisions making process. The ELM of Petty Cacioppo (1986), Grunig (1989b) Four Model of PR and Bandura's Self-Efficacy theory (Zulkosky, 2009) indicate which factors influence the two target groups decisions to study at IBS. Therefore, the persuasive factors will be taken in consideration when creating the communication strategy to create interest and collaborate with IBS.

#### 3.2.1. Elaboration Likelihood Model (ELM)

Petty & Cacioppo (1986) ELM (*Figure 4*) indicates the functions of persuasion of an individual. According to O'Keefe (2008) the model has two different phases that has the following outcomes: involving systematic thinking and involving cognitive shortcuts. These two outcomes are called the central route process and peripheral route process. The central route process occurs when the individual's elaboration and engagement are high. Peripheral route process occurs when the individual's elaboration and engagement are low. O'Keefe (2008) stated that the ELM indicates factors such as Involvement, Exposure to information, Personality, Attitude and Motivation of an individual regarding persuasion. The central route from this model that will be investigated for both target groups. The peripheral route of the ELM is not applicable for this research. This model identifies the persuasion factors of staff and students to understand what effect these factors have on them when making decisions to study at IBS.



**Figure 4: ELM Model. 26 March 2017** (Wolswijk, 2014)

### 3.2.2. Four Model of PR

Grunig (1989b) sees PR as a group that has manipulative and persuasive behaviour. The purpose of the Four Model of PR<sup>6</sup> by Grunig (1989b) is to analyze the communication between the organization and the stakeholders. The stakeholders in this research are the two target groups. This model describes the actions between the organization and the two target groups, to identify the attitude and behaviour change and the means of persuasive communication. The effective model of Grunig (1989b) is the two-way symmetrical model because of its intention to create understanding and respectful relationship between IBS and the two target groups. Therefore, it is important to be aware of the feelings of the two target groups and take in consideration when approaching them about IBS. The two-way symmetrical model will be applied to this research.

<sup>6</sup> Appendix 3: Four Models of PR

### 3.2.3. Self Efficacy Theory

According to Zulkosky (2009), Bandura's Self-Efficacy<sup>7</sup> theory consists of four factors that leads to judgments of an individual. Performance, Vicarious experience, Social Persuasion, Psychological and Emotional states (*Figure 5*) create judgments of cognitions that forms the behaviour and performance of an individual. The behaviour and performance of an individual is shaped by experience, feelings, thoughts, screening of others, trainings and feedback.

**Performance Accomplishment:** an individuals positive or negative experiences can have an impact on their behavior. If a person performs well in their tasks and activities they become motivated and feel happy and express that in their behavior. If they fail in a task or activity they might create a negative behavior and their judgments will become negative as well (Zulkosky, 2009).

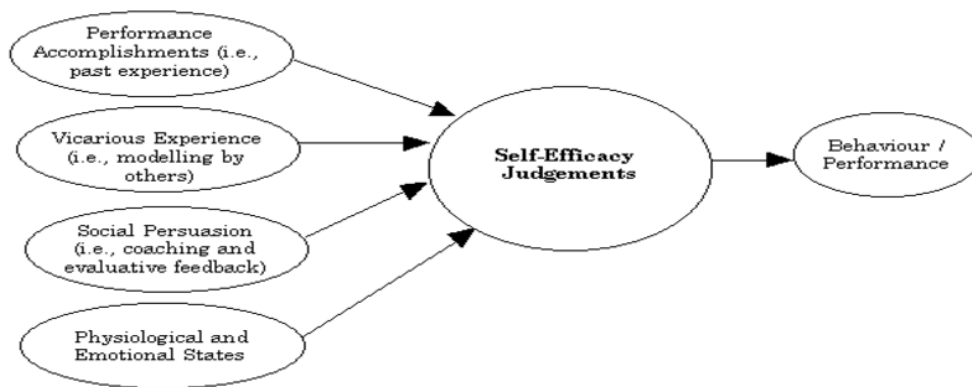
**Vicarious Experience:** According to Zulkosky, (2009) an individual observes the experience of another individual and compares their experience to their own. If an individual sees other persons succeed it will increase their own motivation and self-efficacy as well. On the other side, when individuals see other persons fail or experience the similar activities it will de-motivate them to climb higher in their life.

**Social Persuasion:** social persuasion is about the social contacts that persuade you to do something. It could be a trainer, coach, teacher or a family members that gives you a pep talk and boost up your motivation. It can also be gestures such as thumbs up or a shoulder push to appreciation and persuading to carry on. Social persuasion could also be negative, such as calling someone "stupid" or "idiot" this decreases the motivation of an individual and leads to negative behavior (Zulkosky, 2009).

**Physiological and Emotional States:** is the emotional factors that an individual experiences. When writing an exam, giving a speech in front a crowded audience or proposing their love to someone for the first time. Emotions that are involved in these actions are sweating, anxiety and racing heartbeat (Zulkosky, 2009).

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<sup>7</sup> Appendix 6: Explanation Self Efficacy Theory



**Figure 5: Self-Efficacy Model 21 February 2017** (Redmond, 2010)

The Self-Efficacy theory supports to analyze the persuasive factors which creates the decisions, behaviour and performance of the primary and secondary target groups. These factors are important to indentify which persuasive factors influences the two target groups decisions to study at IBS in order to provide recommendations to IBS about how to create interest amongst the two target groups.



### 3.3. Integrated Marketing Communications (IMC)

According to De Pelsmacker, Geuens & Van den Bergh (2010) “IMC is the process of planning and executing the promotion and distribution of ideas about products and services to create an exchange value, and satisfy individuals and organizations”. Channel preferences and direct marketing media tools indicate which channels and media materials are useful to inform staff and students about IBS.

#### 3.3.1. Channel Preferences

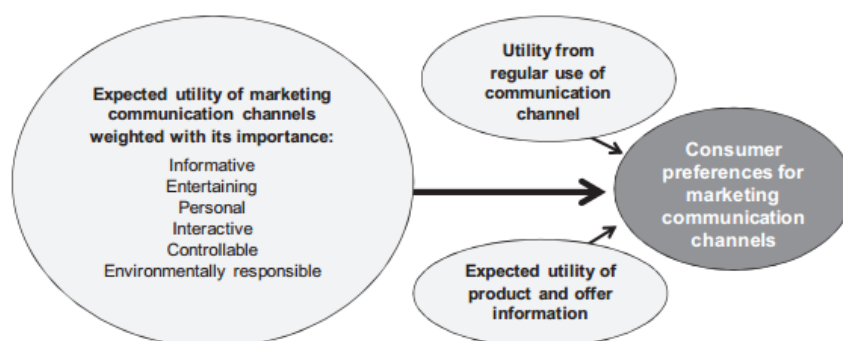
Elkelä (2012) stated that preferences about the communication channels by staff and students will be decided based on the importance of the distributed messages. The factors that are taken in consideration by staff and students when choosing a communication channel are: informative, entertaining, personal, interactive, controllable and environmentally responsible (*Figure 6*). These factors relate to two routes: the purpose of the regular use of the channel and expectations of staff and students of the information.

- **Informative:** if the channels are informative it means the target groups receive reliable information and also provides up to date information. The audience will pay more attention to informative channels when the information is new and reliable. Another factor of informative channels is that the content might help the audience with purchasing any decisions. For an example Social Media of an online shop could provide information to the online buyers about certain clothing products, This might help the online buyer to decide which product to purchase (Elkelä, 2012).
- **Interactive:** According to Elkelä (2012), if channels are interactive it means that the two target groups can create a discussion about the published content. If a discussion arise, it means that the content will be spread mouth to mouth to other staff and students. Also interactive channels can be easily searched by the target groups to find the needed information.
- **Entertaining:** entertaining channels provide enjoyment and cheerful content to the two target groups. A little bit of humour is added to attract the attention of the staff and students. Entertaining channels publishes content that is nice to read by the two target groups and it gives them a relaxed feeling. Basically, the

two target groups enjoy to read the content of the entertaining channels and would be an excuse for them to get rid of routine tasks (Elkelä, 2012).

- **Controllable:** content that is published on controllable channels would attract the two target groups, because they can access the content whenever they wish to. The content is not annoying and can be ignored easily if staff and students prefer (Elkelä, 2012). Controllable channels can be controlled and managed by the two target groups, therefore it makes it easier to exposure the content to the target groups. They can monitor the channels if they want to be exposed to the content or not.
- **Personal:** channels that are personal create interest and desire amongst the two target groups. Staff and students will be attracted to the content and would be willing to read the content of these channels (Elkelä, 2012). The content is created only for staff and students and fulfils the expectations and needs of them.
- **Environmentally responsible:** some channels waste plastic and harm the nature when they produce content and communication materials to inform the two target groups. Therefore, an important factor is that the communication channels should be environmentally responsible. Communication channels should not waste plastic, paper and harm the nature in order to satisfy the needs and expectations of the two target groups (Elkelä, 2012). For the online communication channels this factor is not applicable, because all the channels are communicated digitally. This factor is applicable for the printed media materials to produce environmental friendly materials.

Therefore, it is important to identify which communication channels are preferred by both target groups to approach them directly and inform them about IBS.



*Figure 6: Grouping of communication factors p. 18 (Elkelä, 2012)*

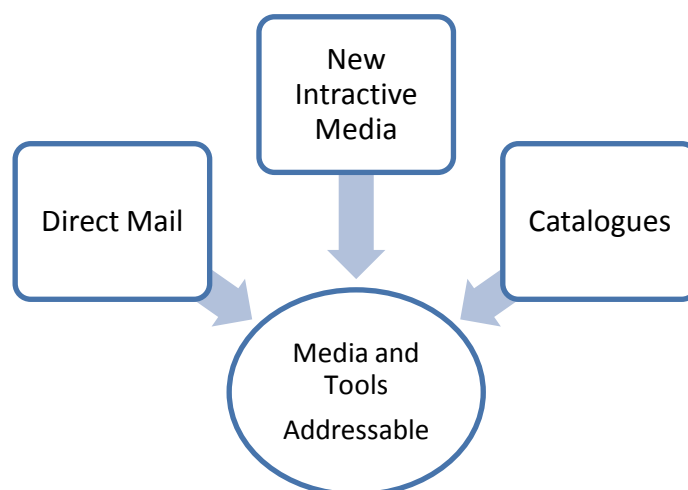
### 3.3.2. Direct Marketing media and Tools

Direct Marketing media and tools (*Figure 7*) directly engage with the two target groups and promotes the service to them. Means of direct media and tools are direct mail, catalogues and New Interactive Media (De Pelsmacker et al., 2010).

**Direct Mail:** are written commercial message that reaches the target groups. It can be personally addressed letters, newsletter, cards or brochures. The advantages of direct mail is that the target groups will be addressed and informed personally with effective media materials. Direct mail is faster and caught the attentions of the target group immediately (De Pelsmacker et al., 2010).

**Catalogues:** are media materials that are presented in a visual and verbal method. The materials can be printed or digitally distributed. The catalogues that could be distributed to potential Colleges and students might be an informative catalogues that provides a description of IBS study programme and the benefits of the IBS educational platform(De Pelsmacker et al., 2010).

**New Interactive Media:** According to De Pelsmacker et al. (2010) new interactive media are: websites, e-mail communication and internet related media tools. Facebook is an existing Social Media tool that is been used by IBS. The Facebook page does not approach the target group effectively. Therefore a new effective media tool has to be researched that is approaches the target groups effectively.



**Figure 7: Direct Marketing Media & Tools p. 447** (De Pelsmacker et al., 2010)

The existing Facebook page of IBS does not attract the target groups effectively. Therefore, a new effective media tool should be integrated to inform and approach the target groups to persuade them to become a potential client. Beforehand, it is important to understand the expectations and desires of staff and students. The client database will be used to approach the addressable group. Direct marketing media and tools can identify which preferred media tools could inform both target groups effectively about IBS.



## Chapter 4. Research Design

### 4.1. Research Objective

The objective of this research is to recommend a communication strategy to IBS, targeting Ireland & England Colleges staff in order to gain their support to create interest amongst potential students to follow the IBS study programme, by investigating the two target groups and Marketing & Communication Experts perception about IBS and their opinions concerning persuasion factors influencing their decisions and support and useful communication channels to communicate about IBS to the two target groups.

### 4.2. Research Framework

The research framework (*Figure 8*) represent a systematic approach to fulfil the research objective. The research objects consist of Primary Target Group: students of Colleges in Ireland & England, Secondary target Group staff of Colleges in Ireland & England, Marketing & Communication Experts and Desk research. Further explanations of these research objects are explained in sub-chapter 4.5.

#### **The framework is formulated as followed:**

The study of theories on the fields of Perception, Persuasion and Integrated Marketing Communications of the primary and secondary target groups completed followed by preliminary research, resulting the assessment criteria that will encounter primary and secondary target groups. The results will be analyzed based on the evaluation criteria and recommendations will be derived.

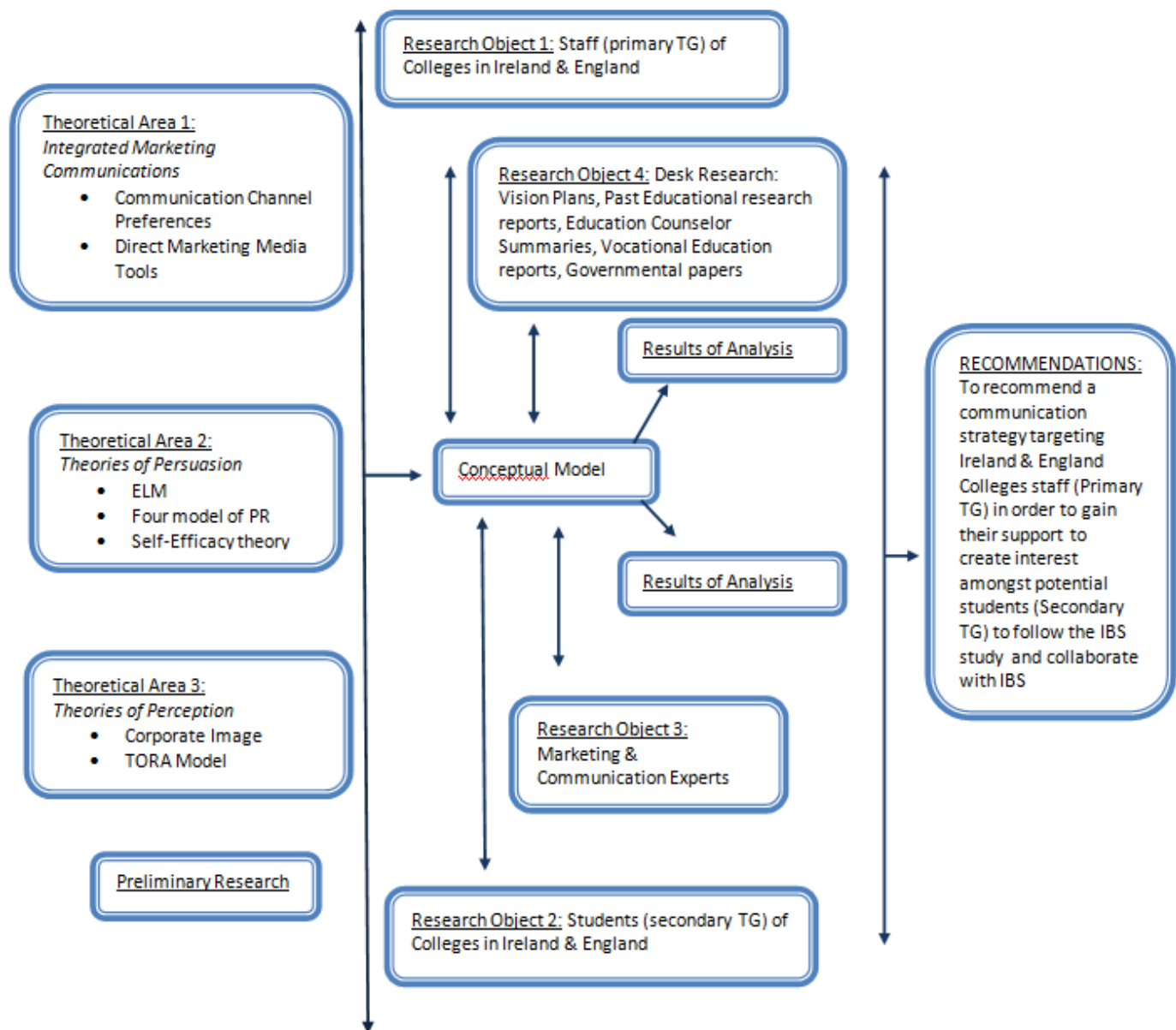


Figure 8: Research Framework

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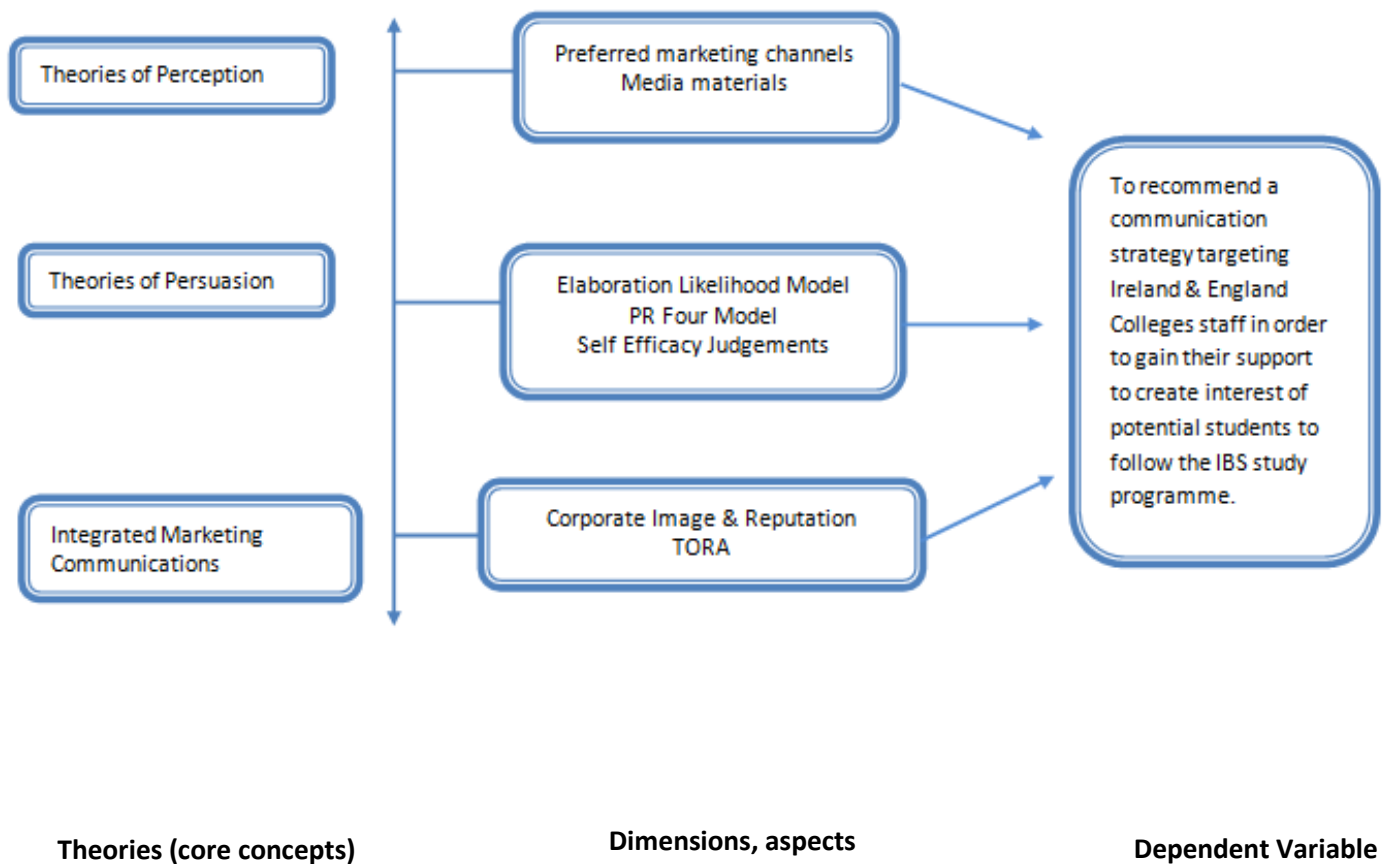
b

c

d

#### 4.3. Conceptual Model

The Conceptual model (*figure 9*) within this research represent the dimensions, aspects derived from literatures and preliminary research that have a direct affect on the communication strategy. The dimensions, aspects affect the dependent variable, although the dimensions, aspects do not affect the same volume and simultaneously the dependent variable.



*Figure 9: Conceptual Model*





#### 4.4. Research Questions<sup>8</sup>

##### Central Question 1:

*What do the literature theories reveal about perception factors, persuasion factors and IMC that likely have an impact on research objects when creating a communication strategy?*

- 1.1. Which variables of the TORA model influence the research objects when creating a communication strategy?
- 1.2. Which variables of the Self-Efficacy theory have an impact on the research objects?
- 1.3. Which routes of ELM might influence the research objects that likely have an impact on creating communication strategy?
- 1.4. According to literature, how can the PR model influence the research objects that has likely an impact on communication strategy?
- 1.5. According to literature, which communication channels are effective to use to approach staff & students?

##### Central Question 2:

*What are the opinions of the research objects that are derived from the theoretical areas that likely have an impact when creating the communication strategy to attract staff and students?*

- 2.1. According to Experts, what possible impact does the previous mentioned ELM processing route have on the opinion of the research objects when creating a communication strategy?
- 2.2. According to Experts, which channels and media materials are preferred by staff and students?
- 2.3. According to Experts, which variables of the PR Model can be useful to create the communication strategy?

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<sup>8</sup> Appendix 4: Unraveling/downsizing key concept

- 2.4. Which variables of the TORA model influence the opinions of the two target groups that can be used to create communication strategy?
- 2.5. Which variables of Self-Efficacy theory influence the opinions of the two target groups and can be used to create a communication strategy?
- 2.6. According to Experts, which variables of corporate image can be identified and used to create the communication strategy?

### **Central Question 3:**

*According the M&C experts, staff and students which previous chosen variables are feasible and effective to use to create the communication strategy to attract staff and students?*

- 3.1. According to Experts, staff and students, which previous selected channels and media materials are realistic and feasible to approach the two target groups?
- 3.2. According to Experts, staff and students, how can the PR model be applied in real to create understanding and respectful relationships with the two target groups?
- 3.3. According to Experts, staff and students, which previous identified variables of corporate image have to be taken in consideration and are appropriate for the communication strategy?
- 3.4. According to Experts, staff and students, which previous identified variables of TORA model are realistic and feasible to be applied to approach the two target groups?

#### 4.5. Research Strategy & Methodology

The case study strategy examines real life cases and also favours depth (Verschuren et al., 2010). The **single case study** is suitable for this research since various research methods has been conducted to observe and analyze the opinions and expectations of staff and students about how to communicate IBS to them. The single case study research takes place at this current moment of time to understand the real-life problem. This case study leads to collecting data from the research objects to derive recommendations to target staff in order to gain their support to create interest amongst students to study at IBS.

According to Saunders et al. (2009) “quantitative data is findings expressed in diagrams and statistics and qualitative data are findings based on meanings expressed through words”. These two types of methods are completed by the consultant through primary research: interviews, surveys and secondary research: desk research. The research process planning can be found in Appendix 5 of the phases that were carried out by the consultant.

The surveys has been distributed digitally through E-mail and Facebook to staff and students of Colleges in Ireland and England to identify their opinions about IBS. The applicable non-probability sampling method for this research is the **snowball sampling**. The survey questions were first communicated to staff to participate, the consultant e-mailed and phone called interested Colleges in Ireland and England to participate in the survey and send the survey to their students. According to the Sample Size (2017) table (*Appendix 10*) the population size of staff is **30 the margin of error** would be 28-30 expected respondents of staff and students. This size of respondents were not achieved through the survey. In total 27 respondents were collected from the surveys, 8 staff and 10 students from Ireland, 2 staff and 5 students from England (*Appendix 6+7*).

In total 8 Irish Colleges and 12 English Colleges were surveyed, both staff and students. In addition, the consultant spread the surveys through various Facebook groups to reach students. Unfortunately, the expected amount of respondents was not reached.

Moreover, the consultant believes that the research has not been affected or limited to derive recommendations to create a communication strategy.

Secondary research is conducted through **desk research** by collecting data of past educational reports, educational counsellor summaries of other institutions and Governmental papers.

In depth, structured face to face interviews were conducted with three M&C<sup>9</sup> Experts of the M&C department of Noorderpoort. The first interview participant was Ciska de Groot. Cisk de Groot is the Communication Advisor of Noorderpoort College and works with Managers and Directors of 8 Noorderpoort schools. Ciska de Groot works more than 20 years at Noorderpoort and her tasks are providing recommendations in the field of M&C that is related to recruiting incoming and outgoing students and creating strategies to retain and keep potential students. This interviewee was selected based on the background profile and experience and she has influence on the final decision to integrate a communication channel or media material (*see Appendix 8.1. + 9.1.*).

The second interview participant is Yvonne Sierra-Fernandez Bolhuis. This M&C Expert has recently joined Noorderdpoot and works almost one year. Yvonne Sierra-Fernandez Bolhuis works at the M&C department and is in charge of internal corporate websites and Social Media channels. The reason for selecting this interviewee is that this Expert is in charge of different Social Media channels and has knowledge about the internal communication channels. The interviewee provided insight information of the corporate side of Noorderpoort (*see Appendix for 8.2. + 9.2.*).

The third interview participant is Wil Hamminga. The M&C Expert Wil Hamminga has been working since 2009 at Noorderpoort. The Expert tasks are guiding different teams of the study programmes, monitoring internal communications and corporate websites and is in charge of Social Media channels. In addition, Wil Hamminga is also involved in informing potential students about the various study programmes that Noorderpoort provides. This interviewee was selected because of eight years experience at Noorderpoort and has the knowledge to influence the final decision

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<sup>9</sup> M&C= Marketing & Communication

making of the communication channels that can be possibly integrated (*see Appendix for 8.3. + 9.3.*).

Desk research was applied to answer sub-research questions that could not effectively be answered by the interview and survey findings. Therefore, collected information through desk research supports unanswered research questions and provided more insight into each research areas. Various report were analyzed by the consultant that provides quantitative data as in mobility statistics and past research of Dutch Colleges that analyzed the motivation of abroad students.

The findings of desk research that supported the interview and survey findings of the research area Perception were Quality Assurance Agency (QAA) Report of King's College in London and a pilot study on Irish and British students to identify their motivation and expectations. As stated in the QAA report by Kandiko et al. (2013), the aim of the report is to identify students perceptions and expectations towards educational institutions. The King's College in London gave QAA the assignment to research their students perceptions and expectations towards educational institutions. Therefore, Camille Kandiko employee of the QAA took the privilege to carry out the research and write the report for King's College London. 160 students were interviewed and participated in focus groups discussions.

The pilot study conducted by Byrne et al. (2012) surveyed four universities in Europe, Spain, Ireland, England and Greece. The survey response rate were 115 students of Ireland and 187 responses of England institutions. These findings support the Perception findings.

The desk research findings that supported the interview and survey findings and in addition provide insight into the research area Persuasion are the Movication Report by Spangenberg et al. (2011), report of OnderwijsRaad (2016) and EP Nuffic (2016) Mobility Statistics.

Three Dutch Colleges, Alebda College, Eindhoven College, Mondriaan College assigned the external research company Motivaction, carried out by Spangeberg et al. (2011) to research foreign incoming students through in-depth interviews to analyze their

perceptions, needs and preferences towards VET (Vocational Education Training). The OnderwijsRaad (2016) and EP Nuffic Mobility Statistics (2016) provide governmental facts, figures and quantitative data that is decided by Governmental Authorities of secondary vocational education.

The OnderwijsRaad (2016) is the Dutch educational counsel that makes decisions based on the Dutch Education Parliament. The data that OnderwijsRaad presents are valid en reliable data that can be used for this research. EP Nuffic(2016) is a Dutch International organisation that focuses on international education. EP Nuffic (2016) offers primary, secondary and higher education international opportunities in regarding international school activities and study trips.

#### 4.6. Limitations of Research

Due to the limited amount of time from February-May that the Hanze University proposed to the consultant, the research did not succeed to reach the margin of error of 30 survey respondents of the two target groups. Five weeks were used to collect survey and interview data's. This was limited time, thus the consultant does not believe that this effected the research project. Survey questions 21, 22 were not understandable for the secondary target groups this led to invalid and unreliable data for these questions. The consultant send reminders to fill in the surveys and called Colleges in Ireland and England to participate. Even in various Facebook private groups the survey was published. Spreading survey online did attract few respondents. In addition, few employees of Noorderpoort went to Errigal College in Ireland, and carried hard-copy surveys to distribute. Unluckily, the two target groups could not be approached to fill in the surveys.

The consultant continued the research with the findings of 8 staff and 10 students from Ireland, 2 staff and 5 students from England and combined it with interview and desk research findings. Interview and desk research data covered and supported the survey findings. In total three interviews were conducted with M&C Experts, the interviewees cooperated well and even provided personal experience that supported the survey data, that was not expected by consultant. The interview data is valid and

reliable data that has been recorded to create a transcript (see Appendix 9). To collect more effective data further research is needed, in order to go in depth through the theories and research findings. More time is needed to complete primary research and analyze the findings accurately.





## Chapter 5. Research Findings

The gathered data consist of surveys, interviews and desk research. The survey questions can be found in Appendix 7.1., 7.2. The surveys provide data that give clear insight on the perceptions and opinions of the primary and secondary target groups regarding making decisions to study at IBS. In total 27 respondents filled in the online surveys, whereas 10 respondents of staff and 15 respondents of students of Colleges in Ireland and England. The survey findings will be presented for each research area. The results can be found in Appendix 7.1., 7.2., 7.3., 7.4.

Next to surveys, in-depth interviews were conducted with M&C Experts: Marketing & Department Manager Ciska de Groot, Marketing Expert Yvonne Sierra Fernandez-Bolhuis and Marketing Manager Wil Hamminga (*see Appendix 7, 8 Interview Questions and Nexus*). These three Experts provided data that provided clear insight to the consultant about insight about preferred IMC and the possibilities to apply communication channels and materials in practical. Desk research was applied to answer the sub-research questions and support the primary research data. First the survey findings will be elaborated, secondly the interview data and as last desk research will be presented. At the end of each sub-chapter (*Chapter 5.1.1., 5.1.2., 5.2.1., 5.2.2., 5.2.3., 5.3.1.*) the research questions will answer the central research questions.

### 5.1. Findings: Perception

#### 5.1.1. Corporate Image & Reputation

In total 10 staff members of Colleges in Ireland responded the surveys. The staff were satisfied about the corporate image of IBS. Questions 20, 21, 22 answered the research questions about the perception of corporate image & reputation of the primary target group (*see Appendix 6.1., 6.2. Q20, 21, 22*). The overall score that the primary target groups indicated about the website and Facebook page of IBS was **Good to Very Good**. The primary target groups were satisfied about the visual presentation of the website of Noorderpoort and Facebook page. The primary target groups indicated that logo's are **likely important to very important**.

All 15 respondents of the secondary target groups answered survey questions 19, 20, 21, 23. The secondary target groups indicated that the corporate website of IBS and the Facebook page are **Good** to **Very Good**. One respondent indicated that the corporate website of IBS is **not attractive**, the reason might be that the website is presented in the Dutch language. The most mentioned shared values by the secondary target groups are: **Respect, Quality, Professionalism and Trust**. These values have to be fulfilled by IBS and provided to the students to give them a positive impression about IBS. Based on the research findings the consultant can create recommendations to IBS in which the shared values can be integrated in the communication strategy to create interest amongst the secondary target groups.

As Sierra Fernandez-Bolhuis (personal communication, 2017) stated “the lemniscaat logo is a central logo for all the schools and studies of Noorderpoort, therefore it will not be changed or adjusted. The logo should be communicated more to the two target groups to inform them about the aims and intention of Noorderpoort. Important factors that the lemniscaat logo represents is **life-long learning** for staff and students. **Life-long learning** is connected to create long term relationships with the two target groups. The primary and secondary target groups should experience these two factors when they study at IBS. This should be communicated better when spreading information about IBS. Figure 10 represents the logo of different schools of Noorderpoort.

Sierra Fernandez-Bolhuis (personal communication, 2017) mentioned that shared values related to IBS are values and norms of a Dutch citizen, such as **respect, work together, share ideas, help each other and be open for new things**. Sierra Fernandez-Bolhuis (personal communication, 2017) found it important to engage IBS staff and the two target groups in the process of expanding internationally. Hamminga (personal communication, 2017) stated that IBS is seen as a difficult programme by students. Students that are willing to study IBS, need to be motivated and should be **hard-working** and **driven** to succeed.

**Noorderpoort**

Automotive & Logistiek

**Noorderpoort**

Business & Administratie

**Noorderpoort**

Dansacademie Lucia Marthas

**Noorderpoort**

Gezondheidszorg & Welzijn

*Figures 10: Logo's of Noorderpoort Schools (Noorderpoort, 2017).*

According to QAA (2013) a student expectations and engagements can only be decided based on their image towards the institutions. The secondary target groups expect from the institutions high level of education that supports their career, therefore it is important that IBS support the secondary target groups with **care** and **security**. According to Quality Assurance Agency (QAA) report of Kings College in London (2013), students expect from institutions an **educational environment, social activities** and **development** that support a students' career, therefore full attention has to be given by staff and institutions. Staff are responsible to guide the students during their study years and prepare them for their career. To have a positive impression of the image and reputation of an institution, students' expectations have to be met by staff of institutions. The factors are related to shared values of Dowlings (1989) Corporate Image model are: **Quality, Respect and Safety & Security**. These variables are important variables that students expect from institutions and can shape a positive image by the students. IBS staff are part of the shared values, they should represent these variables in an effective manner to the primary and secondary target groups.

*Research sub question 2.6., 3.3. can be answered from the collected findings. According to the M&C Experts the variables of corporate image that can identified are: Quality, Respects, Safety, Security, Lifelong Education, Work Together, Share Ideas, Help each Other and be Open for New things, Hard-Working and Driven. These values were identified by the M&C Experts and have to be taken in consideration when designing the communication strategy. According to the M&C Experts, primary and secondary*

*target groups the following variables of corporate image that have to be taken in consideration are: the variables that are mentioned earlier by the Experts and the variables Respect, Quality, Professionalism and Trust are the most expected variables by the two target groups that shape a positive attitude of the corporate image & reputation towards staff and students (Survey results Appedix 7: De Groot, Hamminga, Sierra Fernandez-Bolhuis, 2017).*

### 5.1.2. TORA Model

Survey questions 23, 26 provide accurate data about factors that influence the attitude and behaviour of staff when making a decision. Figure 13, 14 represent the findings of survey question 23. All staff indicate that their **Manager, Students, Parents, Erasmus Coordinators** and **Friends** influence the primary target groups the most when making decisions to collaborate with abroad partners and sending students abroad. **Students** and **Erasmus Coordinators** are the most influencing parties of primary target groups related to studying abroad and providing a good study abroad institutions to the students. The opinions and perceptions of students are valuable and effective for the primary target groups to make good decisions to which abroad institutions students should study. The subjective norms of the primary target groups are: **Friends, Students, Erasmus Coordinators, Parents** and **Managers**. These parties influence the attitude and behaviour that leads to the end decision.

#### 23. Who might influence your decision-making to which institute your students will be send to study abroad?

2 responses

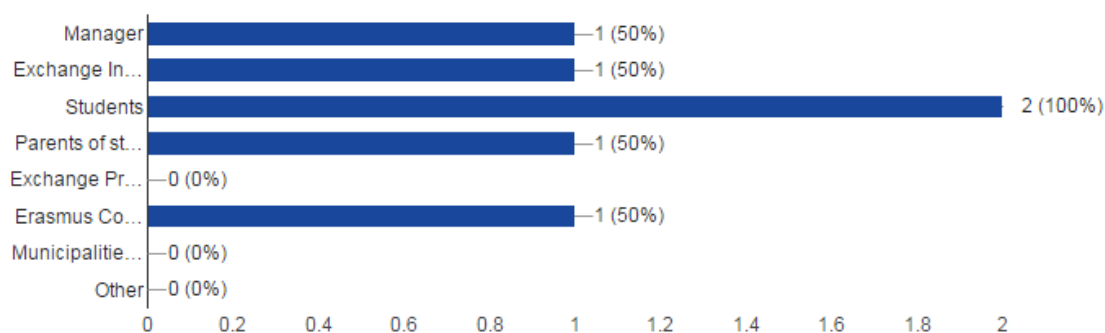
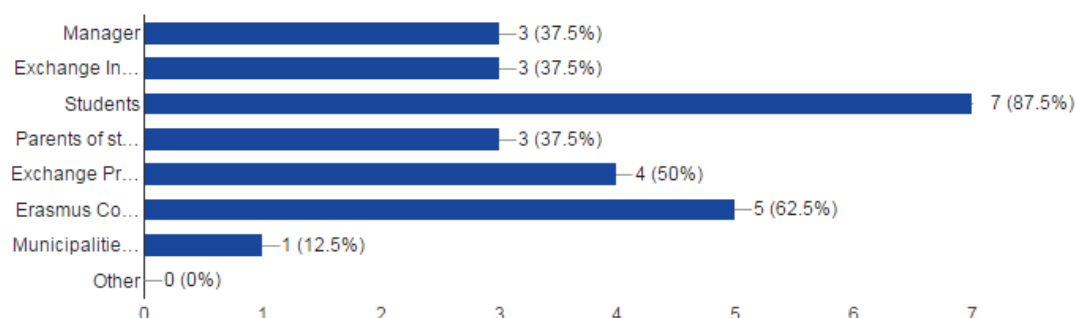


Figure 11: Q23 staff of England

### 23. Who might influence your decision-making to which institute your students will be send to study abroad? Multiple answers possible

8 responses



**Figure 12: Q23 staff in Ireland**

Survey question 22 provide data that covers the Perception research area. The subjective norms that were indicated by the respondents are: **Teachers, Families and Friends**. These three subjective norms play an important role in students' life. The subjective norm **International Coordinators** did not score high, the reason is that they do not influence students' attitude and behaviour. **International Coordinators** only advise and inform the students about study abroad possibilities (see Appendix 6.3., 6.4. Q22).

M&C Expert De Groot (personal communication, 2017) stated that **parents** and **teachers** of **students** certainly influences the decisions of students when they prefer to study abroad. **Parents** and **teachers** of students might advise them to study abroad and provide positive information to the students that influences them easily to take the initiative to study abroad. An important factor De Groot pointed out (personal communication, 2017) is that **parents** are protective over their child. **Parents** and **teachers support students with making decisions**. The variables **respects** and **self-assurance** combined are part of a student decision-making to study abroad. De Groot (personal communication, 2017) stated that it is important to make staff and students understand what can be expected from IBS and Noorderpoort and what can be gained from them. In order to be informed about IBS, **social interaction** with friends, **families, teachers** and **experienced people** can affect the decisions of staff and students. IBS expects from the primary and secondary target group **openness, participation** and **team work** (De Groot, 2017).

According to Expert Hamminga (personal communication, 2017), **social interaction** is interaction with **teachers, family and friends** but it is also related to **Skype video calls** and **Social Media interaction** with individuals who have experienced study abroad. **Social interaction** can create social bounds that are valuable and are reliable sources that the primary and secondary target groups can use to finalize their decisions to study at IBS. Based from personal experience of Hamminga (personal communication, 2017), during her internship in England she found the British students were reserved and were not open for new things.

According to Sierra Fernandez-Bolhuis and Hamminga (personal communication, 2017), **parents** are **subjective norms** influences the decision-making of students' to study abroad. It is important to make the primary and secondary target groups aware that if they need information or help by making a decision to study abroad, they can always count on their parents and teachers. The three Experts agreed that valuable and effective source to influence the primary and secondary target groups are by **other individuals** who experienced studying abroad. These individuals can be IBS students, classmates or friends that can share their study abroad experiences with the primary and secondary target groups. IBS has to provide the primary and secondary target groups **safety** and **security feeling** to create interest and persuade them to study at IBS. **Parents** and **teachers** of students expect that students are in a **safe environment** and that institutions protect students'. M&C Experts Sierra Fernandez-Bolhuis & Hamminga (personal communication, 2017) pointed that primary and secondary target groups need to understand that IBS is reliable and that they will provide service or help for students'. Sierra Fernandez-Bolhuis (personal communication, 2017) stated that the secondary target groups need to have **adventurous behavior** if they want to study at IBS in the Netherlands. They should be **open for new challenges** and **be prepared** for unexpected situations. Sierra Fernandez-Bolhuis (personal communication, 2017) mentioned also to understand the **expectations management** of the primary and secondary target groups to influence their feelings and behavior to persuade them to study at IBS and collaborate.



According to QAA (2013) Kingston College in London students in England strive for **opportunities** and **challenges**. These factors motivate them to take educational decisions. Students prefer to build relationships with teachers and students to expand their knowledge and have **social interaction**. The relationship between staff and students are connected in various approaches. Therefore it is important to approach the two target groups equally to inform them about IBS. Staff influences and inform students with decisions they have to make, this shapes the **attitude** and **behavior** of them.

Byrne et al. (2012) stated that UK and Irish students select their study programme based on the learning competences that the study programme provides. They prefer social activities and sport facilities. The secondary target groups prefer to enjoy their study period and have the desire to learn more. When students' **enjoy** their study, they are likely having a desire to learn more that leads to a student positive attitude and behavior. The staff of Colleges in Ireland and England have influence on shaping a student behavior and attitude. When providing lectures to the students, staff can **create a positive atmosphere** and **feelings** in the class. This leads to shaping a positive attitude and behavior to education that students integrate in their minds.

*Research sub question 1.1., 2.1., 2.4., 3.4. can be answered from the survey and interviews findings and desk research. The variables that influence the decisions making of staff and students are: Managers, Students, Parents of Students, Erasmus Coordinators, Friends, Teachers and Experienced people (Survey results Appendix 7:Sierra Fernandez-Bolhuis, 2017). These variables are subjective norms that influence the attitude and behaviour of the primary and secondary target groups (QAA, 2013). The normative beliefs that form a positive attitude and behaviour are safety, security feeling and safe environment that the primary and secondary target groups expect from IBS and can be provided by them to the staff and students (QAA, 2013). In practical the indentified subjective norms and normative beliefs mentioned before can be applied in real. As stated by Byrne et al. (2012), to approach the primary and secondary target groups it is important to interact and inform the subjective norms and integrate the normative beliefs in the communication strategy that satisfy their feeling and create a positive attitude, behavior towards IBS .*

## 5.2. Findings: Persuasion

### 5.2.1. ELM

All respondents from the primary target groups answered the survey questions related to ELM are 13, 15, 16 (see Appendix 7.1., 7.2. Q13, 15, 16) In relation to the ELM model, attitude and behaviour can be changed based on communication, systematic thinking and mental shortcuts. Two staff of Colleges of England have indicated that **evaluative feedback** and **screening of others influences** their decisions to send their students abroad. Eight staff of Colleges in Ireland indicated different factors that influences their decisions to send students abroad are: **behaviour and attitude, Respect, Understanding, Evaluative Feedback** and **Past Experience**. Figure 13, 14 represents the survey data responded by staff that indicated that motivation and respectful relationships are important factors that influences their attitude and behaviour when deciding to send their students abroad.

15. What kind of causes have an impact on your attitude and behaviour that determines your decisions-making? Multiple answers possible.

2 responses

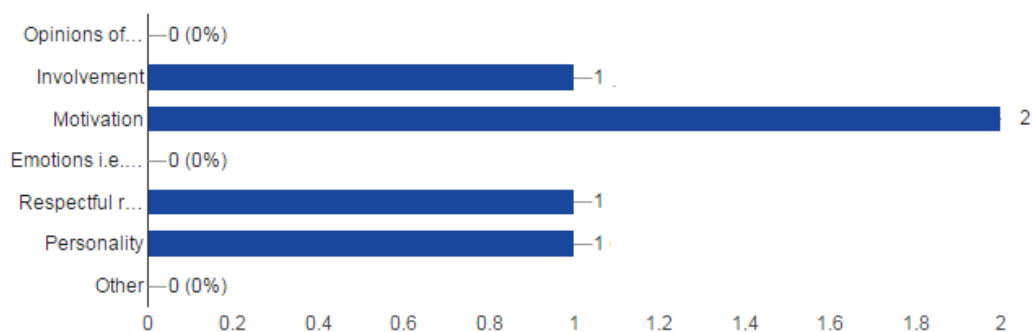
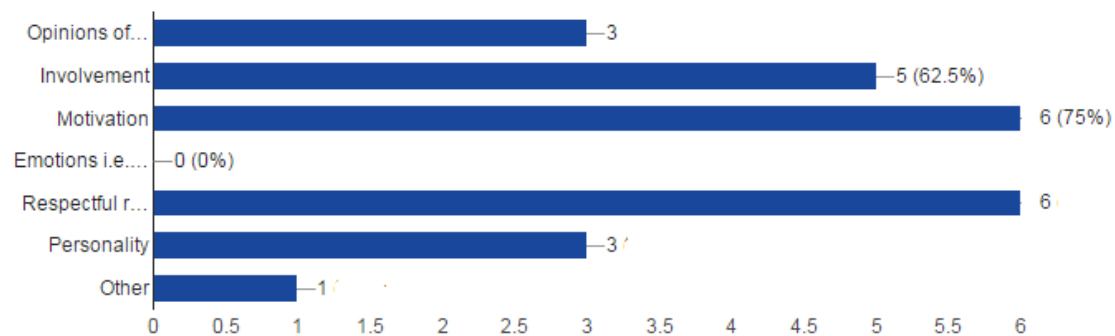


Figure 13: Q 15 staff of Colleges in England

15. What kind of causes have an impact on your attitude and behaviour that determines your decision-making? Multiple answers possible

8 responses

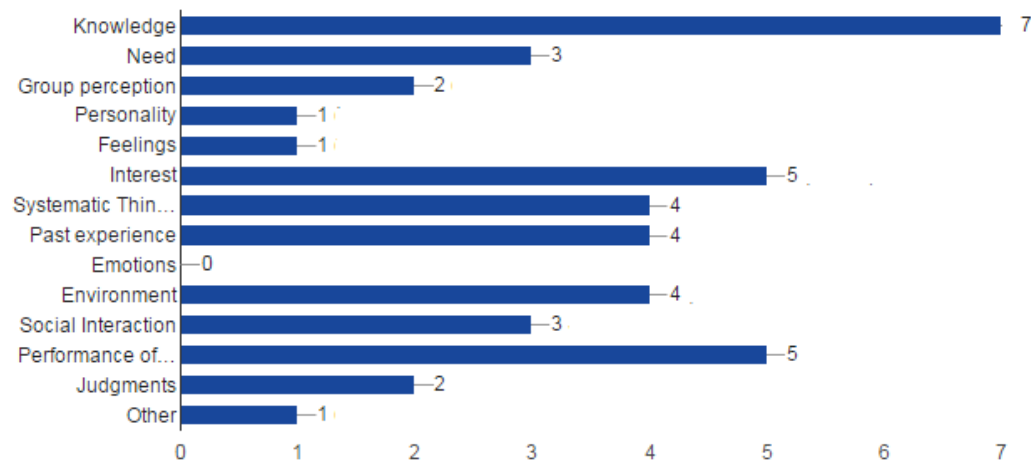


*Figure 14 : Q 15 staff of Colleges in Ireland*

Staff of England indicated that **Group Perception** and **Knowledge** have an impact on decisions-making. These factors are related to attitude and behaviour change. Figure 15 represents data from staff of Ireland. The staff of Ireland indicated that the following factors have an impact on their attitude and behaviour when making decisions: **Knowledge, Need, Group Perception, Interest, Systematic Thinking, Past Experience, Environment, Social Interaction, Performance of Individuals and Past Experience**. Overall, these factors affect the primary target groups attitude and behaviour change when making a decision.

## 16. Which factors influence your attitude or behavior that might have an impact on your decision-making? Multiple answers possible

8 responses



**Figure 15 : Q16 staff of Colleges in Ireland**

The survey questions 14 and 15 of the survey cover the theory of ELM. The major causes that have an impact on students' attitude and behaviour are: **Motivation, Respectful relationships, degree of Involvement, opinions of social contacts and Personality**. These causes can change students attitude and behaviour that leads to affecting the decision making to study abroad. As figure 14 presents the major causes of the secondary target groups in figures and numbers. The mentioned causes do have an effect on students, but the major causes are: **Motivation, Respectful relationships, degree of Involvement, opinions of social contacts and Personality**.

#### 14. What kind of causes have an impact on your attitude and behavior that determines your decision-making? Multiple answers possible

10 responses

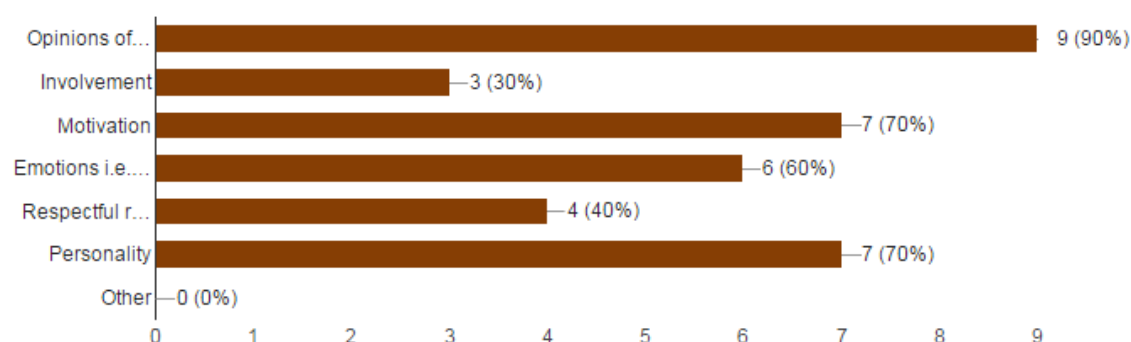


Figure 16 : Q14 students of Colleges in Ireland

80% of the secondary target groups indicated that **Knowledge, Environment, Emotions, Personality, Need, Feelings and Social Interaction** are the major factors (see Appendix 7.3., 7.4. Q15) that influences the attitude and behaviour of students when making decisions to study abroad. These factors have a major impact when students decide to study abroad and which institute the students prefer to study.

M&C Expert De Groot (personal communication, 2017) stated that behaviour and attitude do influence the decisions of the primary and secondary target groups to study at IBS and collaborate. It is essential that students are aware about the Dutch life style. They should be open for new experience and expand their knowledge in international business. De Groot (personal communication, 2017) mentioned that students have a role as a “**backpacker**” during their life journey. The role of a “**backpacker**” is that students have different factors such as: **past experience, feedback** and **screening of others**. Students learn from these factors and will carry it through their lives. The factors decide how the primary and secondary target groups will proceed further in their lives. If students have experienced studying or living abroad then it would be easier for them to make decisions to study at IBS.

According to Sierra Fernandez Bolhuis (personal communication, 2017), **behaviour** and **attitude** are related to the **expectations management** of the primary and secondary target groups. Based on the expectations of both the target groups, the behaviour and attitude can be identified that eventually play an important function when they make

decisions to study at IBS. The effort to create interest and collaborate should become from both target groups and IBS, otherwise the effect to stimulate staff and students will fail.

M&C Expert Hamminga (personal communication, 2017), stated that it is important to understand the primary and secondary target groups to fulfil their wishes. The three Experts agree that behaviour and attitude might influence the decisions of both target groups because, other individuals influences the two target groups with their **experiences** and **reviews**. By influencing both target groups attitude and behaviour will be shaped towards IBS.

On request of the Albeda College, ROC Eindhoven and ROC Mondriaan, the external research company Motivaction International B.V. carried out a research to analyze the underlying factors of **motivation** of secondary vocational students and persuade them to follow the secondary vocational study programs at the Dutch Colleges. The research was conducted by the following researchers: *drs. Frits Spangenberg, drs. Marjolein Eigenfeld, drs. Ahmed Ait Moha and drs. Machteld Pijzel*. An intensive interview by the researchers Spangenberg et al. (2011) of one hour was conducted with foreign students that study at Colleges in Netherlands in order to know what their **motivation** and **behavior** are towards secondary vocational education. The general remark of the researchers Spangenberg et al. (2011) was that most students were unsure about their study programme decisions. They expressed feelings such as **fear, lack of self-confident** and **distrust**. These factors can shape a student's **negative attitude** and **behavior** towards their selected study programme. According to Spangenberg et al. (2011) students with a positive perspective towards the study programme are more likely to express a **positive attitude** and **behavior** towards the study programme. This leads to **high effort, drive, motivation, positive attitude** and **behavior** in schools and towards fellow class mates. If teachers and supervisors do not support students, they have the feeling that teachers and supervisors are against them. This leads to shaping a negative behavior in students' minds. If teachers and supervisors reflect a negative behavior and attitude toward the students, they will likely be less motivated to go to school and study further. Their motivation will decrease and their **attitude** and **behavior** will turn to negative impact towards the study programme.

*Research sub question 1.2., 1.3., 2.4. can be answered from the collected findings. The effective process route of the ELM model is the central route. With this route the involvement with the primary and secondary target groups are involved in high. By having a high involvement of the two target groups the causes and impact of attitude and behaviour change can be identified. According to the M&C Experts (De Groot, Hamminga, Sierra Fernandez-Bolhuis, 2017) two target groups and desk research various data have been collected. The central route of the ELM influences the two target groups when making a decision to study abroad. The factors of central routes have to be taken in consideration when creating the communication plan. The impact that the central route has on the primary and secondary target groups is that influences their attitude and behaviour are: Knowledge, Need, Group Perception, Interest, Systematic Thinking, Past Experience, Environment, Social Interaction, Performance of Individuals, Motivation, Respectful relationships, degree of Involvement, opinions of social contacts and Personality. These factors are causes that leads to changing of attitude and behaviour of staff and students (Spangenberg et al., 2011).*

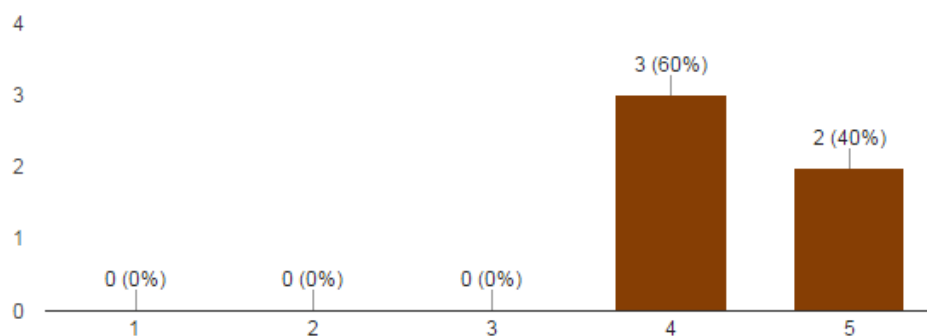
#### 5.2.2. Four model of PR

Survey question 14 covers the theory of 4 PR Model. The primary target groups indicated that **creating understanding** and **respectful relationships** are very important when building relationships with international relations. 62% of staff in Ireland indicated that **creating understanding** and **respectful relations** have to be taken in consideration when sending students to abroad institutions and making international relations. Two staff respondents indicated that these variables are not important at all. Over all, the majority of the respondents indicated that **creating understanding** and **respectful relationships** are important for staff and students as well (Appendix 7.1, 7.2.).

The secondary target groups answered question 8 of the survey that indicates the variables of the PR Model. All 15 respondents of secondary target groups indicated that **creating understanding** and **respectful relationship** are **very important** when studying in an international and intercultural environment. Figure 17, 18 represent the percentage of students that indicated which variables are important when studying in an abroad country. All the students agreed that **understanding** is an important variable when **building relationships** with **international relations, institutions, teachers** and **fellow classmates** as well as **creating respectful** relationships.

8. How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment?

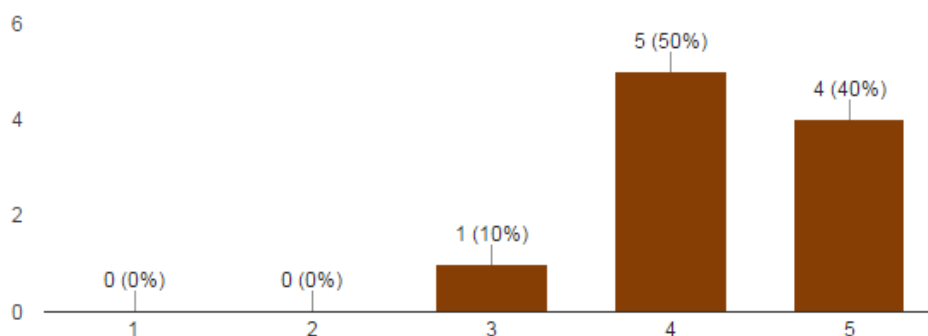
5 responses



**Figure 17: Q8 students of Colleges in England**  
Scale of 1 Not important -4 Very important

8. How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment?

10 responses



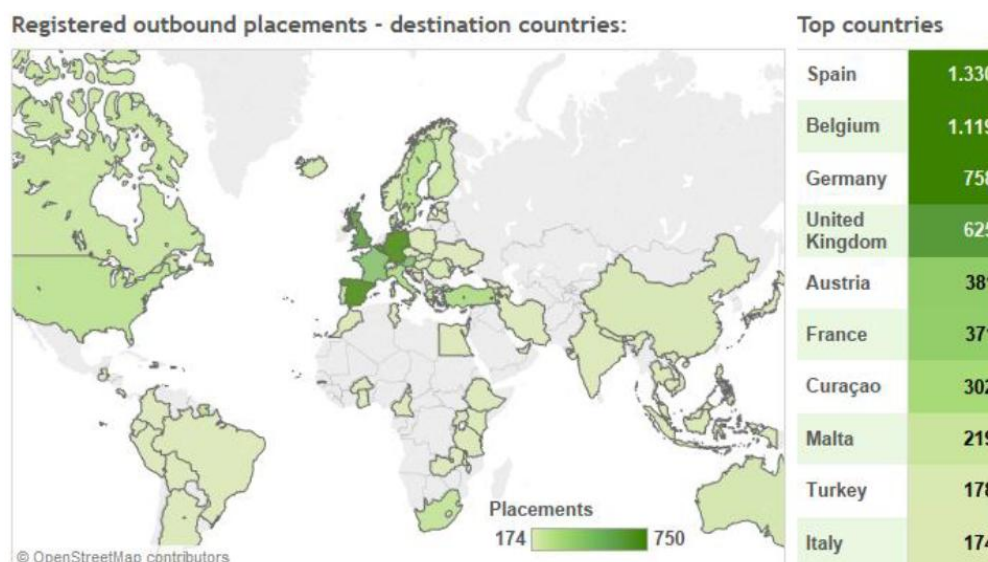
**Figure 18: Q8 students of Colleges in Ireland**  
Scale of 1 Not important -4 Very important



According to De Groot (personal communication, 2017), **creating understanding** and **respectful relationships** are important variables that have to be taken in consideration when creating interest amongst the two target groups. These variables can be presented through a **video** to both the target groups. IBS students can share their daily life at IBS and their study life in Groningen to the two target groups through a video. Through a **video** the daily life of a current IBS student can **create understanding** and **respectful relationships** with the two target groups. Sierra Fernandez-Bolhuis (personal communication, 2017) stated that creating **understanding** and **respectful relationship** are important. Hamminga (personal communication, 2017) stated that **creating understanding** and **respectful relationships** are the main factors that lead to a **long-term relationships**. The relationships with staff of Colleges would be a **long-term relationships** and with the students would be a **short-term relationship**, because the students will change for every exchange period and new students will enter the exchange period.

The “Dutch Education Counsel” (Onderwijsraad, 2016) is created by the Dutch Educational Authorities. The Dutch Education Counsel provides recommendations to the Dutch Educational Authorities, based on research of possible improvements and changes in the Dutch Education system. According to the Onderwijsraad (2016) Internationalizing and Globalization are core factors of studying internationally. Staff come in contact with people from different cities, cultural background, language, norms and values. The Onderwijs (2016) stated that **staff** of Colleges in the Netherlands are important sources to develop international relations with abroad Colleges and to create **respectful relationships**. Staff of Colleges in the Netherlands need to provide their students the opportunity to expand their knowledge and internationalizing in education by creating **respectful relationships** and have a clear understanding of international education. The Onderwijsraad (2016) recommends in the advice report that abroad study trips and study exchange programs are needed in order to create an international environment in the secondary vocational education system.

Figure 18 represents the most preferred countries amongst Dutch VET students and Colleges that provide international work placements. One of the top 5 countries that are preferred by the Dutch students is the United Kingdom. Regions that are related to the United Kingdom are England and Ireland. These two countries are on the top 5 ranking and students are willing to work and study in these countries, because education is supported in the sectors business, trade and security (EP Nuffic, 2016). It can be pointed out that the two target groups are the intended groups to study at IBS and collaborate with them, the reason for this is that Dutch students are willing to experience studying and working in Ireland and England and this opportunity has to be provided to them by the Dutch VET Colleges and by IBS.



**Figure 19: Outgoing abroad Placement and Exchange pg. 4** (EP Nuffic, 2016)

*Research sub question 1.4., 2.3., 3.2. can be answered from the collected findings. According to M&C Experts (De Groot, Hamminga, Sierra Fernandez-Bolhuis, 2017) primary and secondary target groups and desk research (Onderwijsraad, 2016; EP Nuffic, 2016) the variables that are useful to create the communication strategy is creating understanding and respectful relationships. These variables are indicated by the Experts, the two target groups and by desk research findings. By creating a respectful relationship the relationships will become for a long-term and staff and students will have a positive feeling towards IBS. To attract the primary and secondary*

*target groups to make them aware to create understanding and respectful relationships with IBS an effective method would be to present the image of IBS visual to the two target groups. A video would be a good tool to show the two target groups how a current IBS students experiences their study life at IBS and the staff of IBS can also present their teaching skills through the video. In this way the two target groups can decide to create understanding and respectful relationships. The variables of the PR model creating understanding and respectful relationships can be applied through a video to approach the two target groups.*

### 5.2.3. Self Efficacy

Survey questions 13, 17, 18, 19, 24, 25 were answered by the primary target groups to indicate the variables of the Self-Efficacy theory (see Appendix 7.1., 7.2. Q13, 17, 18, 19, 24). Staff indicated that different factors might influence their judgements, performance and behaviour about IBS. The factors that mostly influence the decisions of staff are: **Respect, Understanding, Evaluative Feedback, Past Experience and Screening of others**. Staff indicated that based on **Performance, Culture, Environment, Educational Institute, Courses, Quality of Lectures, Positive reviews and destination** decisions will be made to send students abroad. These factors are very important by the primary target groups, because these factors provide information to staff to make decisions easier for their students to send them abroad. The main characteristics that influence the judgements of staff are: **Past Experience** and **Past Evaluative feedback/coaching**. Based on previous experience staff can share their experience and knowledge with students and makes it easier for staff to make decisions to send students abroad (see figure 20, 21).

#### 17. Based on which factors do you decide to send your students abroad? Multiple answers possible

8 responses

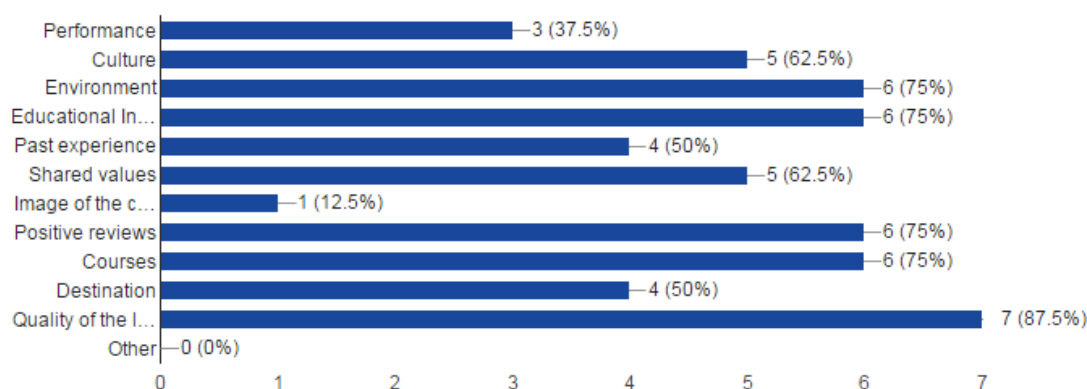
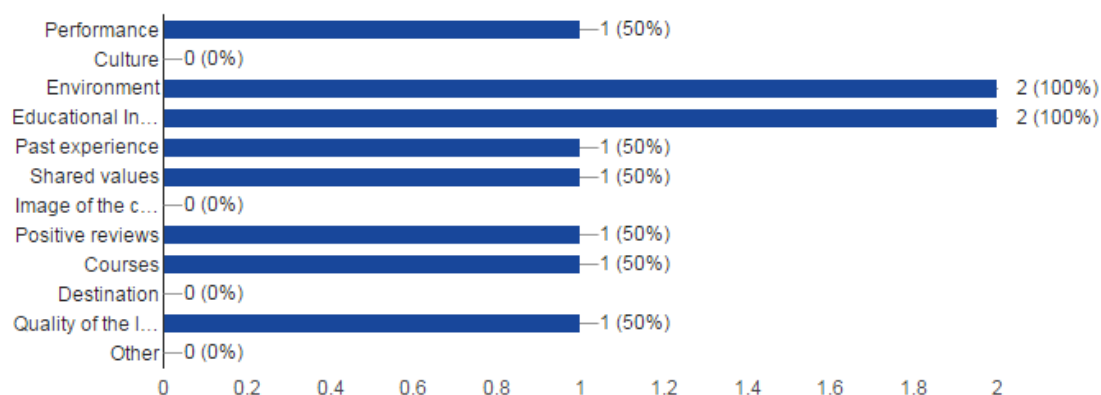


Figure 20: Q17 staff of Colleges in Ireland

## 17. Based on which factors do you decide to send your students abroad? Multiple answers possible

2 responses

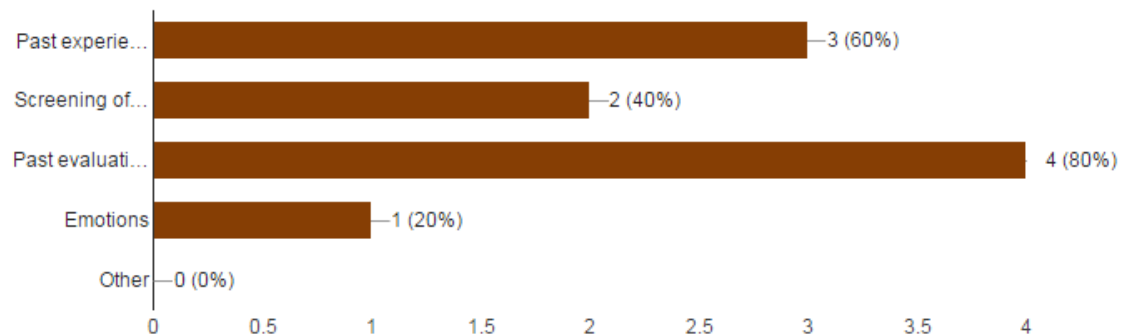


**Figure 21: Q17 staff of Colleges in England**

The survey questions 13, 16, 17 indicate the factors of the Self-Efficacy theory that influences the judgment and decisions of the secondary target groups. Factors that mostly influences the decisions of students are: **behaviour, attitude, emotions, understanding and past experience**. Based on these factors students can make decisions to which study programme and institution students prefer to go. The characteristics that influences the **judgements** of the students are mostly: **Past Experience (70%), Past Evaluative feedback/coaching (70%) and Emotions (70%)** (see figure 22, 23). These factors can create judgements of the secondary target groups. All these factors related to the Self Efficacy theory are mentioned as: **Performance/Accomplishment, Social Persuasion and Emotional States**.

### 17. Which characteristics have likely an influence on your judgments? Multiple answers possible

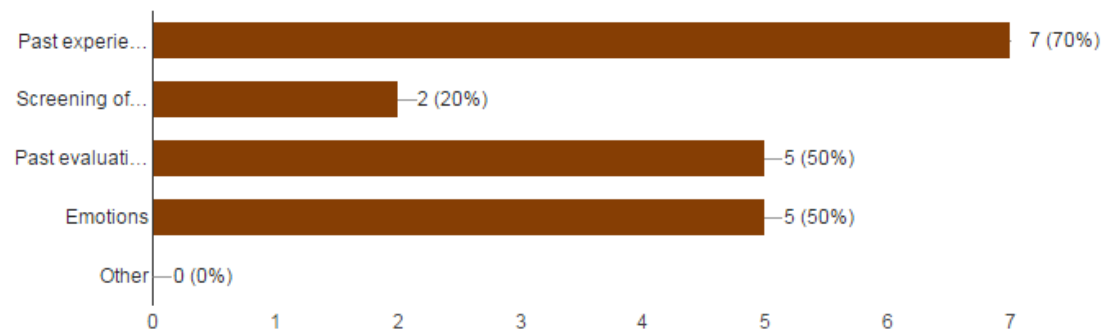
5 responses



**Figure 22: Q 17 students of Colleges in England**

### 17. Which characteristics have likely an influence on your judgements? Multiple answers possible

10 responses



**Figure 23 : Q17 students in Ireland**

Sierra Fernandez-Bolhuis (personal communication, 2017) stated that **past experiences** are important factors for students. Every student will carry their experience with them during their educational life. Especially, when students previously studied abroad or have experienced an **international experience** they might take the step again to study abroad. Sierra Fernandez-Bolhuis (personal communication, 2017) said that students do base their decisions on **performance** and **opinions** of other individuals. If individuals have a positive review about their international experience, students might be willing to expand their international career. This leads to **influencing** and **stimulating** the students to make a decision to study abroad. According to Sierra Fernandez-Bolhuis

(personal communication, 2017) staff are individuals that influence students when making a decision to study at IBS. Staff can share their knowledge and advise students in taking future career step. Therefore, it is important that staff know about the opportunities of IBS and can be offered to students to persuade them.

Hamminga (personal communication, 2017) said that **previous experience** and **screening of others** are effective factors that influence decision-making of the primary and secondary target groups. Basically, when other individuals share their experiences with the two target groups they are **advertising** and **promoting** the study programme through **mouth to mouth advertising**. This an effective way to influence the two target groups to study at IBS and the information about IBS will spread rapidly amongst both the target groups. A successful abroad experience is a powerful tool to persuade the primary and secondary target groups to collaborate with IBS and follow the study programme.

In the QAA report about British students motivation & expectations, Kandiko et al. (2013) stated that students prefer to have guidance and assistance from staff or family when choosing a study programme. It motivates them to choose a study programme based on the opinions of their peers. According to the research that was carried out by Kandiko et al. (2013) in request by the King's College London the foreign students need to have support from their **parents**. **Parents** play an important role when taking a decisions in the educational life of students, they are the supportive pillar. **Parents, teachers** and **lecturers** can stimulate and support students when making decisions to study abroad. According to Kandiko et al. (2013) it is difficult to create a relationships between students and teachers. Trust, care and respects will grow when relationships are created between teachers and students.

*The Research sub question 1.2., 1.3., 2.4. can be answered. The core variables that have impact on the primary and secondary target groups are: Respect, Understanding, Past Evaluative Feedback/Coaching, Past Experience, Screening of others, Emotions (Surveys results Appendix 7; De Groot, Hamminga, Sierra Fernandez-Bolhuis 2017). In relation to the Self-Efficacy theory, these variables related to Performance/Accomplishment, Social Persuasion and Emotional States. It can be*

*concluded that the indentified variables influence the opinions and have an impact on the primary and secondary target groups when making decisions and judgements about studying abroad and sending students abroad to the intended institute (Survey results Appendix 7).*



## 5.3. Findings: Integrated Marketing Communications

### 5.3.1. Channel preferences and media materials

Survey question 9, 10, 11, 12 provide answers about preferred channels and media materials by primary target groups to create interest. 10 respondents indicated that websites are effective information channels to receive information about IBS. Social Networks, Newsletters and E-mails were found effective by nearly 8 respondents. Different channels can be implemented to create interest and inform about IBS to the primary target groups. The most effective informative channel is the website. The media materials that are preferred by the staff the most are: **Brochures, Flyers** and **Newsletters** (see figure 24, 25). These media materials provide more information and staff can physically feel the materials. Staff in Ireland indicated they would prefer to receive information from IBS through **Social Networks: Facebook** and **LinkedIn** (95%). Whereas in England **LinkedIn** and **Instagram** (90%) are preferred the most to receive information about IBS. Staff indicated that channels and media materials should provide: **reliable information, nice to read and to look and easy to access and remove, also environment friendly**. These factors are related to the Grouping of Communication Channel factors. The following grouping factors are relevant: **Informative, Entertaining, Interactive, Controllable and Environmentally Responsible**.

#### 10. Which media materials would you prefer to have access to information about IBS? Multiple answers possible

2 responses

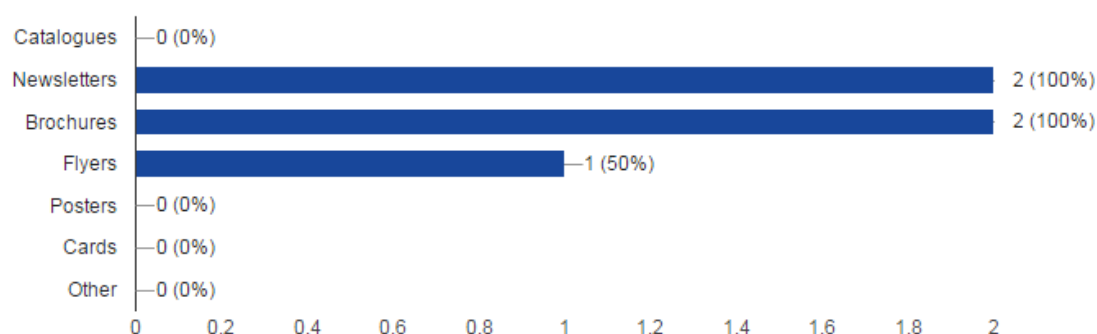
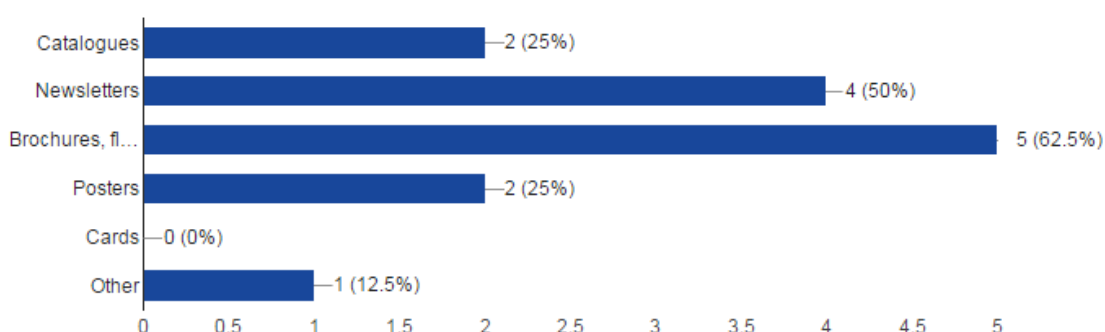


Figure 24: Q10 staff of Colleges in England

## 10. Which media materials would you prefer to have access to information about IBS? Multiple answers possible

8 responses

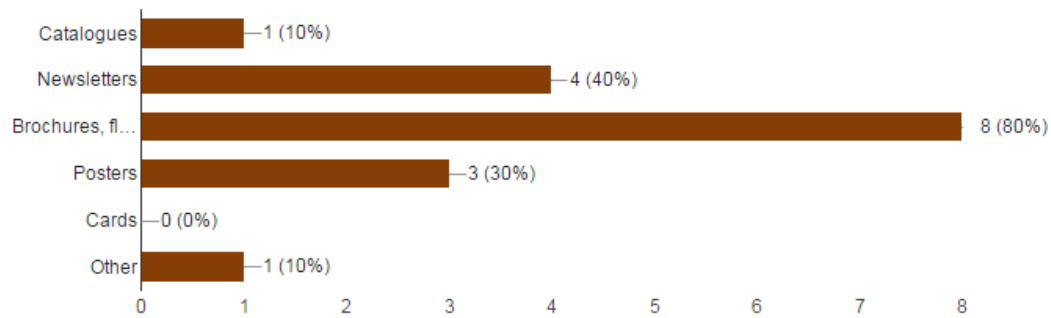


**Figure 25: Q10 staff of Colleges Ireland**

Survey question 9, 10, 11, 12 provide answers about preferred channels and media materials of secondary target groups to create interest. The respondents indicated that the channels website, e-mail and Social Network are effective channels to provide them information about IBS. The secondary target groups indicated that **Brochures, flyers, newsletter** and **posters** are effective media materials that they would prefer to receive information from IBS (*see figure 26, 27*). As shown in the bar diagrams, students indicated that they would prefer to have media materials in a form of **Newsletters, Brochures** and **flyers**. All 15 respondents answered that **Facebook** is a preferred social network to receive information about IBS. Nine respondents indicated that **LinkedIn** would be an effective social network to receive information about IBS. Figure 28 represents the data of students in Ireland what their expectations when receiving a media material. The respondents of students in England only indicated that the media materials should be informative and entertaining (*Appendix 7.4*). The students of Ireland indicated that all factors: **Informative, Entertaining, Interactive, and Environmentally responsible** are useful factors and have to be taken in consideration when creating media materials.

10. Which media materials would you prefer to access information about IBS?  
Multiple answers possible

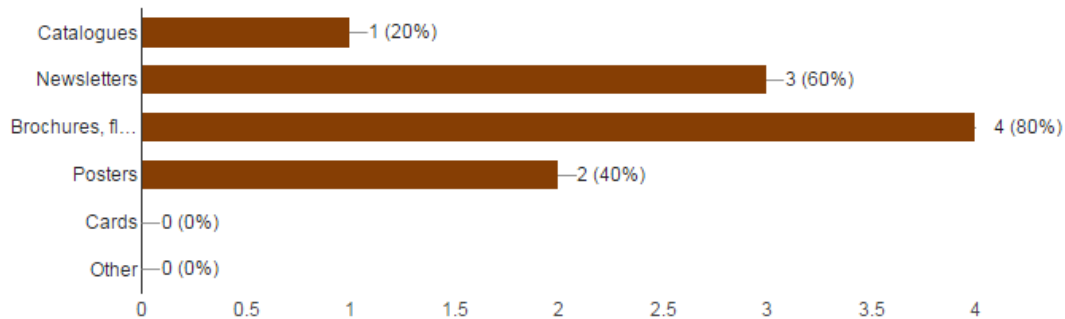
10 responses



**Figure 26: Q10 students of Colleges in Ireland**

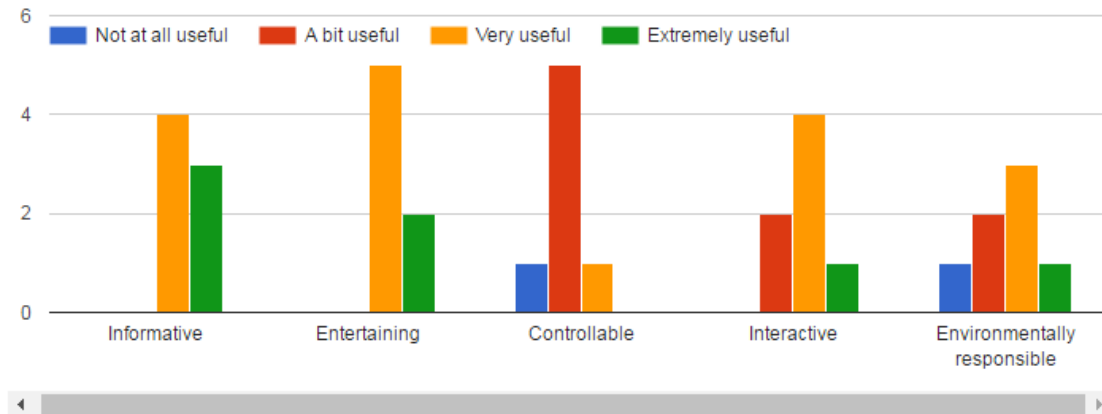
10. Which media materials would you prefer to access information about IBS?  
Multiple answers possible

5 responses



**Figure 27: Q10 students of Colleges in England**

## 12. How useful are the following factors when receiving media materials?



*Figure 28: Q 12 students of Colleges in Ireland*

According to M&C Expert De Groot (personal communication, 2017) Social Media is an effective platform to create interest and inform both the target groups about IBS. All materials and channels that are mentioned by the consultant are applicable and effective. Channels and materials are brochures, catalogues, Social Media, website and intranet. Some students and staff would prefer to feel something **physically**, therefore a **flyer** or **brochure** would be suitable to be provided as a promotional material. It could be also that the two target groups use smart phones and computers a lot, therefore **Social Media** would be an attractive tool to create interest. It would be wise to implement many materials and channels to create interest amongst the primary and secondary target groups, because they are located in a far destination. All the channels and materials should be repeated over time to reach the primary and secondary target groups to create interest and persuade them to collaborate with IBS. It is important to invest time in publishing content on Social Media and enjoying carrying out the tasks. De Groot (personal communication, 2017) noticed that Social Media is not actively been used by IBS. The IBS team have to discuss if they have enough hours according to their contract that can be spend on Social Media and creating media materials and if they are willing to monitor Social Network channels.

According to Sierra Fernandez-Bolhuis (personal communication, 2017) Social Media channels can be used for internal and external target groups. Social Media channels have an effective approach to reach the primary and secondary target groups. When approaching the primary and secondary target groups the **language** of the content should be published in English. Facebook of IBS exposes content in English, other channels are maintained in Dutch, including the corporate website. Sierra Fernandez-Bolhuis (personal communication, 2017) stated that it might be a possibility to create a **LinkedIn or Twitter account** for IBS and publish the content in English. Next to Social Media offline media materials are very effective to create interest amongst the primary and secondary target groups. Offline media materials are **Catalogues, brochures** and **newsletters**. These media materials should publish content in English and can be spread to the two target groups. Moreover, the media materials make the two target groups aware about Social Media networks of IBS and can stimulate them to follow the networks to receive information. Sierra Fernandez-Bolhuis (personal communication, 2017) mentioned that Social Media can be used very well, but it would be better to spread media materials as **primary media materials** and Social Media as **secondary communication channels**. It is wise first to create and publish offline media materials and make the Social Media channels support the offline media materials in order to support the information to the two target groups (Sierra Fernandez-Bolhuis, 2017). The **first impressions** that the primary and secondary target groups received from the offline media materials through physical factors will be the effective impression about IBS.

M&C Expert Hamminga (personal communication, 2017) explained that every study programme of Noorderpoort has equal rights to open a Social Media channel to promote their study programme. It is important that IBS makes the two target groups aware about the Social Media networks and will be exposed to the information. IBS should make a clear planning with deadlines and tasks to maintain the new Social Media channel if they insist to open one and update regularly with information. Hamminga (personal communication, 2017) stated that she is open for new ideas and is willing to help IBS in approaching the primary and secondary target groups through a new Social Media channel. IBS staff have to decide internally how many hours and how

many members should spend working on Social Media. Hamminga (personal communication, 2017) stated that the effective method to attract and approach the primary and secondary target groups through **a video** or provide a **live introduction in the classes**. A video would give a clear view of IBS and a **positive impression** will be created towards the two target groups. Hamminga (personal communication, 2017) stated that an effective method to create interest and inform both target groups is to go to Ireland and England and provide educational information about IBS to the students and staff in **real life in the classes**. The two target groups can directly meet the IBS staff and would also become familiar with the IBS study programme.

### Corporate website

De Groot (personal communication, 2017) mentioned that website of Noorderpoort with the leaflet layout of IBS is a new website that was on air two weeks ago. At the moment there would be no changes made on the website. The content that is written about the IBS study programme is created based on the opinions of IBS staff. According to Sierra Fernandez-Bolhuis (personal communication, 2017) the website of Noorderpoort is effective and new to approach the students and inform them about the different study programme's. Noorderpoort is going to create an English and German version of the website to inform abroad internship companies and other educational institutes about the different study programmes.

*Research sub question 1.5., 2.2., 3.1. can be answered. The preferred channels and media materials that create interest by the two target groups are Facebook, LinkedIn, Websites and media materials are Flyers, Brochures, Newsletters. These channels and media materials can be combined in order to create interest amongst the primary and secondary target groups effectively about IBS (Survey results Appendix 7). The effective channels to use to create interest amongst the two target groups are through Facebook and LinkedIn. These platforms can be used for professional use and can provide many information about IBS that can be exposed. At the moment IBS Facebook already exists, a LinkedIn page would be suitable to be created. In practical any kind of communication channels can be create, thus the IBS staff needs to maintain the channels and update regularly information through these channels. Facebook and LinkedIn accounts can be created and is also approved by the M&C Experts. Media*

*materials can be produced, as long as the content is relevant and in English. The content should be intended for the primary and secondary target groups. The media materials that can be produced and applied are brochures, flyers and Newsletters (De Groot, Hamminga, Sierra Fernandez Bolhuis, 2017).*

## Chapter 6. Discussion & Conclusions

In this chapter the gathered findings will be critically evaluated by the consultant. Literature review will be compared with the collected findings and put in light to see the different expectations of the consultant. An overall discussion will be provided about the collected findings. In addition, conclusions of the main findings of each research area will be pointed out in diagrams in each section to provide a clear overview of the outcomes of the variables in relation to the theories. That lead to the fulfill the research objective to recommend a communication strategy. In Chapter 7 recommendations are created by the consultant and in chapter 8 the advisory report is presented.

### 6.1. Perception

#### 6.1.1. Corporate Image & Reputation

The primary and secondary target groups indicated that the corporate website and Facebook were good presented. The two target groups indicated that shared values are important variables that are linked to IBS and shapes their impression about IBS. These findings of shared values indicate the expectations of the two target groups. In relation to fulfilling the research objective **Respect, Quality, Professionalism** and **Trust** care expected by the two target groups (*see Chapter 5.1.1*). These shared values are linked to Dowlings (1986) Corporate Image & Reputation structure. Therefore, it is essential to integrate the shared values in the communication strategy to let the two target groups see that these shared values are provided by IBS.

The main outcomes of the interview data that the M&C Experts intended to provide a positive image to the students that is related creating a **video** and present is to the two target groups. Moreover, questions related to logo and image were not in depth answered due to the fact that the logo could not be changed or redesigned. In addition, the meaning of the lemniscaat **life-long learning** can be communicated better to the two target groups in order to create a positive image of IBS. The meaning of the logo can be presented through a video, communication channels and media materials.



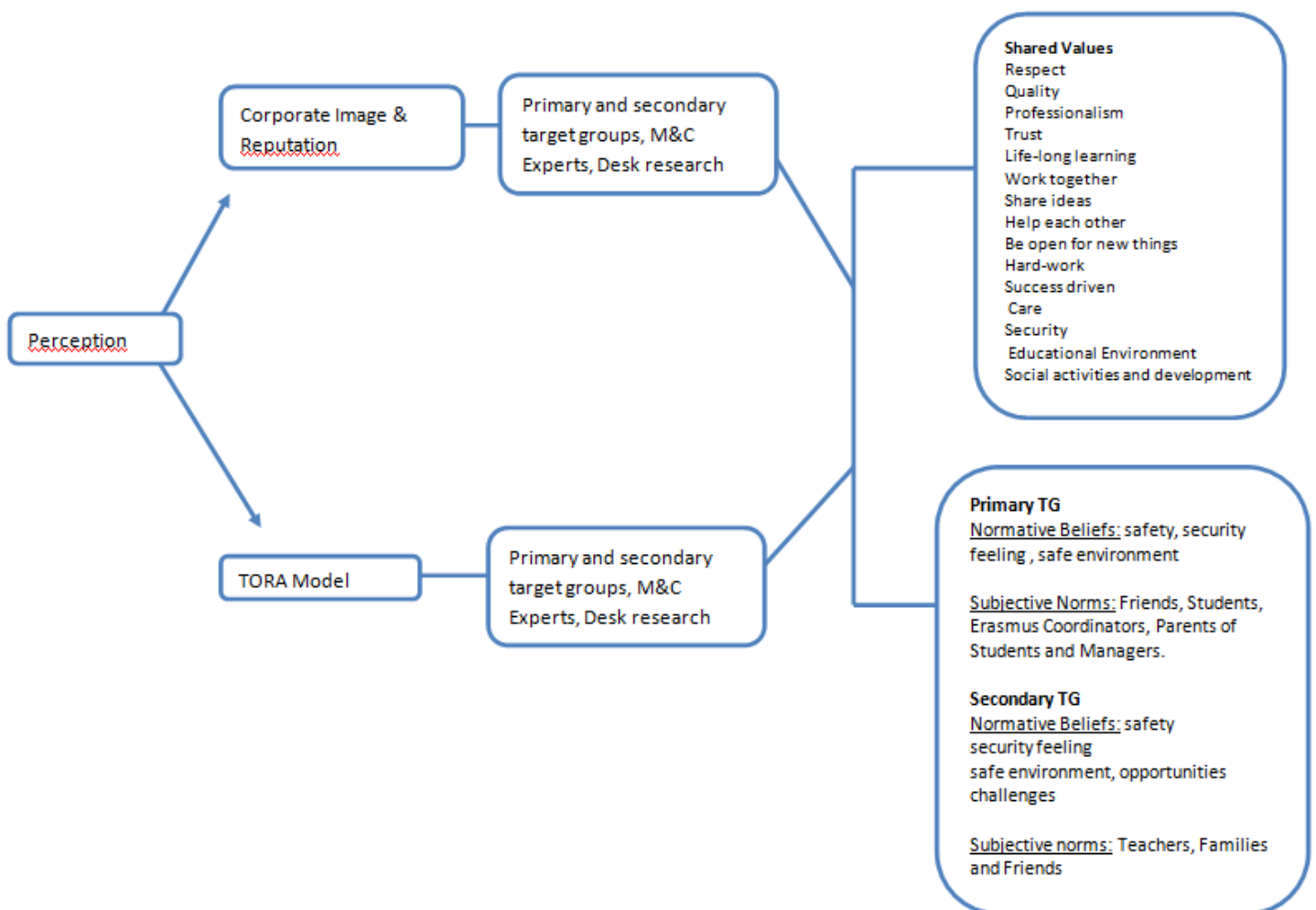
As stated in the desk research findings Quality Assurance Agency (QAA,2013) report of Kings College in London, students expect from institutions that an effective educational environment, social activities and development to students career must given full attention to by the institutions. These findings helps the consultant to suggest to IBS the expectations of students and which facilities of Noorderpoort should be provided to the secondary target groups. In addition, Kings College in London (2013) mentioned that secondary target groups provide the impression and image of the institutions to their students. In relation to Dowling's (1986) Corporate Image & Reputation structure the **Shared Values** are connected with the wishes and expectations of staff and students. The connection between the theory and collected findings match with each other and is linked with the consultant expected theory and collected data.

#### 6.1.2. TORA Model

**Subjective norms** that influences the **attitude** and **behavior** of the two target groups are: **Friends, Students, Erasmus Coordinators, Parents of Students and Managers** (see Chapter 6.1.2). The **normative beliefs** that influences the two target groups are **safety, security feeling** and **safe environment**. Based from these findings, the variables do match to the expectations of the consultant. In relation to the research objective, it is important to provide these variables through the communication plan to the two target groups. The **subjective norms** cannot be reached directly to influence their perception. Therefore, it is essential to inform the primary target group effectively, they will spread the positive word about IBS to the secondary target groups.

As indicated by the M&C Experts the information related to the TORA Model is that **subjective norms** are people surrounded by the two target groups that can influence them and persuade them to take a specific decision. Sheppard (1988) stated that **normative beliefs** and **subjective norms** shape the **behavioral intention** of an individual. In relation the gathered interview data the three Experts pointed out that **parents, staff** and **experienced individuals** are the **normative beliefs** and **subjective norms** of staff and students. These findings support the consultant to understand the effect of **parents, staff** and **experienced individuals** have on the two target groups. An

interesting finding of the three Experts is that the primary target groups (staff) influences and can affect the decisions making of the secondary target groups (students). The research study of Byrne et al. (2012) gathered data only pointed out that the secondary target groups prefer to have social activities offered by the institutions and that staff and institutions shape the behavior and attitude. According to these data, we can infer that the theory is connected to the interview findings as expected.



**Figure 29: Outcome variables of research area Perception**

## 6.2. Persuasion

### 6.2.1. ELM

As the survey findings indicated that the central route is the applicable processing route that is suitable for the two target groups. The **central route** indicated the causes of changing **attitude** and **behavior** of the two target groups. The variables **Involvement, Personality, Group Perception, Knowledge, Motivation, Opinions** and **Feelings** are indicated as important variables that can be causes of **attitude** and **behavior** change (see Chapter 5.2.1). In relation to the ELM theory, it can be concluded that different variables can be causes of **attitude** and **behavior** change. The consultant perspective towards the causes of the attitude and behavior change has a positive effect. Based from the consultant's personal experiences, as a student the consultant can recognize the causes of attitude and behavior change.

According to Petty & Cacioppo (1986) the **central route** and **peripheral route** shape an individual's behaviour and attitude as well as changing their behaviour and attitude. In relation to this collected findings, the interview findings are related to the two routes of ELM. The findings of the interviews indicated that **experience, screening of others and feedback** influences the decisions of staff and students. An interesting finding was that the three M&C Expert stated that **staff** have a major impact on **students** that can influence their behaviour and attitude. Two routes of ELM did not provide explanations that two targets groups could influence each other that can eventually lead to collaborating with IBS. This was an interesting finding that was mentioned by the three M&C Experts. Three Dutch Colleges researched the motivations and persuasion factors of VET students. Spangenberg et al. (2011) did explain the **Psychological** and **Emotional states** of students and that staff play a significant role in a student life. This findings overlaps the Self-Efficacy theory judgment factor that will be further elaborated.

### 6.2.2. Four PR Model

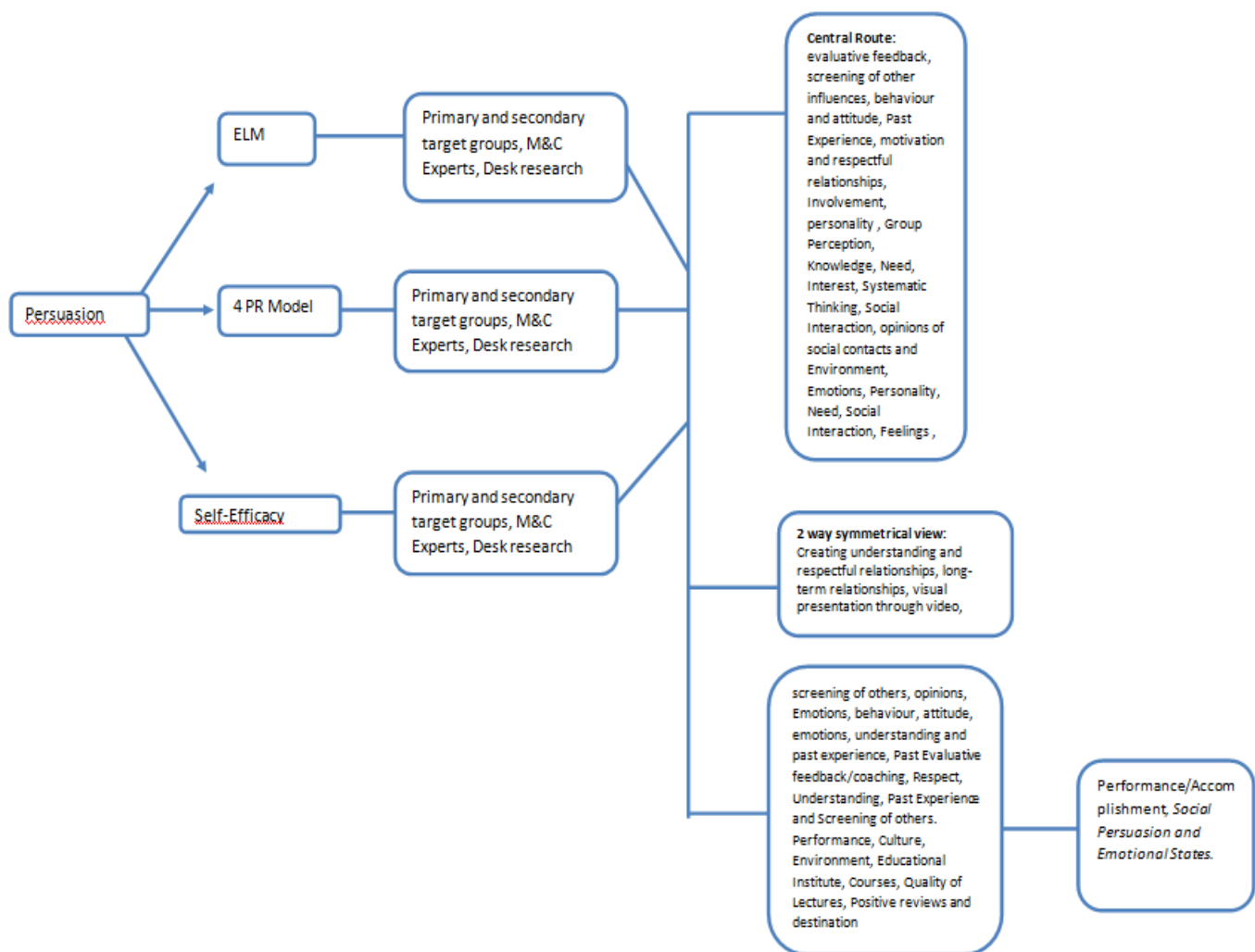
The overall survey results indicated that the primary and secondary target groups found the variables **creating understanding** and **respectful relationships** important when studying in an international and intercultural environment (*see Chapter 6.2.2.*). The consultant found these variables important as well, as a student the consultant has experienced that **creating understanding** and **respectful relationships** are important factors when communicating with international relations and creating **long-term relationships**. Relating the variables to the Four PR model, the **two-way symmetrical** model covers the variables **creating understanding** and **respectful relationships**. The consultant expected previously that these variables are effective and important especially when creating international relationships.

Gruning (1989b) stated that **creating understanding** and **respectful relationships** are important to create and maintain with stakeholders. De Groot and Hamminga (personal communication, 2017) stated that it would be effective to present visually to the two target groups through a **video** a life of an IBS student. Therefore, **visual impression** is important to create a **long term relationship** and gain respect. The underlying thought was to **create understanding** and **respectful relationships** through the video with the two target groups. However the data that was provided was not very encouraging, the consultant asked follow up questions relating this theory to receive adequate information. Next to the video, all the three Experts mentioned that **face to face interaction** is also an effective method to **create understanding** and **respectful relationship** through an **information event**. The data extended more solutions to reach the factors of PR model of Grunig. The desk research data derived from report of Onderwijsraad (2016) and EP Nuffic (2016) provided a clear insight to the consultant about their goal to provide students an international environment. An outstanding finding was that EP Nuffic (2016) researched the mobility of outgoing and incoming VET students in the Netherlands. In relation to the PR model of Gruning, facts and figures were stated from the reports of Onderwijsraad (2016) and EP Nuffic (2016) that supports PR Model factor “**create understanding and respectful relationships**”.

### 6.2.3. Self-Efficacy

According to the survey data, the consultant found the factor **Emotional States** not well enough indicated by the primary and secondary target groups. The variable **Emotional States** is also covered by ELM where the two target groups indicated emotional variables well enough. In relation to the research objective, the variables **Performance/Accomplishment**, **Social Persuasion** and **Emotional States** can be integrated as a media tool to attract the two target groups. To get engaged with these variables of the two target groups, the consultant had an idea to present information visually about IBS to the two target groups.

In Bandura Self-Efficacy theory (Zulkosky, 2009) represents four factors that leads to judgements of an individual. The variables **Performance Accomplishment**, **Vicarious Experience** and **Social Persuasion** came more into the light by the three M&C Experts. The factor **Psychological** and **Emotional States** were not supported by the interview findings and desk research findings. The consultant did not focus on the factors Psychological and Emotional States, because the findings did not support these factors to be relevant. The desk research findings that covered the ELM also fulfils the Self-Efficacy factor **Psychological** and **Emotional States**. In this way the consultant combines the collected data of two research areas to answer the research questions.



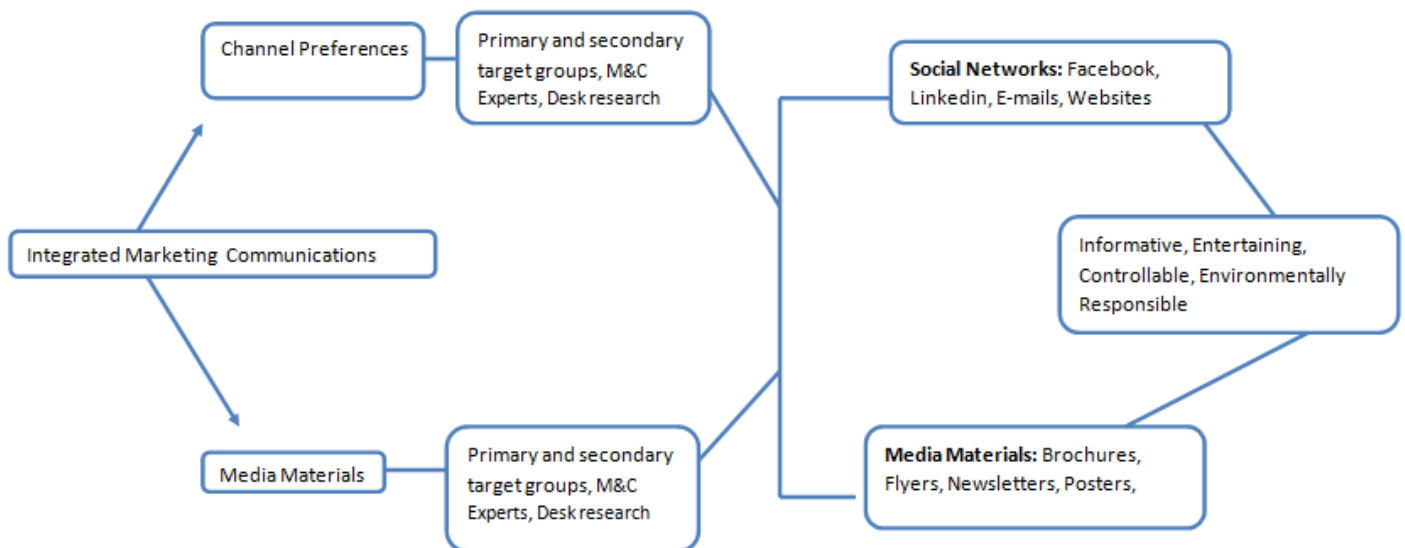
**Figure 30: Outcome variables of research area Persuasion**

## 6.3. Integrated Marketing Communications

### 6.3.1. Channel Preferences and media materials

The primary and secondary target groups indicated that they prefer Social Network channels : **Facebook** and **Linkedin**. The media materials that were preferred by the two target groups are **Flyers, Brochures, Newsletter** and **Posters** (see Chapter 5.3.1.). The consultant's perspective about these findings, are as expected the indicated channels and media materials are effective. Ideas and planning are still in making-progress by the consultant and IBS team to create a **Linkedin account**. The consultant's perspective of creating a **Linkedin** was positive, it is an effective tool to inform institutions and students about IBS, through a professional network. A **Dutch newsletter** already exist, an **English newsletter** might be a suggestion to create and send it to the two target groups. Currently there are no media materials created in English, it might be a solution to create content in English to publish it to the two target groups. **Linkedin** and media materials can create interest that can influence the two target groups to study at IBS. When creating interest, staff and students are likely to create a positive image towards IBS.

The findings of interview data provide information of **communication channels** and **materials** that can be implied by Noorderpoort. A limited response from the interviewees De Groot, Hamminga, Sierra Fernandez-Bolhuis (personal communication, 2017) was that they could not provide accurate facts about the budget, work hours and planning when certain communication channels and materials will be implemented. The consultant could not find any concrete data in documents of Noorderpoort that states about wages and budget planning, as was a disappointment for the consultant. Moreover, these factors do not affect the research. An outstanding finding is that that all three M&C Experts mentioned that Social Media should not be the main communication channel, but rather a secondary communication tool. The main communication method should be **hard-copy media materials**. In relation to the theories of De Pelsmacker, the findings do connect and match with the collected interview data.



**Figure 31: Outcome variables of research area  
Integrated Marketing Communications**





## Chapter 7. Recommendations

The below mentioned recommendations are derived from the research findings that can create a communication strategy that eventually leads to creating interest amongst the primary and secondary target groups about IBS.

### 7.1. Perception

- **face to face interaction** is an effective method to create interest about IBS and spread information quicker and effectively through organizing **information events** about IBS in Colleges in Ireland and England.
- To show the staff and students **Quality, Professionalism, Care, Respect, Safety, Security, Trust, Social Interaction** and **Involvement** of IBS producing **media tools** could visualizes these variables through a **video, leaflet, flyers, newsletter**.
- The meaning of the **lemniscaat logo life-long learning** can be integrated in the media materials and social networks to create a positive image about IBS.
- **Families, Friends, Managers, International Coordinators, Parents, Teachers** can be informed through informational **newsletters, leaflet, flyers** and **Video**.

### 7.2. Persuasion

- By presenting a **video**, the two target groups can create relationships that could become for a long term and respect will be earned. In addition, **information events** can create **long term relationships** and also leads to **creating better understanding** and **respectful relationships**.

### 7.3. Integrated marketing Communications

- Channels and media materials are highly preferred by the primary and secondary target groups. Preferred channels are **Facebook and LinkedIn**. The Facebook page already exists for IBS. An **LinkedIn** account could be created to create interest and engage with abroad students, international institutions, staff, international coordinators, parents of students.
- Through **e-mails exchange, Newsletters** effective media material could create interest and spread the information to staff and students in Ireland and England.

- **Newsletter, leaflet, flyers, posters** can be created to interact with the two target groups and inform them about IBS. These media materials are preferred by the staff and students.

## Chapter 8. Advisory Report

The derived recommendations will be explained in detail in this advisory section. The constructed advice for the three research area's Perception, Persuasion, IMC in general are: creating an **information event** and producing possible **communication and media tools**.

### 8.1. Organizational Policies

As indicated by Sierra Fernandez-Bolhuis (personal communication,2017), the media materials and communication channels have to be created in **English** to inform the primary and secondary target groups. Noorderpoort has created media materials in the Dutch language for all the schools, but when approaching abroad target groups the content of the media materials need to be written in English. The printed media materials already have a lay-out and design that match the house style of Noorderpoort. The colors and **lemniscaat logo** have to be visible on the printed media materials in order to show the corporate image and reputation of IBS to two target groups. Creating media materials in English leads to internationalizing IBS and Noorderpoort. Another policy that Hamminga (personal communication,2017) pointed out was about the providing information and help to IBS when creating a Social Media channel. To create interest about IBS amongst the two target groups effectively, the M&C Experts will support and help the IBS team. Moreover, when hiring a communication intern to carry out the information event, creating communication channels and media wages and hours have to discussed with the IBS team.

## 8.2. Marketing Strategy Adaptation

As Hollendsen (2012) stated, “Keegan’s product/communication mode: the **communication channels** and **media materials** (products) have to be adapted to the market”. The two markets are Ireland and England, the channels and media materials have to be created in the English language and certain values have to be associated with the materials to create interest amongst the two target groups. Figure 32 is the product/communication mode created by Keegan. The promotion should be adapted, because the methods of communicating about IBS to the two target groups should be a new approach to create interest. The products are the communication channels and media tools that have to be adapted as well. Based on this model the consultant has chosen the marketing phase **Dual Adaptation**.

		Product		
		Standard	Adapt	New
Promotion	Standard	Straight extension	Product adaptation	Product invention
	Adapt	Promotion adaptation	Dual adaptation	

*Figure 32: Product/Promotion Mode of Keegan (Hollendsen, 2012).*

## 8.2. Positioning & Targeting

### 8.2.1. Targeting Selective Specialization

The suitable targeting strategy for this research is the selective specialization. As De Pelsmacker et al. (2010) stated about targeting strategy “selective specialization is that activities in one segment can compensate for other”. This means that activities that targets staff of Colleges in Ireland and England can immediately reach students of Colleges in Ireland and England and influencing individuals. The primary target group can support information about IBS to create interest amongst the secondary target

groups. The communication channels and media tools do not only target the primary and secondary target groups, but also the **subjective norms**<sup>10</sup> of the two target groups

### 8.2.2. Positioning: Importance of attributes

As stated by Pelsmacker et al. (2010) “positioning should be based on all communication instruments, in synergy with all other marketing tools, will have to reflect the selected positioning strategy”. The positioning strategy that is suitable for positioning the two target groups is changing the importance of attributes. IBS has to present the values to the two target groups through the communication channels and media materials in order to create interest about IBS. First, the values will be presented through the communication channels and media materials to show the importance of IBS to the primary target groups. In addition, the secondary target groups will be involved secondly to show the importance of the values of IBS. The values that show the importance of IBS will be presented through: **Information Events, Video, LinkedIn, Leaflet, Flyer, Poster and Newsletters.**

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<sup>10</sup> Subjective norms: Students, Parents, Friends, Families, Managers

### 8.3. Information Event

The main communication strategy is to create an **information event** presented by two or three IBS staff. The IBS staff will inform about IBS during the information event to the primary and secondary target groups of the Dudley College in England that could take place the next academic school year. PowerPoint presentation will be given by the IBS staff to inform the two target groups generally about IBS. IBS could make choices which Colleges they might prefer to provide information events. The event is for the two target groups but also for parents, managers, Erasmus/International Coordinators, friends and other involved individuals related to the two target groups. In total 28,29 weeks will be planned to prepare for the **information event** and for **the channels and materials** to be created. In total 10 months are planned to prepare and create offline and online materials and to execute the information event.

The **information event** perhaps could be launched on the last week of October 2018. The date 25<sup>th</sup> of October is stated on the media materials. This date has not been fixed as the final date. This sample **flyer** can also be created to provide information events on other Colleges in Ireland and England. On these information event **leaflets, flyers** and **posters** will be provided to the staff and students to the Dudley College. **Leaflets and flyers** will be distributed during the **information event** to the staff and students. Students who missed the event can collect the materials at the international students office or from the staff and teachers. In addition, **posters** will be hung on in the Colleges to attract the attention of the two target groups. An extra media material could be a **newsletter**. The **newsletter** could be distributed once in three months to the subscribers. Staff, parents and families of students can subscribe for the English version **IBS newsletter**. This **newsletter** could announce internal information about IBS and important dates. Moreover, nearly 95% of the survey respondents indicated that **Facebook** and **LinkedIn** are actively used amongst staff and students. **LinkedIn account** can be created to attract primary and secondary target groups and to inform them in a professional manner about IBS. In addition, the offline and online materials can be integrated. A **video** can visualize a students' life in the Netherlands and can create a good impression about what staff and students can expect from IBS. The **video** can be an additional media material that will provide visual information that the primary and

secondary target groups can experience and relate to (see Chapter 8.6. Budget & Planning pg. 104).

#### 8.4. Theme of IBS: Values & Logo

Various values are associated with the information event, communication channels and media materials. The consultant connects the collected values with the information event, communication and media tools. The values consist of influencing factors, feelings, colors and logo that create a special theme for IBS to present it through communication & media tools to the two target groups.

- ❖ **Information Event-** through the event **face-to-face interaction** will become strong and **long term relationships** can be created. A positive impression about IBS can be created effectively through an information event.
- ❖ **Lemniscaat logo & colors-** the meaning of the lemniscaat logo has to be communicated to the two target groups. The value **life-long learning** is associated with the lemniscaat logo, therefore the consultant has integrated in the media materials concepts. In addition, the **house style colors pink** associate the IBS theme. The colors and the **value life-long learning** represent the **corporate image & reputations** of IBS and Noorderpoort.
- ❖ **Linkedin-**By informing the **Linkedin** connections about IBS, the two target groups will be updated by new information and this results **creating understanding** and **respectful relationships**.
- ❖ **Video -**Creating a **video** presents visual interaction and **creates understanding** and **respectful relationships** with the two target groups. The video associate the values **trust, care, security, respect, quality** and **professionalism**. Presenting information through a **leaflet** and **flyer** will indicate the **physical feeling** about the IBS study programme and will create interest.



- ❖ **Media materials**-It is important for the consultant to add the Noorderpoort logo and house style colors to the **leaflet** and **flyer**. This might increase the **corporate image** and **reputation** of Noorderpoort. The **leaflet** and **flyer** are **informative, controllable** and **entertaining**. These factors were taken in consideration when creating the media concept designs by the consultants.
- ❖ **Newsletters** meets the factors: **informative, controlling, environment responsible**. As indicated from the survey findings, these factors are important for the two target groups if they receive information about IBS. The newsletter template represents the **house style design** of Noorderpoort, the BTEC logo is also included at the bottom. These two logo's provide a **positive impression** about IBS corporate image & reputations towards the two target groups. The logo has to be designed on the **newsletter**.

## 8.5. Communication & Media Tools

### 8.5.3. Leaflet & Flyer

The **leaflet** and **flyers** could be created by the communication intern. The content and colors will be decided by the consultant and IBS staff. The consultant has created concept versions of media tools **leaflet** and **flyer**. Media tool C1, C2 is the A4 size **flyer** that contains information about the IBS study programme (see Figure 35, 36 Media tool C1, C2). The **leaflet** will be distributed to the two target groups during the information event. This **leaflet** also targets parents of the students, friends and teachers. The **leaflet** provides content about the subjects of IBS, about Noorderpoort and contact details. As this is the concept version created by the consultant, more content can be added or changed by the communication intern. Changes can be still made by the consultant, as the concept version still has to be finalized. The **flyer** would be a mini **flyer** of A6 format (see Figure 37 Media Tool D). The **flyer** will be spread on public places such as Colleges in Ireland and England. The small format is easy to carry and provides short information to read easily. Both the **leaflet** and **flyer** will be printed in colors. The colors contain the house style color of the Noorderpoort faculty Business & Administration 'Pink' (see chapter 8.6. Budget & Planning pg. 107).

## International Business Studies Study Abroad Exchange Programme



Are you an enthusiastic student that likes to experience the Dutch culture in the Northern city Groningen? Do you want to study for 2 weeks in the best student city in the Netherlands? Do you want to study international business?

### About Noorderpoort College

Noorderpoort College Groningen is an Educational Institution that offers different "MBO" (Senior secondary vocational education trainings) studies to Dutch students. Noorderpoort was found in 1996 and their schools exists in almost 17 locations in Groningen and Drenthe. They are the one of the biggest Regional Education Centrum of North-Netherland. International Business Studies (IBS) is a senior secondary vocational study that provides English and Dutch courses to students of Noorderpoort College.

### International Business Studies

IBS is a bilingual international study program that provides two Diploma's, the English BTEC extended National Diploma and the Senior secondary vocational education training (MBO level 4) Wholesale Branch Manager Diploma. Due to the bilingualism of the study program, 70-80% of the lectures are given in English and 20-30% are given in Dutch. It would be an enormous challenge for students who have not experienced or studied a bilingual study program before.



Figure 33 : Media Tool C1 Leaflet front side

### BTEC Units (courses)

Unit 1: Business Environment	Unit 12: Internet Marketing
Unit 2: Business Resources	Unit 13: Recruitment & Selection
Unit 3: Introduction to Marketing	Unit 16: Human Resource Management
Unit 4: Business Communication	Unit 17: Training in the Workplace
Unit 5: Introduction to Accounting	Unit 18: Event Management
Unit 7: Management Accounting	Unit 19: Team Development
Unit 9: Creative Product Promotion	Unit 27: Health and Safety
Unit 10: Market Research	Unit 29: Retailing
Unit 11: Relationship Marketing	Unit 36: Starting a Small Business

The examination of the BTEC Units consists out of writing report assignments, short test and presentations.

### What we expect from students?

- Interest in International Business
- Professional behavior and curiosity
- Excellent communicative skills
- Customer and service oriented
- Able to work with weekly deadlines
- Able to work independently
- Self-discipline

Are you interested in participating in our exchange programme for 2 weeks? For further information please contact us via e-mail or phone to the following contact details:

G. Arumugam

Noorderpoort Business & Administratie

Hora Siccamasingel 177

9721 HE Groningen

E [g.arumugam@noorderpoort.nl](mailto:g.arumugam@noorderpoort.nl)

T 0031 6 28 24 07 81

Find us on:

 <https://www.facebook.com/TBSNoorderpoort/>


 <https://www.linkedin.com/in/ibs-noorderpoort-b93791142/>

Figure 34: Media Tool C2 Leaflet backside

**Noorderpoort**

Business & Administration

Noorderpoort  
Strengthens you future

## International Business Studies

Study Abroad Exchange Programme in the Netherlands



Information Event  
Wednesday October 25th 2018  
13.00-16.00 pm  
Dudley College

**For more information:**

<http://www.noorderpoort.nl/mbo-opleidingen/internationaal/international-business-studies-ibs-25137>  
E: [g.arumugam@noorderpoort.nl](mailto:g.arumugam@noorderpoort.nl)

Find us on:



Figure 35: Media Tool D Flyer concept



#### 8.5.4. Poster

Figure 38 Media tool E is the **poster** concept version created by the consultant. The **poster** has the same template as the **flyer**. The **posters** will be printed out 10 copies, to hang in Colleges in Ireland and England. The **poster** can be spread in different locations of Noorderpoort. The **posters** will be printed out in colors that represent the colors of Noorderpoort. The **poster** size is A2 size, this large size will attract the two target groups immediately. Moreover, the **posters** can be hanged on the wall in classrooms, canteens and at Noorderpoort Colleges. As presented on the **flyer** and **poster**, the **information event** that will take place in England at the Dudley college is written on the **flyer** and **poster**. The posters visually represents an image of a globe, this leads to connecting the opinions of staff and students about education to international experience. The message of the **poster** is to support staff and students to study internationally and collaborate with IBS. As the **flyer** and **poster** has the same design and construction, the staff and students can easily associate IBS with the two media materials. The **posters** can connect with the feelings of the two target groups and provide a positive impression of IBS. The colors represent bright, joyful and enjoyment, these factors are indicated by the students in the survey findings. The **poster** is **informative** and **controllable**. The two target groups can access it and see it whenever they want. The **poster** design will be also distributed through **Social Networks**. **Printed media materials** are not environment friendly (see chapter 8.6. Budget & Planning pg. 107).

**Noorderpoort**

Business & Administration

Noorderpoort  
Strengthens your future

## International Business Studies

Study Abroad Exchange Programme in the Netherlands



Information Event  
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E: [g.arumugam@noorderpoort.nl](mailto:g.arumugam@noorderpoort.nl)

Find us on:



*Figure 36 : Media Tool E Poster concept*

#### 8.5.5. Newsletter

Figure 42, 43 Media Tool F1, F2 represents the **newsletter** lay-out. The lay-out does not contain text, this would be sample template of the **English IBS newsletter**. The newsletter is intended for the primary and secondary target groups. Staff and students can receive information through the newsletter about IBS. Even families, managers, parents of students can subscribe for the **newsletter**. On **Social Media** of IBS, the two target groups can subscribe for the **newsletter**. They can chose between **digital** or **printed newsletter**. The **digital newsletter** will be send through e-mail and the printed **newsletter** will send by post mail. The consultant created different paragraphs that can provide important information about: news updates/changes, important dates/deadlines, retakes procedure/ Social Media links and contact details of teachers. It is important to inform staff and parents of students about IBS and internal information that is related to the student. The two target groups can unsubscribe if they wish not to receive the newsletter in the future by sending an e-mail. The **newsletter** will be distributed once in the three months, the consultant does not want to overload the two target groups regularly with information. The **newsletter** will be send by the Front Office of Noorderpoort Business & Administration through **e-mail** and **post mail**. The **printed newsletters** are printed free at Noorderpoort (*see chapter 8.6. Budget & Planning pg. 107*).



# Noorderpoort

## Business & Administratie

NEWSLETTER INTERNATIONAL BUSINESS STUDIES

**Block**

Introduction text

**News updates/Changes**

text

**Important Dates/Deadlines**

text

**Activities**

text

noorderpoort.nl

**BTEC**  
Approved Centre  
Noorderpoort

Figure 37 : Media Tools F1 Newsletter template page 1

### Retake Information

Procedure retakes:  
text

### Social Media Info

#### Facebook

<https://www.facebook.com/IBSNoorderpoort/>

#### LinkedIn

<https://www.linkedin.com/company-beta/16275260/>

### Contact details teachers

Naam	course	email	Phone number
Name	Courses	e-mail	Phone number

noorderpoort.nl



Figure 38 : Media Tools Newsletter F2 template page

### 8.5.2. LinkedIn Account

Social Network that can be applied by IBS to **create interest** and **inform** the two target groups could be **LinkedIn**. A **Facebook** account already exists that publishes information about events and activities to **inform** the two target groups. The Social Network **LinkedIn** is a professional network that **connects** people with each other.

#### LinkedIn Company page

A **LinkedIn** page can also create private closed groups where individuals receive specific information about an organization. IBS staff indicated that the **LinkedIn page** has to be created before the end of June 2017, to connect with current IBS students and alumnus. The concept version figure 33 Media tool A is the **LinkedIn company page** of IBS. The **LinkedIn company page** represents a short introduction of IBS and recent updates can be shared with the LinkedIn connections. The purpose of creating the LinkedIn account is to create and maintain the relationships with staff and students of College in Ireland and England, alumnus IBS students, current IBS students, potential students, internship companies and potential abroad Colleges. The **LinkedIn page** connects different institutions and companies with IBS. Internal information about IBS will be shared with different connections in the world and information will be spread about IBS. This leads to more recognition and an increase of corporate image & reputation.

#### LinkedIn Alumni Group

Connections of **LinkedIn** can easily follow the IBS company page and receive information on their newsfeed. In addition, (see figure 34 Media Tool B) private **LinkedIn IBS alumni group** is intended for IBS alumnus, current and potential IBS students, internship companies. LinkedIn connections who prefer to join the private **IBS alumni group** need to have permission of the admin. Without the permission of the admin, the connections cannot become a member of the private IBS group. The admin has the responsibility to accept the requests of the LinkedIn connections. The admin of both the **LinkedIn pages** will likely be the communication intern and two IBS staff. The communication intern and the two IBS staff can manage the **LinkedIn page** and decide which content should be posted. Regular updates are needed to attract and inform the two target groups. The planning for **LinkedIn** indicates that every week

information about IBS should be posted (*see chapter 8.7. Budget & Planning pg. 106*). The content for **LinkedIn** could be activities of IBS, open days, internal information, any new changes of the study programme. Hereby, the two target groups will be made aware of the activities and actions of IBS and understand what the study programme is. It is important to post information on the **LinkedIn page** at least twice a week, to make the two target groups aware about IBS. The updates on **LinkedIn** can contain information about interesting topics related to the two target groups, to inform them about the Netherlands or the Dutch education system.

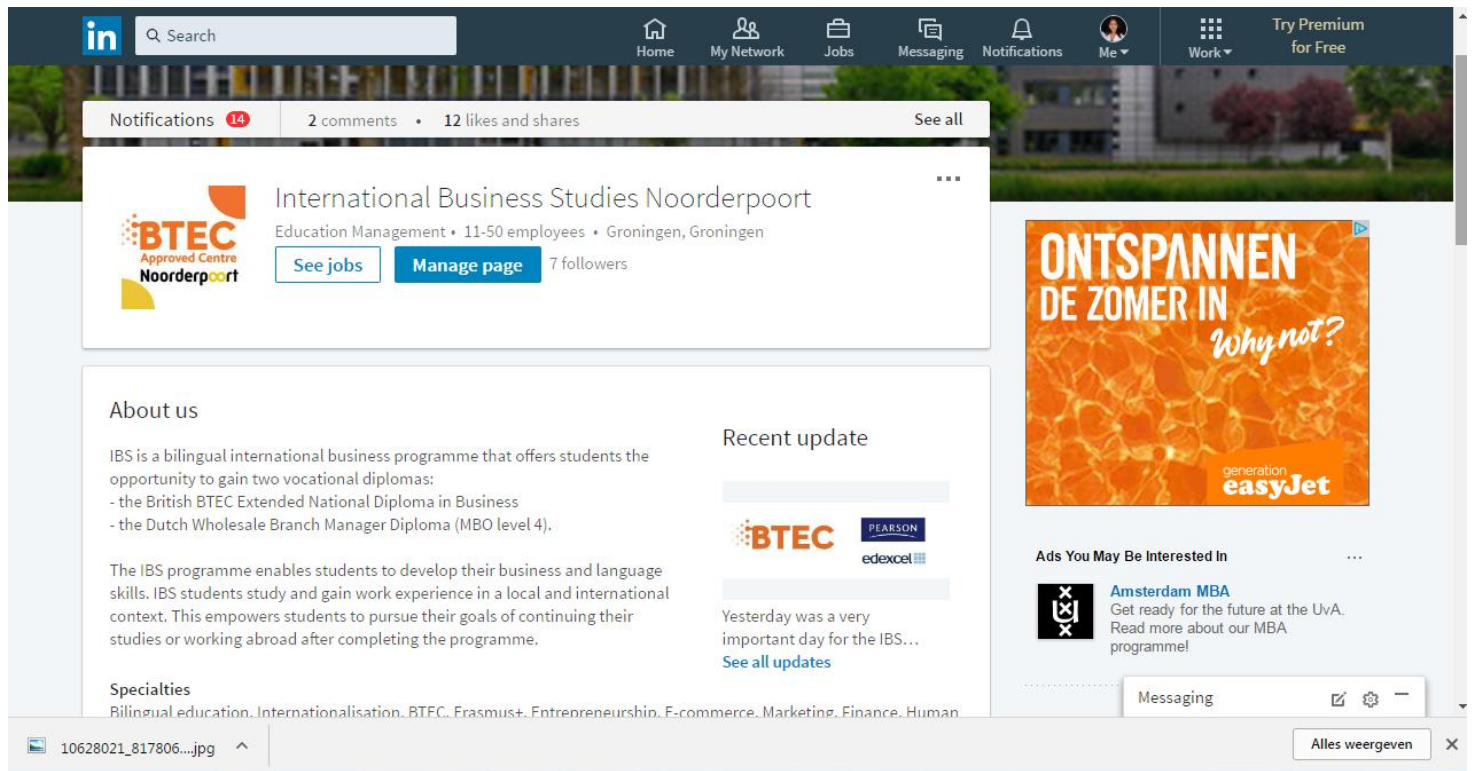


Figure 39: Media Tool A IBS LinkedIn Company Page

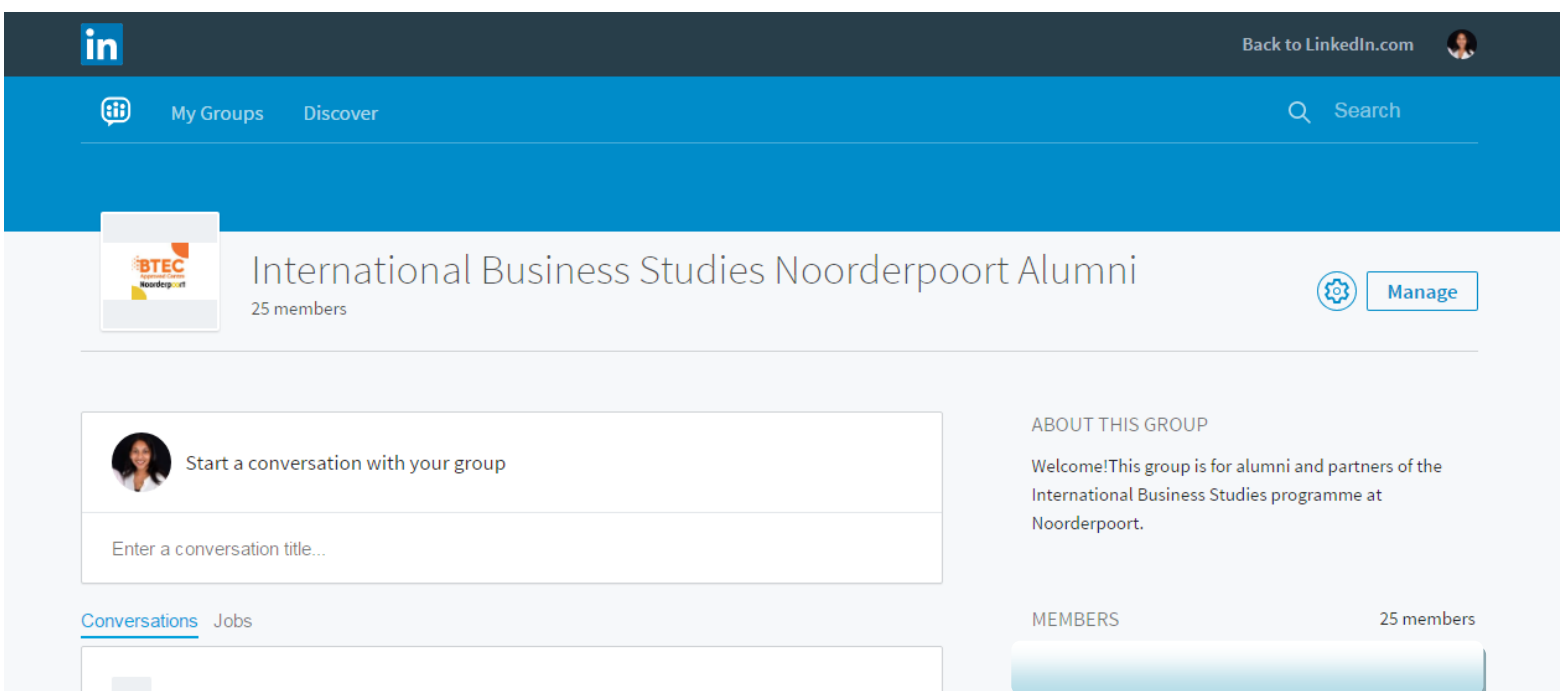


Figure 40: Media Tool B IBS LinkedIn Alumni group

### 8.5.1. Video

The video has to be created and completed before the information event takes place, 25<sup>th</sup> October 2018. It would be effective to spread the video before the information event launches, to spread interest about IBS. The video can be spread through, **Facebook, LinkedIn and Noorderpoort website**. The intention of the video is to present the life of a IBS students and hereby explain the **study life** in the Netherlands. The two target groups will have a clear impression about the **facilities** in Noorderpoort, the **personality** of a Dutch student, the **Dutch culture** and the **study environment**. These factors will be seen in the **video** presented by IBS students. The reason for choosing IBS students as **video** actors, would be that they are relatively close to the age group of the students and they can share their experiences. Current IBS students can share information with the two target groups about the Dutch culture and what Dutch students particularly do in their spare time. These aspects can be visually presented through a **video**, that can persuade the two target groups to study at IBS and collaborate in the future. The **video** needs time, effort and support gained from the IBS team.

The communication intern might be responsible to write a plan for the **video** and execute it. The consultant has already written a plan of which steps have to be taken to create the **video** (see chapter 8.7. Budget & Planning pg. 107). The IBS student that play as an actor in the **video** will be selected by the IBS staff and communication intern based on knowledge, English pronunciation and attitude. Different IBS students will be approached that is recommend by IBS staff. A selection will be made by a pitch interview. After the IBS student has selected, the IBS staff and communication intern will share the ideas and plan with the IBS student. In the **video** a few seconds preview of a lecture from a IBS staff will be shown, to give an **impression** about the class setting and **atmosphere** to the two target groups. As the communication intern might not have technical video editing skills, the **video** will be recorded by professional students who study **Photography** and **Camera technician** at Noorderpoort “Kunst en Creatie”. These students do not receive wages, but will be rewarded. Their knowledge and skills can be applied to record the video and edit by using Adobe programs. The **video** has to be finished by April/May 2018 in order to present it to IBS staff and M&C department

of Noorderpoort to let them checked it and make any changes if needed. After approval the **video** will be spread through **Facebook, LinkedIn, Noorderpoort website**, after the **printed media materials** are published in October 2018. The **video** is a quick and effective media tool to give a good impression about IBS to the two target groups. As Noorderpoort has created many video's to present their **corporate image & reputation** to Dutch students and parents, creating a **video** for staff and students in Ireland and England will be a practical method to execute. As in the year planning (Figure 43 pg. 107) nearly 7 months are needed to accomplish executing the **video** by IBS and communication intern.

## 8.6. Budget & Planning

### 8.6.1. Information Event

As presented in the **Information Event planning** the offline and online materials are also included in the planning. One or two IBS staff will fly to London and provide an information event for the staff and students of the Dudley College. As stated on the planning (figure 43 pg. 104), the consultant will discuss the **information event** with the IBS team to share ideas and opinions with each other and decide to hire a communication intern to execute the plan. For each activity nearly 3-4 calendar weeks (CW) is needed to collect information and proceed the tasks. If the consultant arranges the **information event**, it is necessary to update IBS staff with the progress to launch the **information event** successfully. Before the **channels** and **media materials** are created, IBS has to hire a communication intern that can proceed with creating media materials and to discuss with the IBS staff about the content. The intern needs to receive permission to create the **channels** and **media materials** in order to carry out the production process.

	Rynair	British Airways
Destination	Eindhoven-London	Amsterdam-London
Price	€66,37 per person	€83, 91 per person
Reservation and baggage costs:	€27,00	€27,00
Total	€ 93,37	€110,91

*Figure 41: Flight planning (Cheaptickets, 2017).*

3 star Beverley Hotel Price: per person € 151 + breakfast included

*Figure 42: Hotel planning (Booking.com, 2017).*

IBS staff will stay from Wednesday 24<sup>th</sup> October until Friday 26<sup>th</sup> October. Based on the above information, the flights prices and times can be changed. The consultant searched for flights of two different airlines in order to book a cheap flight, Noorderpoort is an organization that tends to spend less money on activities. For this reason the consultant looked up for cheap flights and accommodations. The hotel is located near the **West Midlands** of England, therefore it might be easier for the IBS



staff to take the public transport or taxi to arrive at the Dudley College. Moreover, the consultant booked the three star Beverley Hotel that includes breakfast. Extra facilities are free parking and Wi-Fi. These facilities are necessary for IBS staff to prepare and use their computer devices to work on the presentation. This hotel is suitable for business people who need accommodation for a short stay in England, near West Midlands. After the **information event** has been launched, an evaluation phase will be integrated to collect opinions and impressions of IBS staff and from the primary and secondary target groups. Figure 43 (pg. 104) represents the **evaluation phase** that can be carried out by the communication intern. To evaluate the experience of the two target groups and of IBS staff. Based on the feedback the IBS team might decide further steps to integrate an exchange programme.

Information Event Planning 2017-2018																																		
Activities	October '17			November '17			December '17				January '18				February '17				March '18			April '18				May/June '18								
	CW 40	CW 41	CW 43	CW 44	C W	CW 46	CW 47	CW 48	CW 49	CW 50	CW 51	C W	C W	3	C W	5	CW 6	C W	8	CW 9, 10	CW 11	CW 12	CW 13	CW 14	CW 15	CW 16	CW 17	CW 18	CW 19	CW 20	C W	CW 22, 23		
Discuss with IBS staff/Communication intern/deadlines/preparation												HOLIDAY								HOLIDAY												HOLIDAY		
Decide the channels and materials																																		
Write Content for the media materials																																		
IBS staff & Communication intern discuss materials																																		
Making a planning/deadlines for the production media materials																																		
Consultant opens Linkedin																																		
Discuss the about the content of Linkedin																																		
Meeting with IBS to discuss progress/assign tasks																																		
Ask IBS student as video actor																																		
IBS students, comm. Intern writes video plan																																		
Flighttickets-hotels booked																																		
IBS staff contact with Dudley College																																		
Newsletter created by the consultant and IBS staff																																		
Record the video&check IBS staff																																		
Print all media materials																																		
Meeting with IBS staff about the trip																																		
IBS staff prepare presentation																																		
September final check																																		
Event takes place 25th October																																		
Evaluation phase in November-December '18																																		

Figure 43: Information Event Planning 2017-2018

Tasks that are in progress and have to be done

	<b>Evaluation Phase</b>
1.	Send surveys to the primary and secondary target groups
2.	Ask questions to IBS staff
3.	Collect all the data from the feedback
4.	Write a report of the collected feedback
5.	Present the report to the International Coordinator and team manager to take further decisions

**Figure 44: Evaluation Phase**

### 8.6.2. Staff planning

Figure 45 (pg. 104) represents the staff planning that the consultant has created. The monthly salary of the communication intern is € 250,00 per month. For all the activities a communication intern has to be hired in order to accomplish the tasks. The IBS staff do not have hours left in their schedule to invest in the activities. The communication intern could be an experienced communication specialist. This has to be decided by the consultant and IBS team

Activity	Staff	Hours/weeks
IBS information Leaflet	IBS staff /Communication intern/Noorderpoort student Graphic designer	5/18
IBS mini Flyer	IBS staff/Communication intern/Noorderpoort student graphic designer	5/18
IBS Poster	IBS staff/Communication intern/Noorderpoort graphic designer	3/18
Newsletter	IBS staff/Communication intern/front office staff	3/18
Video	IBS staff/Communication intern/Noorderpoort student camera technician and photographer	8/19
Linkedin	IBS Staff/ Communication intern	3/17
	<b>Total:</b>	27 hours per week/ 29 weeks
	<b>Communication intern salary:</b>	€ 250,00 per month x 10 months = € 2.500

**Figure 45: Staff planning**

### 8.6.3. Video planning

Steps	Video Planning
1.	IBS staff and intern discuss about info in the video
1.	Select few IBS students as actors
2.	Make a planning of scene in the video
3.	Arrange a selection pitch to select IBS student as actor for the video
4.	Arrange a Noorderpoort Camera Technician and Photography student
5.	IBS staff and intern discuss progress
6.	Discuss plans with IBS staff, communication intern, camera technician and photography students, and IBS student actor
7.	Execute the Video
8.	Approval of IBS staff and M&C department

**Figure 46: Video Planning**

Below figure 47 (pg. 105) represents the budgeting for the communication channels and media materials. The total costs that IBS has to spend will be € 105, 62 (Vistaprint, 2017). The consultant looked at the prices on the supplier website Vistaprint, changes can be made in prices.

### 8.6.4. Communication and Media Tools budget

Activity	Quantity	Price	Extra	Supplier/Provider
Linkedin	X	X	X	X
Video	X	X	X	X
IBS information Leaflet	25	€ 21, 38	Double sided colour A4	Vista print
IBS mini Flyer	50	€ 9, 59	One sided colour A6	Vista print
IBS Poster	10	€ 74, 29	One sided colour A2	Vista print
Newsletter	X	Free	Colour	Noorderpoort
Total material costs	85	€ 105, 62		Noorderpoort/Vistaprint

**Figure 47 : Budget Planning Media Materials** (Vistaprint, 2017).

### 8.6.5. LinkedIn Weekly planning

Below the consultant has created a weekly planning for LinkedIn. The planning contains information of the activities that have to be carried out weekly.

LinkedIn Weekly Update Planning	
Week 1	Post about activities of IBS
Week 2	Post information about related posts to IBS and Noorderpoort
Week 3	Post about the Newsletter (to increase subscribers)
Week 4	Post again about activities carried out by IBS
Week 5	Post video links, images, news articles related to VET internationalization

*Figure 48 : LinkedIn Planning*

## 8.7. Conclusion

The consultant has investigated the perception and persuasion factors that influences the decision making and opinions of the primary and secondary target groups. Preferred **communication channels** and **media materials** are indicated by the two target groups how they prefer to receive information about IBS. The M&C Experts were willing to support IBS with creating effective communication channels and media materials to inform and attract the two target groups. The two target groups expect from IBS: **Respect, Quality, Trust, Life-long learning, Professionalism, Care, Security, Social Interaction** and **Safety**. The people that influence the decisions of students are: **Friends, Families, Parents, teachers of students**. Influencing parties of staff are: **Erasmus Coordinators, Managers and Students**. In addition, **past-experience, opinions, feedback/coaching and screening of others** are factors that affect the decisions making of the primary and secondary target groups as well. Preferred communication channels by the two target groups are **Facebook** and **Linkedin**. **Facebook** for IBS already exists, thus **Linkedin** is in progress to be created by the consultant on permission of IBS staff. The printed media materials that are preferred to receive information about IBS are: **Leaflet, Flyers, Newsletter** and **Posters**. In addition, a **video** expresses the factors **creating understanding** and **respectful relationships** that lead to a **long term relationship**. The consultant has created a communication strategy whereby, **information events, video presentation, Linkedin, leaflets, flyers, posters and newsletters** are applied to inform the primary and secondary target groups about IBS and to create interest in the future to expand the international network of IBS. If this communication strategy might be approved by the client and executed, further research is needed to **create** and **design an exchange study programme for abroad students to participate.**



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## Appendix

### Appendix 1: Preliminary Research

#### Characteristics of IBS Noorderpoort & BTEC Colleges in Ireland and England

Almost three-quarters of 16-years old students are following full-time education and half of these majority pursue vocational education and trainings. In the early 1990's vocational education brought more light in the lives of lecturers and specialists, they had to focus more on their subjects and specialization in order to improve the process of learning (Colley et al., 2007).

BTEC stands for Business and Technology Education Council, Level 3 Extended Diploma. The BTEC Diploma is a secondary school learning qualification and vocational qualification created in England, Wales and North Ireland. This educational qualification has been developed by Edexcel Pearson Education and is seen as a equal level of GCE A Level (Pearson, 2017).

The BTEC qualification allows students to enter Higher Education to Undergraduate study programs. BTEC colleges offers courses in different subjects:

Art & Design	IT and Computing
Business	Agriculture subjects
Construction	Media, Music and Performing Arts
Engineering	Science
Health & Care	Public Services
Travel and Tourism	

This research proposal is focusing on BTEC Colleges that offers courses in Business & Administration. The following courses are given in this program:

Business Environment	Internet Marketing
Business Resources	Recruitment & Selection
Introduction to Marketing	Human Resource Management
Business Communication	Training in the Workplace
Introduction to Accounting	Event Management
Management Accounting	Team Development
Creative Product Promotion	Health and Safety
Market Research	Retailing
Relationship Marketing	Starting a Small Business

(IBS Prospect, 2016)

All these courses are related to Business & Administration and have to be completed with a Pass by the students. The assessment criteria to obtain the BTEC Business & Administration Diploma is split into 3 Passing grades: Pass 6, Merit 8 and Distinction 10. Each course can be completed in different grades that lead to one of the passing grades. Students that are motivated and ambitious have the tendency to complete all the courses at Distinction level (Pearson, 2017).

### **Vision of Educational Colleges in Britain**

United Kingdom strives to become on the 1<sup>st</sup> place in the educational system. Educational Institutions, students, parents and staff have to join together in order to contribute their knowledge, skills and behavior to the major educational population. In order to develop Educational Colleges further in the future, it is essential to train staff when new technology arises, inform individuals about new changes and meet the needs and expectations of individuals regarding personal and social developments (Foster, 2005).

Foster (2005) stated that future Educational colleges should focus on major points in order to position education in a higher point.

- Improve employability regarding skills and knowledge of new changes in the educational sector.

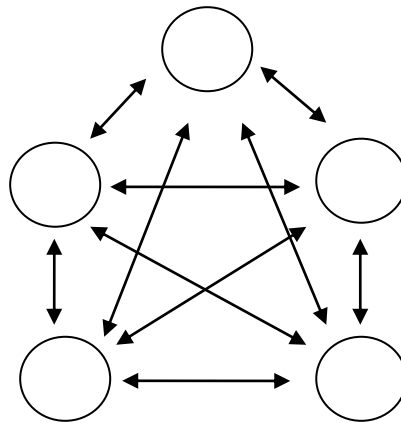
- It is important to understand and pinpoint the achieving values and goals of each individual in order to accomplish the goal successfully.
- Every individual has the right to be treated equally and respected. Opportunities are provided to any individual and motivate them to strive for their goal.
- Needs and wants of individuals have to be accepted and bring education closer to them.
- Teachers, trainers, staffs and professionals have to feel proud when working in colleges (Foster, 2005).

## **IBS Noorderpoort College**

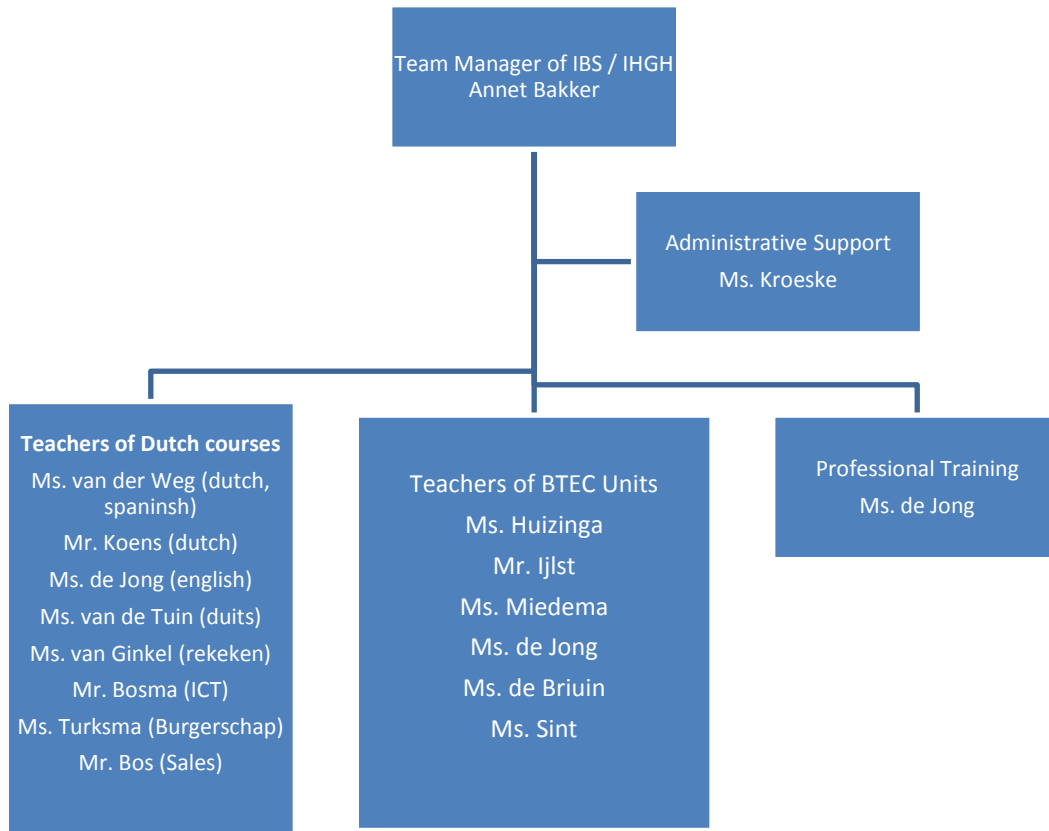
### **Organizational Structure**

IBS was found in 2001 located in Groningen. According to Mintzberg organizational structures, the IBS department structure has a young and dynamic organizational pattern. The team is controlled by the team manager, therefore the team members work structured and have a clear planning of accomplishments. IBS has a flexible line communication and the team members work individually on their own tasks. If new employees enter the IBS team, it would be difficult for them to access new information. All the information is hidden safely on platforms and only the team members know where the information can be found (Theaker, 2001).

IBS has a open circle communication structure and the information are distributed in a horizontal level. The intention of open circle communication is that the team members can discuss with each other to make decisions about their tasks. The team members are free to communication with each other (Theaker, 2001).



(Theaker, 2001).



IBS aims to work on a professional culture together in order to be a powerful team. The team members are aware of their own competences and qualities and discuss with each other to develop their skills and knowledge. The IBS team members prefer to have trainings and courses in order to develop their teaching skills and guide their students better, therefore the team manager arranges different trainings' and workshop for the teachers (IBS Ambitieplan, 2016).

## **Clients Internal Analysis**

### **IBS**

Noorderpoort College Groningen is an Educational Institution that offers different MBO studies to Dutch students. Noorderpoort was found in 1996 and their schools exists in almost 17 locations in Groningen and Drenthe. They are the one of the biggest Regional Education Centrum of North-Netherland. International Business Studies (IBS) is a senior secondary vocational educational (MBO) study program that provides English and Dutch courses to students of Noorderpoort College (Noorderpoort, 2017).

IBS and IHGH cooperate together in providing students business education. IHGH is a the Dutch version of IBS, they provide business classes in the Dutch language. The teachers and trainers work together at IBS and IHGH study programme. The lectures and administrative information will be discussed by both study programs (IBS Ambitieplan, 2016).

### **Vision**

IBS a part of the education platform Business & Administration and stands in the eyes of exploring professional changes. Students make their own choices during the study programs. Students think about: who they are, what do they want to become, what is the environment in where they live and study. The purpose of the IBS study programme is about students taking their own initiative and responsibility of their career steps (IBS Ambitieplan, 2016).



The vision of IBS is to maintain the relationship with business institutions such as municipalities and international oriented companies. The challenge of IBS is to place IBS study programme in the professional business field. It is important for IBS to have a sustainable and excellent partnership with business institutions (IBS Ambitieplan, 2016).

The challenge in the IBS study programme is to educate students that focuses on business courses that are relevant in order to enter the business field. IBS aims to train their students with high knowledge and skills about business in order to make them prepared for Bachelor study programs. Another focus of IBS is to adjust their study to the study criteria of Bachelor study programs, in order to make it for the students easier to enter the Bachelor programs (IBS Ambitieplan, 2016).

### **Atmosphere**

According to IBS staff Mr. IJst (personal communication, 2017), an important element that is missing is the “international atmosphere”. Due to the lack of less students from abroad the international aspect is still missing in IBS. The Dutch students cannot experience cultural diversity and international study environment if there is no interaction with students from abroad. Therefore, the ambition of IBS is to attract students abroad to create an international and intercultural atmosphere in IBS that the students and staff can experience.

### **Target Group: Public relations – Stakeholders**

IBS focuses on Dutch secondary schools to provide students with an international study programme after they graduate from secondary school. Foreign students must have a secondary school diploma or a BTEC level 2 diploma. Primary and secondary target groups selected for this research are: staff (primary) and students (secondary) of Colleges in Ireland and England. By targeting the staff, support from them will be gained to convince potential students to create interest and collaborate with IBS. The primary target group can be i.e. International Exchange Coordinator, teachers, end-decision makers regarding studying abroad and collaborating.

Staff and students can be split into Public Relations and Stakeholders. According to Harrison (2000) Public Relations are 'certain groups of people'. The publics can be anyone, staff, employees, companies or students. Education Institution are Public Relations that are part of IBS and Noorderpoort College. They are "customers" of IBS with whom they would prefer to build a business relationship with. Students of the educational institutions are stakeholders to whom IBS could provide products and services to. Students are the end-consumer of IBS study programme.

### **Communication Tool**

IBS makes use of the internal communication platform Noorderportal. Noorderportal provides all the necessary information regarding e-mail, study programs, grades, planning, agenda, schedules and more to the staff and students. Employees at Noorderpoort can access the Noorderportal and store all the information that is important internally. Noorderpoort is wide internal communication platform where all the services that is needed can be accessed easily by the students and staff.

IBS has not created any network with abroad partner colleges or students in the past. This research is the first connection that would be made to build relationship with colleges and students in Ireland and England. Desire of IBS is to build a partner network with European colleges and create an exchange service for the students. In the past year Colleges in Ireland & England have been contacted with IBS to exchange their students and create a partner network. The discussion has still not been made by Noorderpoort College due to lack of supportive information (Miedema, personal communication, 2017).

Social Media is been used by informing the students and parents by any form of education activities. Facebook only reaches the existing Dutch students and colleges. Therefore, they prefer to reach the students and staff from colleges located abroad. Appropriate communication channels are needed in order to reach abroad colleges and students and make them aware about IBS (Hoiting, Personal Communication, 2017).

## **External Analysis**

IBS Noorderpoort are influenced by on the external environment. The external environment can be split in Macro and Micro environment. The Meso environment is the circle where the organization is active in. IBS influences the elements of Meso environment. The Macro environment has the opposite purpose, influencing the organization (Bosdriesz et al., 2012) .

The DESTEP-approach is focusing on the elements of the Macro environment. The following analysis will be explained about the DESTEP factors that influence IBS Noorderpoort College (Bosdriesz et al., 2012).

### **DESTEP Analysis**

#### **Demographic**

This factors can influence IBS, regarding the changes in population of the society. It is important to understand the demographic factors, such as age, gender, income level etc. of the target group of IBS. If the income level of parents decreases, students might not afford the IBS study programs. This leads to less students entering IBS.

#### **Economic**

This factor is about the economical situation that affects IBS. This factors is related to economic growth, purchasing power and aging population. If students become older, they do not have the tendency and motivation to start with a new study programme. This will affect IBS and lead to less students applying for IBS.

#### **Socio-Cultural**

Culture and social lives are for every individual different. Therefore, culture and the social life of a student's has to be connected to IBS. It is important that IBS is aware of about the culture of the target group and if their social life influences their studies.

#### **Technological**

If new innovations and development are created IBS has to keep them updated by themselves. The technological field is changing and each day a new innovation is

created. IBS has to adapt themselves to changes in order to keep their systems and study programs up to date.

### Ecological

It is essential for organization that their products or services do not harm the environment and their surroundings. Ecological factors that can be affecting the environment is printing out papers materials for their students. This affects the nature, IBS can prevent to use less paper materials.

### Political

Political factors that could affect IBS are the Dutch Authorities. If the Dutch Authorities decide to increase the tuition fees for IBS, less students might be attracted to the study. This will lead to decrease in students applying for the study programme.

### SWOT-Analysis

<u>Internal Analysis</u>	<b>Strength</b>	<b>Weaknesses</b>
	<ul style="list-style-type: none"> <li>• Highly skilled teachers and strong team cooperation.</li> <li>• Only secondary vocational study program that offers courses in 2 languages in North of Netherlands</li> <li>• IBS offers English BTEC courses</li> <li>• Cooperates International with organizations and educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining the relationship with international institutions less.</li> <li>• Continuously changing team members, employees in-out</li> </ul>
<b>External Analysis</b>	<b>Opportunities</b>	<b>Threats</b>
	<ul style="list-style-type: none"> <li>• Integrating an Exchange study programme for the students of IBS</li> <li>• Expand their international network</li> <li>• Improve the parents-partnership (relationship with the parents)</li> </ul>	<ul style="list-style-type: none"> <li>• Courses that are offered by other secondary vocational studies</li> <li>• Students quite their education at IBS or are absent during classes</li> <li>• Increasing tuition fees by the Dutch authorities</li> </ul>

(Swortzel, 1995).



## Appendix 2: Client Database

BTEC Colleges in Ireland	
Name	Contact Details
Griffin College	<a href="http://www.griffin-college.com/">http://www.griffin-college.com/</a> Email: <a href="mailto:info@griffin-college.com">info@griffin-college.com</a> Tel: LoCall 1890 454 454 Tel: 01 7030403 Tel: 085 8672258 Head Office: Units 9/10 Abbey Business Centre, Abbey Street, Kilkenny. Other Locations: Cork Dublin Galway Limerick
National Learning Network Member facebook	<a href="http://www.nln.ie/About-National-Learning-Network/About-NLN.aspx">http://www.nln.ie/About-National-Learning-Network/About-NLN.aspx</a> 1890 283 000 (course enquiries) Tel 01 205 7200 (all other queries) Fax 01 205 7211 Email <a href="mailto:info@nln.ie">info@nln.ie</a>
LONDON Grafton College Member facebook	<a href="http://www.graftoncollege.com/course-detail/Pearson-BTEC-Level-5-HND-Diploma-in-Business">http://www.graftoncollege.com/course-detail/Pearson-BTEC-Level-5-HND-Diploma-in-Business</a> +44 (0) 208 7498367 <a href="mailto:info@graftoncollege.com">info@graftoncollege.com</a>
ICD International Business School Member of facebook	<a href="http://www.icd.ie/higher-national-certificate-hnc-business">http://www.icd.ie/higher-national-certificate-hnc-business</a> <a href="mailto:info@icd.ie">info@icd.ie</a> +353 (0) 1 633 3222 Wicklow House, S Great George's St, Dublin 2, Ireland
Pembroke College Member of facebook	<a href="http://www.pembrokecollege.ie/">http://www.pembrokecollege.ie/</a> Pembroke College 7 Herbert Place Dublin 2 Ireland +353 155 49630 +353 155 49631

	info@ pembrokecollege.ie www.pembrokecollege.ie
North East College	<a href="http://www.northeastcollege.ie/hnd-business-management.php">http://www.northeastcollege.ie/hnd-business-management.php</a> Telephone: 041 983 6685 +353 41 9842740   Mobile: +353 831458387 Email: admin@northeastcollege.ie   admissions@northeastcollege.ie Address: Dunlin street, Aston village, Drogheda, County Louth.
Liberties College Member of facebook	<a href="http://www.libertiescollege.ie/index.php/2013-12-13-12-48-44/full-time-courses/youth-and-community/youth-studies-and-community-development">http://www.libertiescollege.ie/index.php/2013-12-13-12-48-44/full-time-courses/youth-and-community/youth-studies-and-community-development</a> Address: Bull Alley Street, Dublin 8 Phone: (01) 454 0044

BTEC College in England	
Name	Contact Details
Dudley College Member FB	<a href="https://www.dudleycol.ac.uk/Courses/Full-Time">https://www.dudleycol.ac.uk/Courses/Full-Time</a> General Enquiries 01384 363 000 Fax 01384 363 311 Course Enquiries 01384 363 363 International +44 1384 363 249 international@dudleycol.ac.uk International Fax +44 1384 363 316 Employer Services 01384 363 808 employerservices@dudleycol.ac.uk Marketing 01384 363 421 marketing@dudleycol.ac.uk Personnel 01384 363 062 personnel@dudleycol.ac.uk Web Team 01384 363 527 webteam@dudleycol.ac.uk  Telephone: 01384 363 000  Fax: 01384 363 311  Address: Dudley College The Broadway Dudley West Midlands DY1 4AS
Richmond Upon Thomas College Member of facebook	<a href="https://www.rutc.ac.uk/courses/business/190-level-3/187-business-btec-level-3-extended-diploma.html">https://www.rutc.ac.uk/courses/business/190-level-3/187-business-btec-level-3-extended-diploma.html</a> Richmond upon Thames College Egerton Road

	<p>Twickenham Middlesex TW2 7SJ Main Reception 020 8607 8000</p>
<p>Central Sussex College Member of facebook</p>	<p><a href="https://www.centralsussex.ac.uk/Subjects/Business-Management-and-Professional/400-Business-Extended-Diploma--BTEC-Level-3">https://www.centralsussex.ac.uk/Subjects/Business-Management-and-Professional/400-Business-Extended-Diploma--BTEC-Level-3</a> Address: Central Sussex College, College Road, Crawley, West Sussex, RH10 1NR Tel: 01293 442213 Fax: 01293 442399 Email: <a href="mailto:info@centralsussex.ac.uk">info@centralsussex.ac.uk</a></p>
<p>Tower Hamlets College Member of facebook</p>	<p><a href="https://www.tower.ac.uk/sixteen-to-eighteen/level-3-btec-extended-diploma-in-business">https://www.tower.ac.uk/sixteen-to-eighteen/level-3-btec-extended-diploma-in-business</a> GET IN TOUCH HOW TO FIND US GENERAL ENQUIRIES T 020 7510 7510 E <a href="mailto:HELLO@TOWER.AC.UK">HELLO@TOWER.AC.UK</a> COURSE ADVICE T 020 7510 7777 E <a href="mailto:ADVICE@TOWER.AC.UK">ADVICE@TOWER.AC.UK</a></p>
<p>College of Haringey, Enfield, North East London Member of facebook</p>	<p><a href="https://www.conel.ac.uk/courses/business-administration-and-accounting/35-level-3/1631-btec-business-level-3-diploma.html">https://www.conel.ac.uk/courses/business-administration-and-accounting/35-level-3/1631-btec-business-level-3-diploma.html</a> Course information 020 8442 3055 Marketing and Communications email: <a href="mailto:marketing@conel.ac.uk">marketing@conel.ac.uk</a> Course Information Line Tel: 020 8442 3055 email: <a href="mailto:courseinfo@conel.ac.uk">courseinfo@conel.ac.uk</a></p>
<p>South Thames College Member of facebook</p>	<p><a href="http://www.south-thames.ac.uk/contact/get-in-touch.html">http://www.south-thames.ac.uk/contact/get-in-touch.html</a> 020 8918 7777 <a href="mailto:info@south-thames.ac.uk">info@south-thames.ac.uk</a></p>
<p>South Downs College Member of facebook</p>	<p><a href="http://www.southdowns.ac.uk/course/business-btec-level-3-extended-diploma/#.WJ7n2NLhBdh">http://www.southdowns.ac.uk/course/business-btec-level-3-extended-diploma/#.WJ7n2NLhBdh</a> College Address College Road Waterlooville Hampshire PO7 8AA Telephone Main Reception 02392 797 979</p>
<p>St. Davids College Member of facebook</p>	<p><a href="https://www.stdavidscollege.ac.uk/business-diploma/">https://www.stdavidscollege.ac.uk/business-diploma/</a>  <a href="mailto:enquiries@stdavidscollege.ac.uk">enquiries@stdavidscollege.ac.uk</a>  029 2049 8555  029 2047 2594</p>



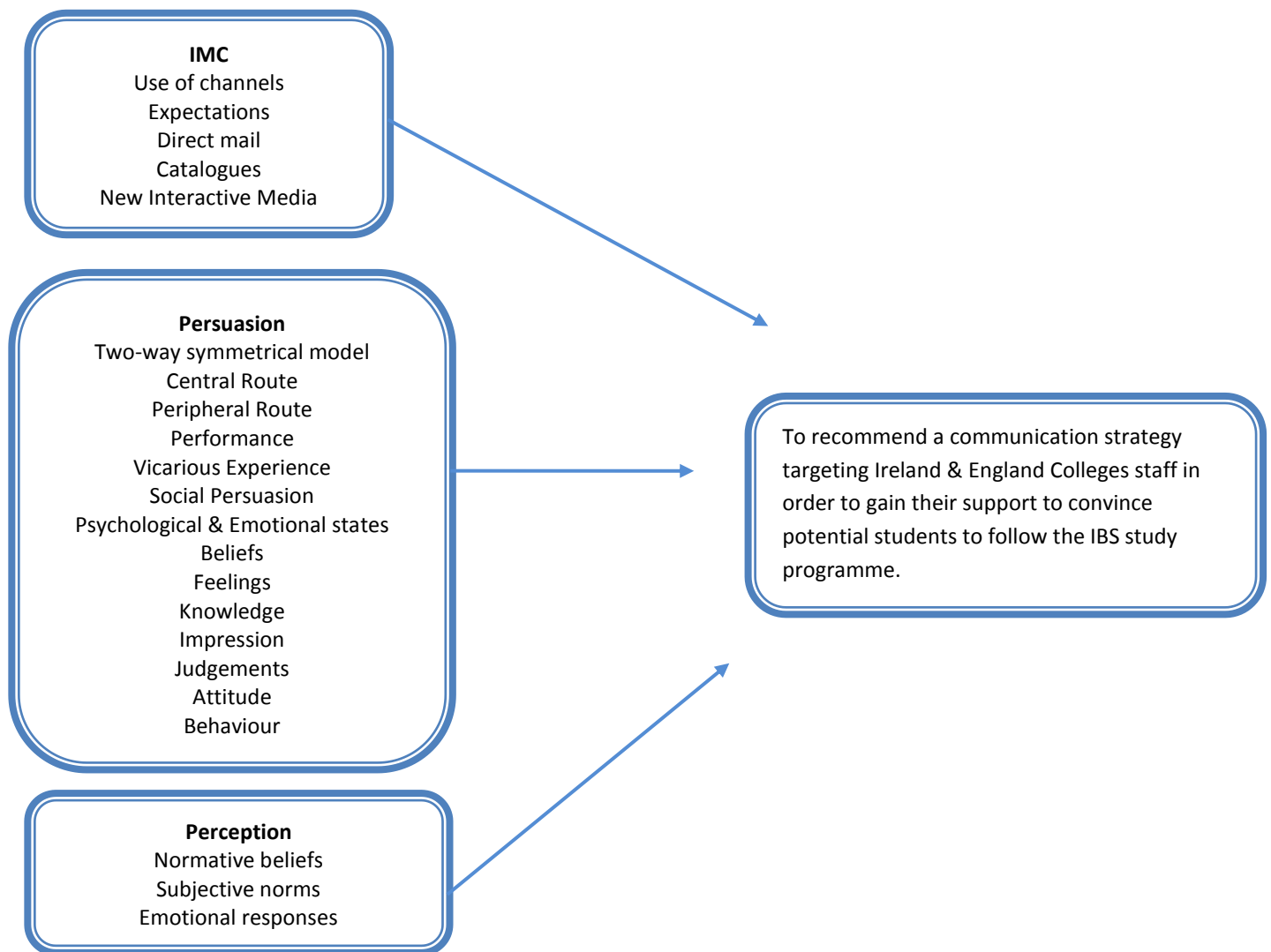
Oxford Bussiness College Member of facebook	<a href="https://www.oxfordbusinesscollege.ac.uk/courses/btec-level-3-diploma-in-business/">https://www.oxfordbusinesscollege.ac.uk/courses/btec-level-3-diploma-in-business/</a> T: +44 (0) 1865 791 908 General Enquiries: <a href="mailto:enquiries@oxfordbusinesscollege.ac.uk">enquiries@oxfordbusinesscollege.ac.uk</a> Admissions: <a href="mailto:admissionsuk@oxfordbusinesscollege.ac.uk">admissionsuk@oxfordbusinesscollege.ac.uk</a> Accommodation: <a href="mailto:accommodation@oxfordbusinesscollege.ac.uk">accommodation@oxfordbusinesscollege.ac.uk</a> Accounts: <a href="mailto:accounts@oxfordbusinesscollege.ac.uk">accounts@oxfordbusinesscollege.ac.uk</a> Verification: <a href="mailto:verification@oxfordbusinesscollege.ac.uk">verification@oxfordbusinesscollege.ac.uk</a>
Selby College Members of facebook	<a href="http://selby.ac.uk/school-leavers-vocational/courses/business/btec-level-3-extended-diploma-in-business/">http://selby.ac.uk/school-leavers-vocational/courses/business/btec-level-3-extended-diploma-in-business/</a> Main Reception Tel: 01757 211000 For information about higher education courses contact the Higher Education Office Tel: 01757 211114   email: <a href="mailto:highereducation@selby.ac.uk">highereducation@selby.ac.uk</a> For information about Apprenticeships contact Work Based Learning Tel: 01757 211097   email: <a href="mailto:scbs@selby.ac.uk">scbs@selby.ac.uk</a> For press enquiries contact Marketing Tel: 01757 211048 or alternatively 01757 211067 For feedback about our services and the college facilities, please contact Robert Tansey, Director of Marketing and Learner Services Tel: 01757 211067   email: <a href="mailto:tanseyr@selby.ac.uk">tanseyr@selby.ac.uk</a>
City of Westminster College Member of facebook	<a href="http://www.cwc.ac.uk/Courses/Pages/AB3A1.aspx">http://www.cwc.ac.uk/Courses/Pages/AB3A1.aspx</a> General Enquiries Tel: 020 7723 8826 Email: <a href="mailto:customer.services@cwc.ac.uk">customer.services@cwc.ac.uk</a> International Enquiries Email: <a href="mailto:international@cwc.ac.uk">international@cwc.ac.uk</a> For all general Business Development enquiries contact: Tel: 020 7258 2711 Email: <a href="mailto:business.development@cwc.ac.uk">business.development@cwc.ac.uk</a>
Kingston College Member of facebook	<a href="https://kingston-college.ac.uk/subject/business/btec-level-3-extended-diploma-in-business">https://kingston-college.ac.uk/subject/business/btec-level-3-extended-diploma-in-business</a> Phone: 020 8546 2151 Email: <a href="mailto:info@kingston-college.ac.uk">info@kingston-college.ac.uk</a>

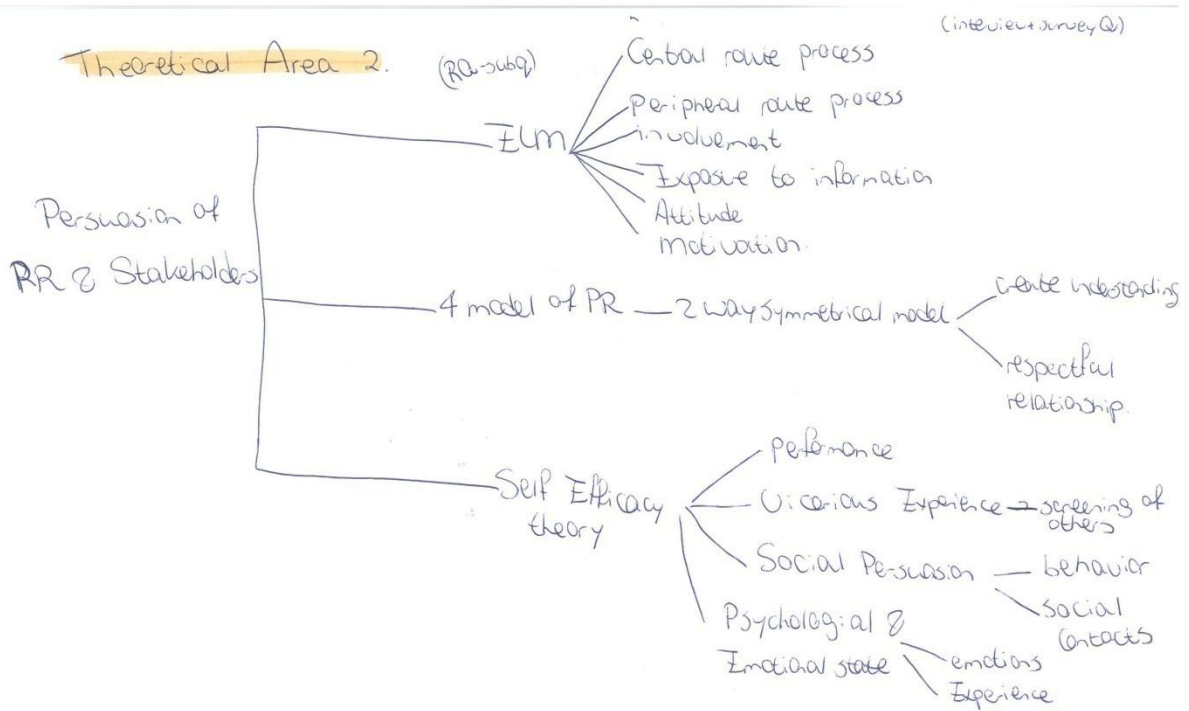
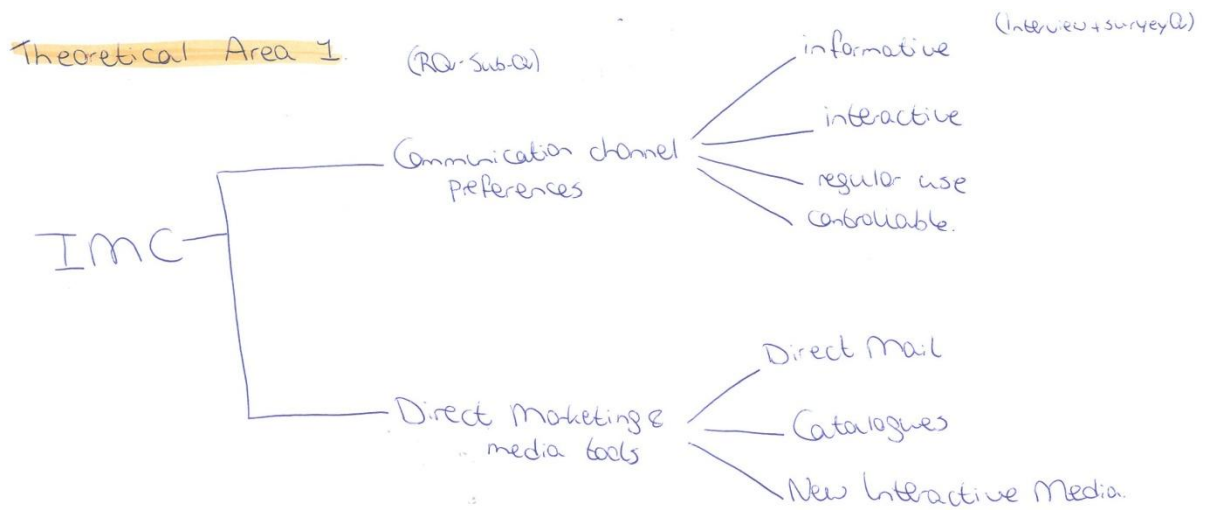
### Appendix 3: Four Model of PR Grunig

Model Name	Type of Communication	Characteristics
<b>Press Agency/Publicity</b>	1 way	Persuasion and manipulation to influence the audience as the desire of the organization
<b>Public Information Model</b>	1 way	Distribute organizational information
<b>Two-way assymetrical model</b>	2 way (imbalanced)	Persuasion and manipulation to influence the audience as the desire of the organization. Does not research how the stakeholders feel
<b>Two-way symmetrical model</b>	2 way (balanced)	Uses communication to negotiate with the public, resolve conflict and promote mutual understanding and respect between the organization and stakeholders

(Waddington, 2012).

#### Appendix 4: Unravelling and downsizing the key concept



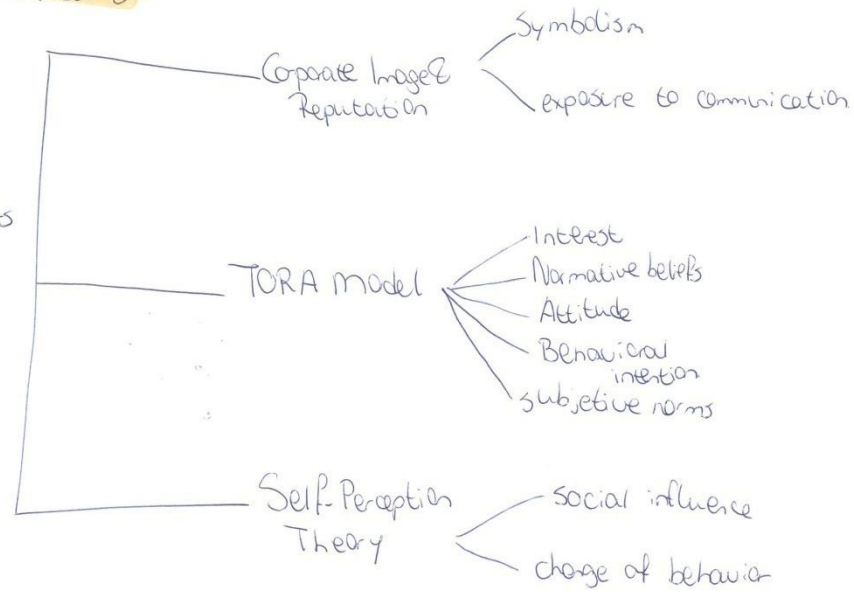


### Theoretical Area 3

(RA+SUBA)

(interview+surveya)

Perception  
of PR & Stakeholders



## Appendix 5. Research Planning

A structured planning is presented in a Gantt Chart to have a clear overview of steps that are taken during the research process to accomplish the research objective.

Activities	Calendar Weeks	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Start with Internship																		
Observe internally the company/organization, IBS department																		
Meeting with GA supervisor Ms. Voaides																		
Start with Research Areas																		
Start with literature review																		
Start with BTEC college database																		
Send Ms. Voaides Project & Organizational Context																		
Write Theoretical Framework (research questions, areas, conceptual model)																		
Revise chapter project and organizational context																		
Send Ms. Voaides Theoretical Framework																		
Write Research strategy and methodology																		
Send Research Strategy and methodology to Ms. Voaides																		
Revise Proposal																		

Activities	Calendar Weeks	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>FINAL DEADLINE PROPOSAL –</b> provide the proposal to the client																		
Create interview/survey questions																		
Revise Proposal for <del>resit</del>																		
Hand in proposal <del>resit</del>																		
<b>RESEARCH REPORT</b> Send the survey questions to target group																		
Set interview timeslot																		
Adjust the parts in the proposal to add in the research report																		
Start with Desk research																		
End the online survey questions and interview questions.																		
Analyse the research findings: Survey/Interview																		
Analyze the research findings: Desk research																		
Send draft report to supervisor																		
Finish research report																		

Activities	Calendar Weeks	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
FINAL DEADLINE PROPOSAL – provide the proposal to the client																		
Create interview/survey questions																		
Revise Proposal for resit																		
Hand in proposal resit																		
<b>RESEARCH REPORT</b> Send the survey questions to target group																		
Set interview timeslot																		
Adjust the parts in the proposal to add in the research report																		
Start with Desk research																		
End the online survey questions and interview questions.																		
Analyse the research findings: Survey/Interview																		
Analyze the research findings: Desk research																		
Send draft report to supervisor																		
Finish research report																		

Activities	Calendar Weeks	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>ADVICE REPORT</b>																		
Start creating the advice																		
Write the advice report																		
Send draft version to supervisor																		
Finalize the research & advice report																		
Hand in FINAL Report Onstage/Hard Copy																		
Provide client the final report																		



Deadlines to complete tasks and assignments





## Appendix 6: Survey Questions

### 6.1. Survey questions for staff of Colleges in Ireland & England

#### General Questions

- Gender: Male/Female
- Age: 21-30 31-42 43-55 55+
- Profession?
- Which college?
- Would you encourage your students to pursue their studies abroad?
  
- What kind of values would you associate with secondary vocational education colleges? i.e. trust, consideration, respect, quality, professionalism etc.(Open question)
  
- International Business Studies (IBS) is a bilingual international study programme located in the Netherlands that provides two Diploma's, the English BTEC extended National Diploma and the Senior secondary vocational education training (MBO level 4) Wholesale Branch Manager Diploma . Due to the bilingualism of the study programme, 70-80% of the lectures are given in English and 20-30% are given in Dutch.
  
- How can IBS create awareness amongst students and colleges in Ireland/England?
  
- Which competences should a student achieve during their study abroad?
  - ✓ Overcoming language and intercultural barriers
  - ✓ Flexibility
  - ✓ Adaptability in new environments
  - ✓ Independence & responsibility
  - ✓ Leadership Skills
  - ✓ General travel and navigations skills
  - ✓ Inquisitiveness and assertiveness
  - ✓ Others

#### IMC Questions

- Which channels would you prefer to have access to information about IBS?
  - ✓ Website
  - ✓ Social Networks
  - ✓ E-mail
  - ✓ Printed materials

- ✓ Newsletters
  - ✓ Others
- Which media materials would you prefer to have access to information about IBS?
    - ✓ Catalogues
    - ✓ Newsletters
    - ✓ Brochures, flyers
    - ✓ Posters
    - ✓ Cards
    - ✓ Others
- Which Social Network channels would you prefer to have access to information of IBS?
    - ✓ Facebook
    - ✓ Twitter
    - ✓ LinkedIn
    - ✓ Pinterest
    - ✓ Youtube
    - ✓ Instagram
    - ✓ Tumblr
    - ✓ Others
- What do you consider the importance of the communication channels and media materials?
    - ✓ Informative: reliable information
    - ✓ Entertaining: nice to read, look, listen
    - ✓ Personal: meant just for me
    - ✓ Interactive: provides subject for discussion
    - ✓ Controllable: easy to access and remove, not annoying
    - ✓ Environmentally responsible: does not waste natural resources

### **Persuasion Questions**

- There are different factors that affect your decision to which institute and country you will pursue your education further. I.e. opinions of other, reviews etc.  
Which characteristics influence your decision to send your students to the Netherlands to study at IBS?
  - ✓ Behavior & Attitude
  - ✓ Emotions: anger, anxious, depression, sadness i.e.
  - ✓ Respect
  - ✓ Understanding

- ✓ Evaluative Feedback
  - ✓ Past experience
  - ✓ Screening of others
  - ✓ Group pressure
- 
- How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment for your students? (Rate)
- 
- What kind of causes have an impact on your attitude and behavior that determines your decisions-making?
    - ✓ Opinions of social contacts i.e. friends, families
    - ✓ Involvement
    - ✓ Motivation
    - ✓ Emotions i.e. anger, anxiety, depression
    - ✓ Respectful relationships
    - ✓ Personality
    - ✓ Others,
- 
- Which factors influence your attitude or behavior that might have an impact your decision-making?
    - ✓ Knowledge
    - ✓ Need
    - ✓ Group perception
    - ✓ Personality
    - ✓ Feelings
    - ✓ Interest
    - ✓ Systematic Thinking
    - ✓ Past experience
    - ✓ Emotions
    - ✓ Environment
    - ✓ Social Interaction
    - ✓ Performance of individuals
    - ✓ Judgments

- Based on which factors do you decide to send your students abroad?
  - ✓ Performance
  - ✓ Culture
  - ✓ Environment
  - ✓ Educational Institute
  - ✓ Past experience
  - ✓ Shared values
  - ✓ Image of the company
  - ✓ Positive reviews
  - ✓ Courses
  - ✓ Destination
  - ✓ Quality of the lectures
  - ✓ Others,
  
- Which factors influence your attitude and behavior that effect your decision to with which educational institute you would prefer to have a partnership with?
  - ✓ Knowledge
  - ✓ Need
  - ✓ Group perception
  - ✓ Personality
  - ✓ Interest
  - ✓ Systematic Thinking
  - ✓ Past experience
  - ✓ Emotions
  - ✓ Environment
  - ✓ Social Interaction
  - ✓ Performance of individuals
  
- Which characteristics have likely an influence on your judgments?
  - ✓ Past experience
  - ✓ Screening of others
  - ✓ Past evaluative feedback, coaching
  - ✓ Emotions
  
- When looking at the website, how would you rate IBS?
  
- When looking at the Facebook page, How would you rate IBS?

- How likely do you think a logo is important to attract students and educational institutions?

### **Perception Questions**

- Who might influence your decision-making to which institute your students will be send to study abroad?
  - ✓ Manager
  - ✓ Exchange Institutes
  - ✓ Students
  - ✓ Parents of students
  - ✓ Exchange Program experts
  - ✓ Erasmus Coordinators
  - ✓ Municipalities/Authorities
  - ✓ Others
- Which characteristics influence your decision-making to send your students abroad?
  - ✓ Behavior & Attitude
  - ✓ Emotions: anger, anxious, depression, sadness i.e.
  - ✓ Respect
  - ✓ Understanding
  - ✓ Evaluative Feedback
  - ✓ Past experience
  - ✓ Screening of others
  - ✓ Group pressure
- Which characteristics have likely an influence on your judgments to send your students abroad?
  - ✓ Past experience
  - ✓ Screening of others
  - ✓ Past evaluative feedback, coaching
  - ✓ Emotions
- How likely does your attitude and emotions influence you social interaction with the following persons:  
Rate
- If your colleagues recommends their students to study abroad in the Netherlands at IBS, how likely are you to send your students as well?  
Rate

- If IBS would integrate an exchange study program would you be willing to form a partnership with them to send your students to study at IBS in the Netherlands?

## 6.2. Survey questions for students of Colleges in Ireland & England

### General Questions

- Gender: Male-Female
- Age: 15-20 21-25 26-30 32 +
- At which College do you study?
- Have you ever studied abroad?
- Rate you experience abroad? (Rate)

1-5 N/A

- What is your motivation to study in an abroad country? Explain shortly.

International Business Studies (IBS) is a bilingual international study programme located in the Netherlands that provides two Diploma's, the English BTEC extended National Diploma and the Senior secondary vocational education training (MBO level 4) Wholesale Branch Manager Diploma . Due to the bilingualism of the study programme, 70-80% of the lectures are given in English and 20-30% are given in Dutch.

- How can IBS create awareness amongst students and colleges in Ireland/England?
- Which competences do you expect to achieve during your study abroad?
  - ✓ Overcoming language and intercultural barriers
  - ✓ Flexibility
  - ✓ Adaptability in new environments
  - ✓ Independence & responsibility
  - ✓ Leadership Skills
  - ✓ General travel and navigations skills
  - ✓ Inquisitiveness and assertiveness



## Persuasion Q

- How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment? (Rate)

## IMC Questions

- Which channels would you prefer to access information about IBS?
  - ✓ Website
  - ✓ Social Networks
  - ✓ E-mail
  - ✓ Printed ad
  - ✓ Newsletters
  - ✓ Others
- Which media materials would you prefer to access information about IBS?
  - ✓ Catalogues
  - ✓ Newsletters
  - ✓ Brochures, flyers
  - ✓ Posters
  - ✓ Cards
  - ✓ Others
- Which Social Network would you prefer to have access of information about IBS?
  - ✓ Facebook
  - ✓ Twitter
  - ✓ LinkedIn
  - ✓ Pinterest
  - ✓ Youtube
  - ✓ Instagram
  - ✓ Tumblr
  - ✓ Others
- How important are the following factors when receiving media materials? Rate
  - ✓ Informative: reliable information
  - ✓ Entertaining: nice to read, look, listen
  - ✓ Personal: meant just for me
  - ✓ Interactive: provides subject for discussion
  - ✓ Controllable: easy to access and remove, not annoying
  - ✓ Environmentally responsible: does not waste natural resources

## Persuasion Questions

- There are different factors that affect your decision to which institute and country you will pursue your education further. I.e. opinions of other, reviews etc.

Which characteristics might influence your decision to study at IBS?

- ✓ Behavior & Attitude
  - ✓ Emotions: anger, anxious, depression, sadness i.e.
  - ✓ Respect
  - ✓ Understanding
  - ✓ Evaluative Feedback
  - ✓ Past experience
  - ✓ Screening of others
  - ✓ Group pressure
- 
- What kind of causes have an impact on your attitude and behavior that determines your decisions-making?
    - ✓ Opinions of social contacts i.e. friends, families
    - ✓ Involvement
    - ✓ Motivation
    - ✓ Emotions i.e. anger, anxiety, depression
    - ✓ Respectful relationships
    - ✓ Personality
    - ✓ Others,
- 
- Which factors influence your attitude or behavior that has an impact on your decision-making to study abroad?
    - ✓ Knowledge
    - ✓ Need
    - ✓ Group perception
    - ✓ Personality
    - ✓ Feelings
    - ✓ Interest
    - ✓ Systematic Thinking
    - ✓ Past experience
    - ✓ Emotions
    - ✓ Environment
    - ✓ Social Interaction
    - ✓ Performance of individuals
- 
- Based on which factors do you decide to study abroad?
    - ✓ Educational Institute

- ✓ Culture
  - ✓ Environment
  - ✓ Past experience
  - ✓ Shared values
  - ✓ Image of the company
  - ✓ Positive reviews
  - ✓ Courses
  - ✓ Destination
  - ✓ Quality of the lectures
  - ✓ Others,
- Which characteristics have likely an influence on your judgments?
    - ✓ Past experience
    - ✓ Screening of others
    - ✓ Past evaluative feedback, coaching
    - ✓ Emotions
    - ✓ Others,

### **Perception Q**

- Who might influence your decision-making to study abroad?
  - ✓ Friends
  - ✓ Classmates
  - ✓ Family
  - ✓ Teachers
  - ✓ Exchange Institute
  - ✓ Erasmus Coordinators
  - ✓ Others,
- When looking at the website, how would you rate IBS? Rate
- When looking at the Facebook page, How would you rate IBS?
- How likely do you think studying abroad is effective and useful for your future?
- How likely does your attitude and emotional response have an effect on social interaction with the following persons:
- What kind of values would you associate with secondary vocational education colleges? i.e. trust, consideration, respect, quality, professionalism etc.
- Open question
- Would you be willing to study IBS at Noorderpoort College in the Netherlands?

- If IBS would integrate an exchange study program would you be willing to take part of it and study in the Netherlands at IBS?



## Appendix 7: Survey Results

### 7.1. Survey Staff of Colleges in Ireland

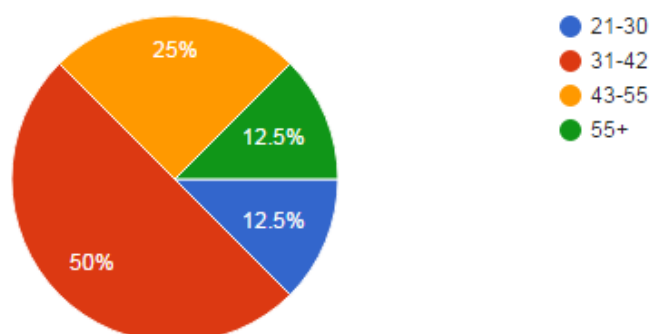
#### 1. What is your Profession?

8 responses

University Lecturer
Higher Education Manager
Head of Faculty
Academic Dean
Office Manager
International Admissions and Marketing Support Officer
Dean for Administration and Finance
Higher Education

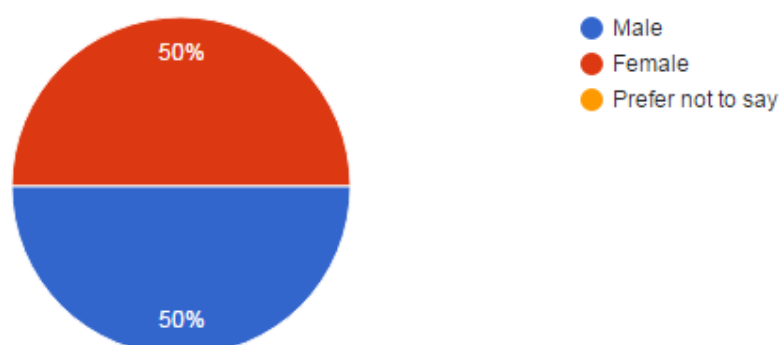
#### 2. What is your age?

8 responses



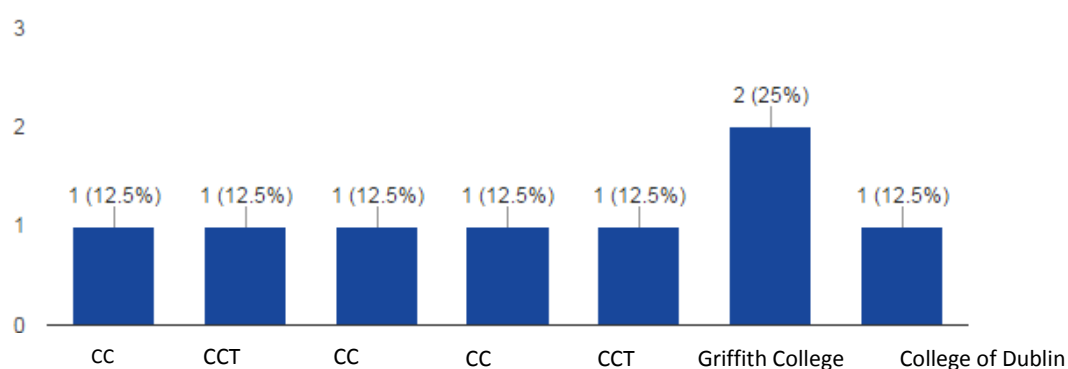
#### 3. What is your gender?

8 responses



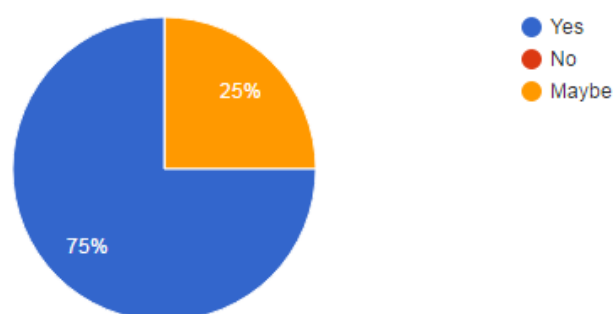
#### 4. At which institute do you work?

8 responses



#### 5. Would you encourage your students to pursue their studies abroad?

8 responses



#### 6. What kind of values would you associate with secondary vocational education colleges? ? i.e. trust, consideration, respect, quality, professionalism etc.

8 responses

Quality and Professionalism
Respect, Quality, Industry-aligned, Endeavour, Professionalism, Practical
Some would have a lot of trust while other would not. it really depends on the college.
supportive, nurturing, professional, developmental, innovative
International recognition of qualifications, strong international office support.
Professionalism, quality
Respect, Quality
professionalism, diversity, accessible

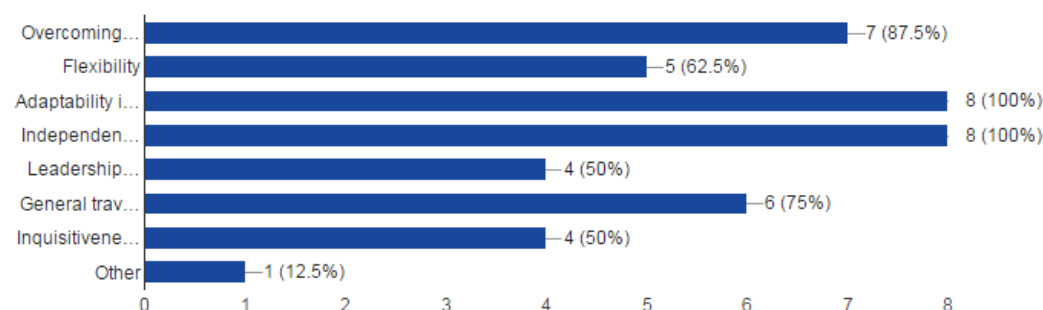
7. International Business Studies (IBS) is a bilingual international study programme located in the Netherlands that provides two Diploma's, the English BTEC extended National Diploma and the Senior secondary vocational education training (MBO level 4) Wholesale Branch Manager Diploma . Due to the bilingualism of the study programme, 70-80% of the lectures are given in English and 20-30% are given in Dutch. How can IBS create awareness amongst students and colleges in England?

8 responses

I am in Ireland. But I suppose you could advertise in schools
Direct Contact with Institutions
Enter into some form of exchange programme.
through formalising partnerships at institution and programme level, initiating student to student projects or communications, undertaking collaborative teaching and learning activities with colleges in England etc.
By setting up Exchange/Erasmus programmes with colleges and universities
The quality of the programme and what can they achieve upon completion. Also the opportunity to learn another language
Social media
Start at English language schools and high schools.

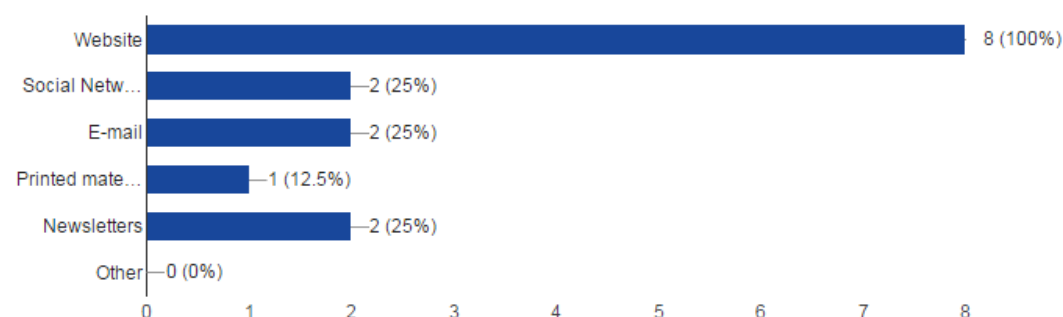
8. Which competences should a student achieve during their study abroad?  
Multiple answers possible

8 responses



9. Which channels would you prefer to have access to information about IBS?  
Multiple answers possible

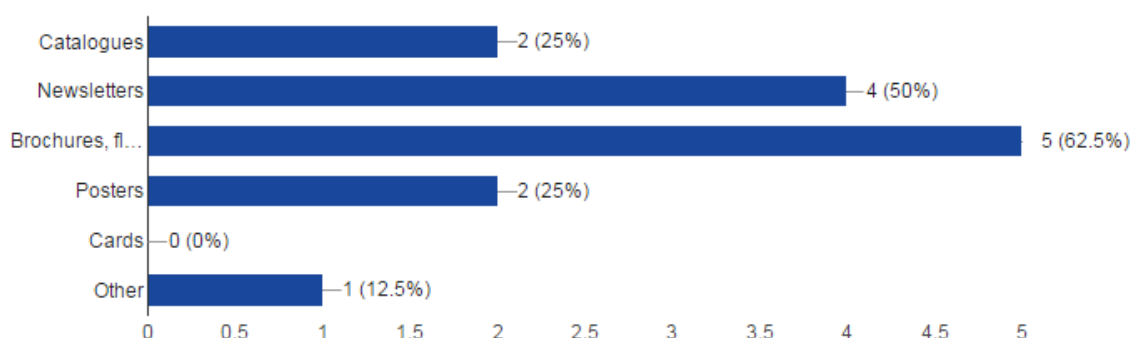
8 responses





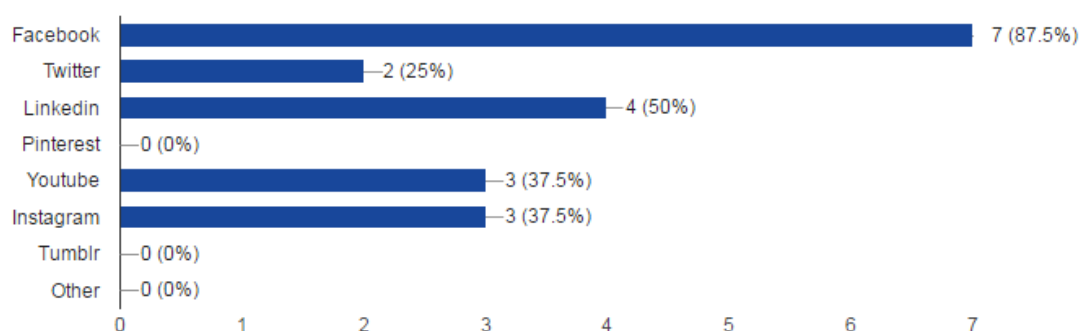
## 10. Which media materials would you prefer to have access to information about IBS? Multiple answers possible

8 responses



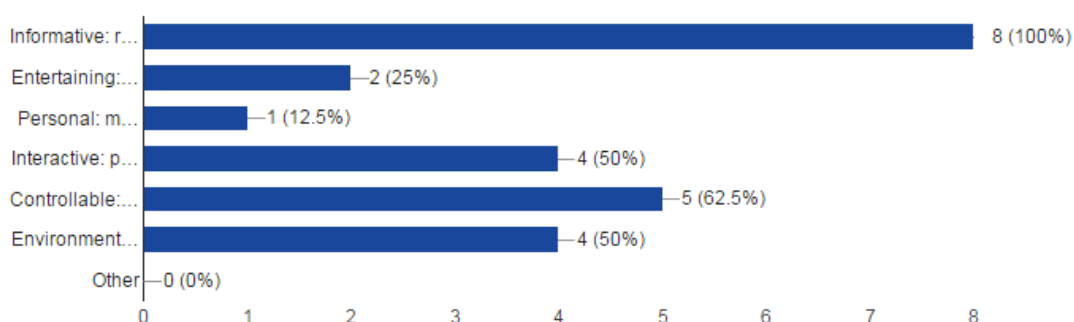
## 11. Which Social Network channels would you prefer to have access to information of IBS? Multiple answers possible

8 responses



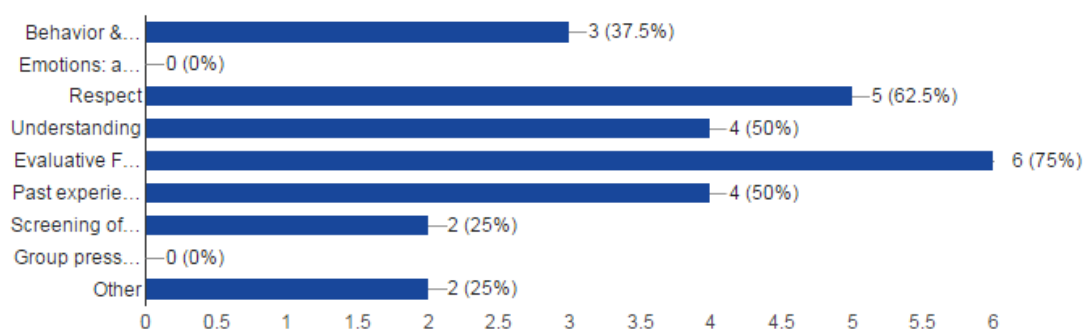
## 12. What do you consider the importance of the communication channels and media materials? Multiple answers possible

8 responses



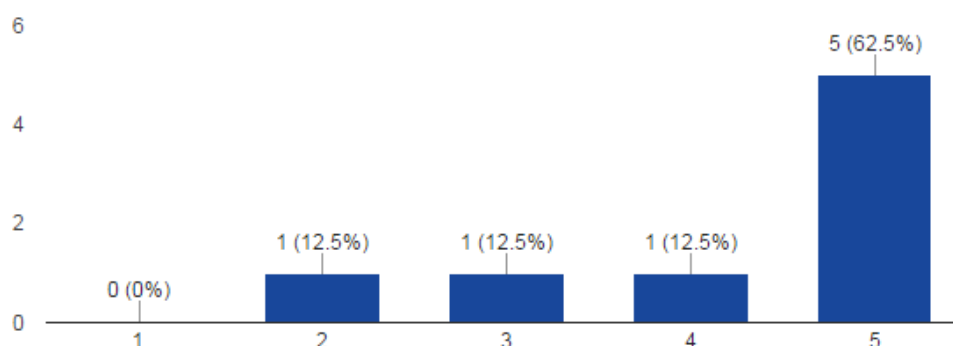
13. There are different factors that might affect your decision with which institute you likely have a partnership. I.e. opinions of other, reviews etc. Which characteristics influence your decision to send your students to the Netherlands to study at IBS? Multiple answers possible

8 responses



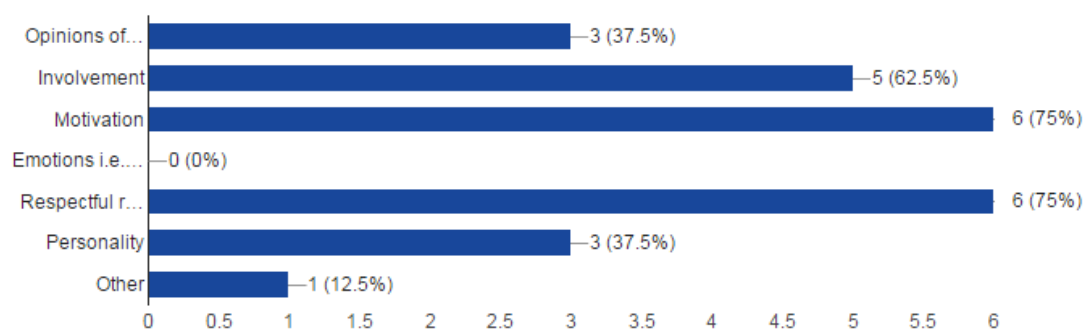
14. How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment for your students?

8 responses



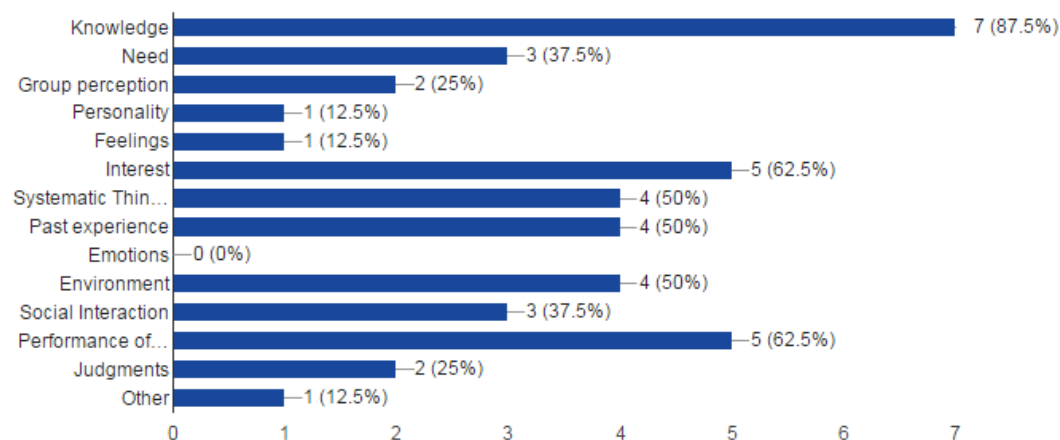
15. What kind of causes have an impact on your attitude and behaviour that determines your decision-making? Multiple answers possible

8 responses



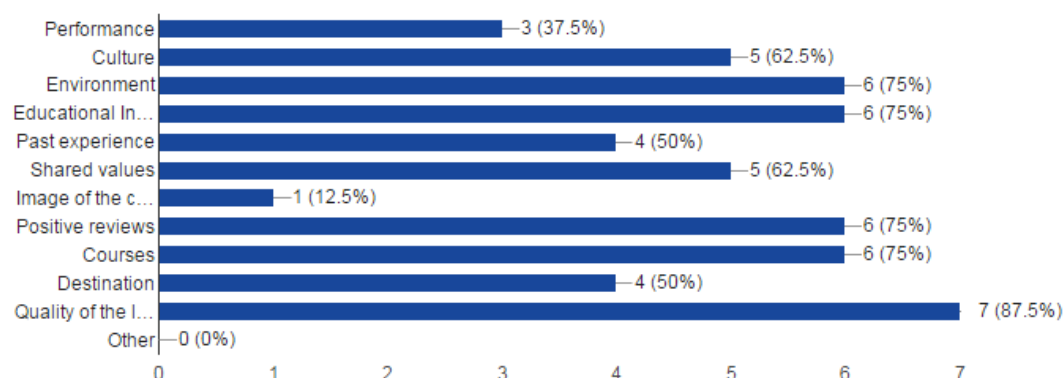
## 16. Which factors influence your attitude or behavior that might have an impact your decision-making? Multiple answers possible

8 responses



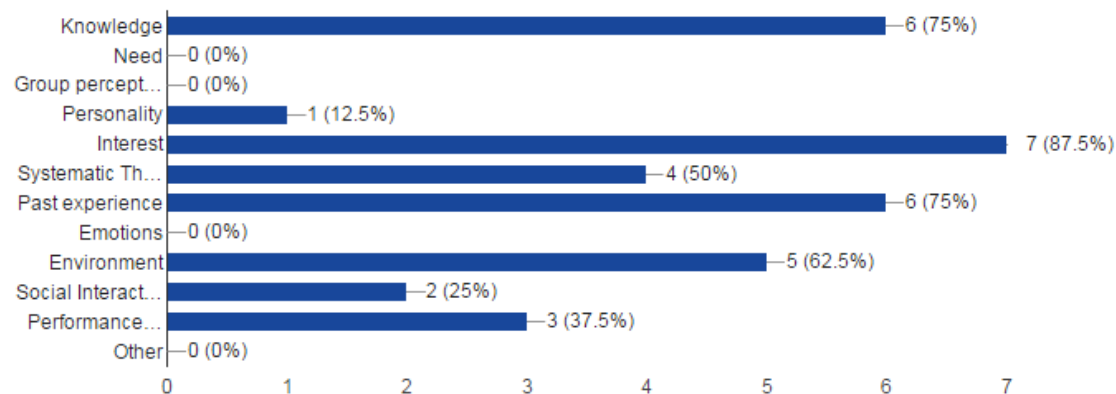
## 17. Based on which factors do you decide to send your students abroad? Multiple answers possible

8 responses



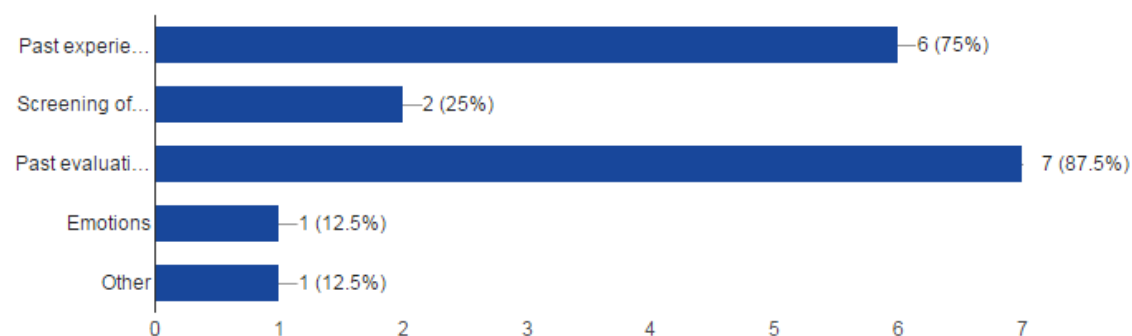
18. Which factors influence your attitude and behavior that effect your decision to with which educational institute you would prefer to have a partnership with? Multiple answers possible

8 responses



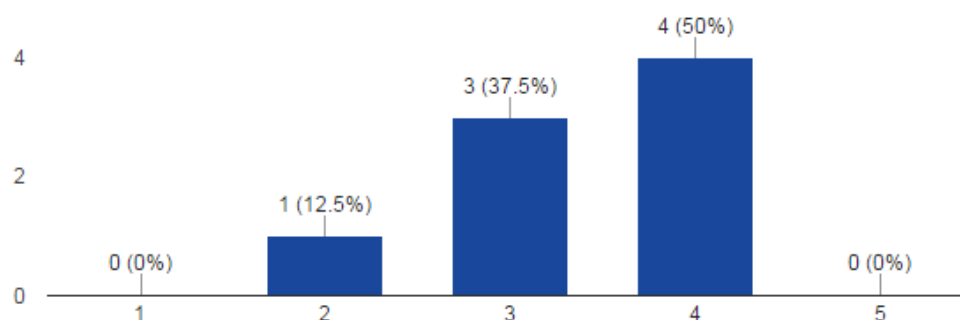
19. Which characteristics have likely an influence on your judgments? Multiple answers possible

8 responses



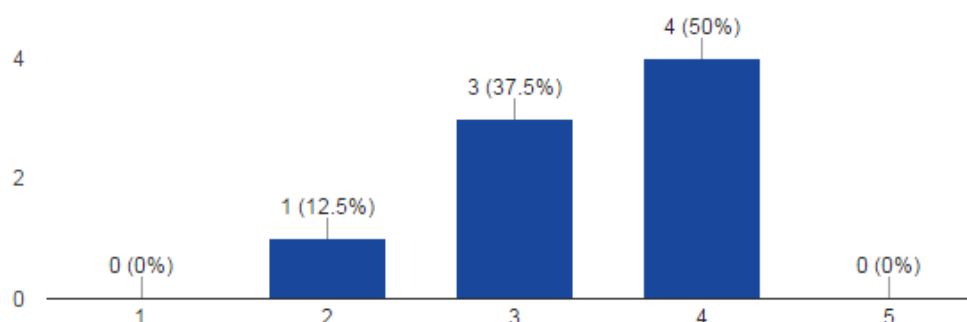
20. When looking at the website, how would you rate IBS?

8 responses



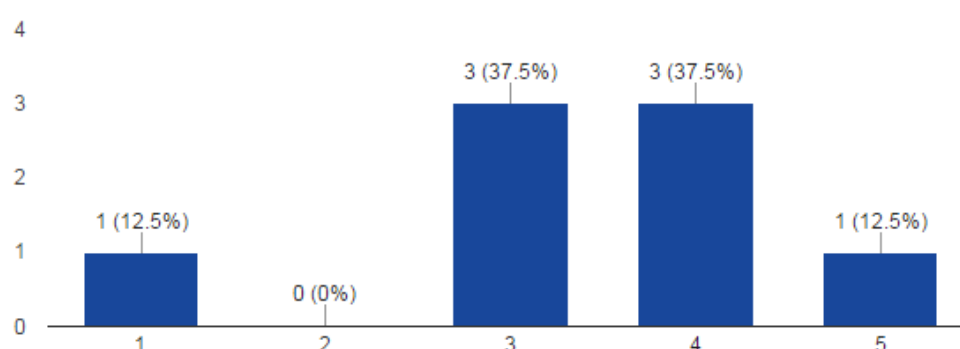
## 21. When looking at the Facebook page, how would you rate IBS?

8 responses



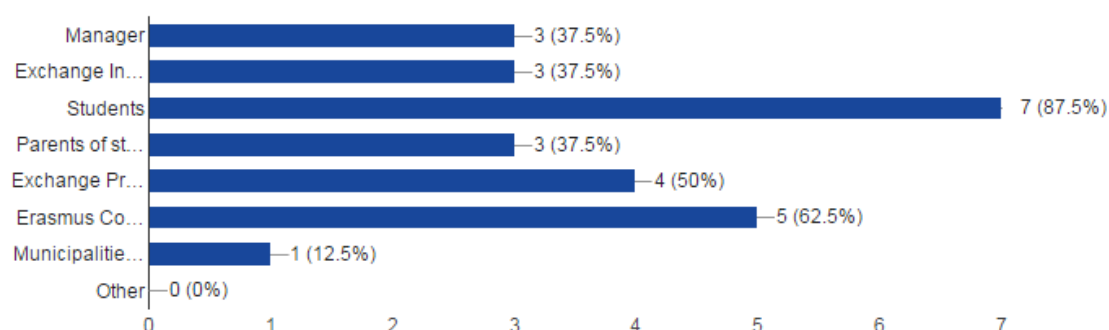
## 22. How likely do you think a logo is important to attract students and educational institutions?

8 responses



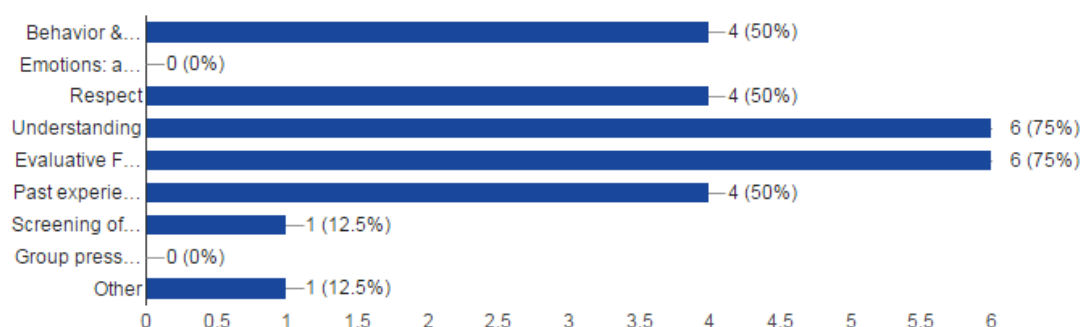
## 23. Who might influence your decision-making to which institute your students will be send to study abroad? Multiple answers possible

8 responses



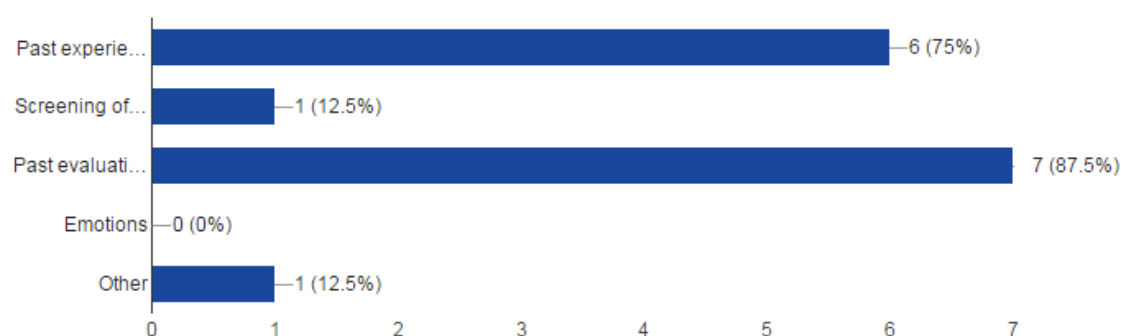
## 24. Which characteristics influence your decision-making to send your students abroad? Multiple answers possible

8 responses

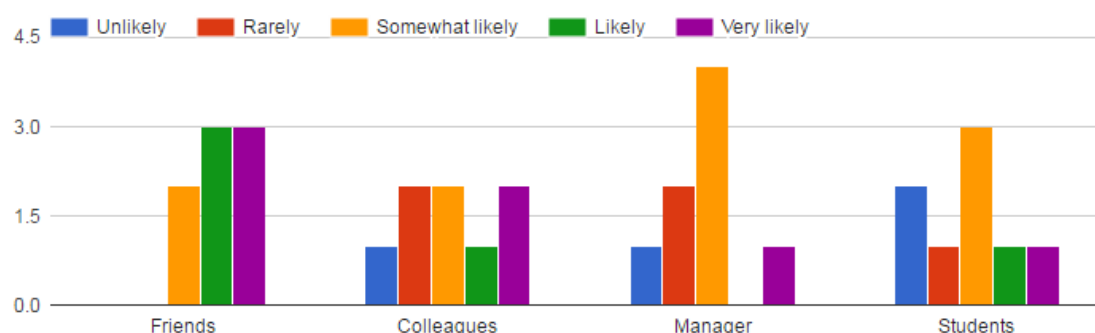


## 25. Which characteristics have likely an influence on your judgments to send your students abroad? Multiple answers possible

8 responses

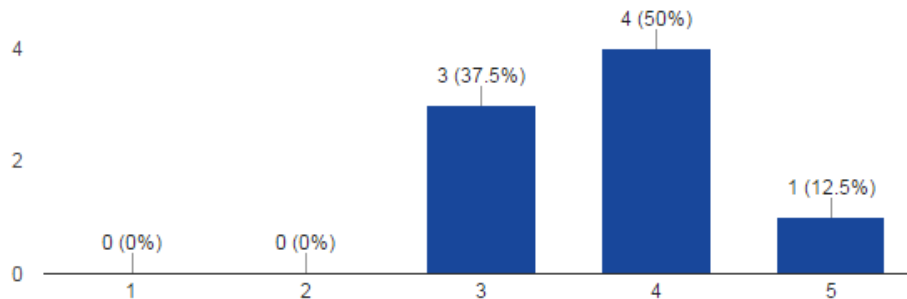


## 26. How likely does your attitude and emotions influence you social interaction with the following persons:



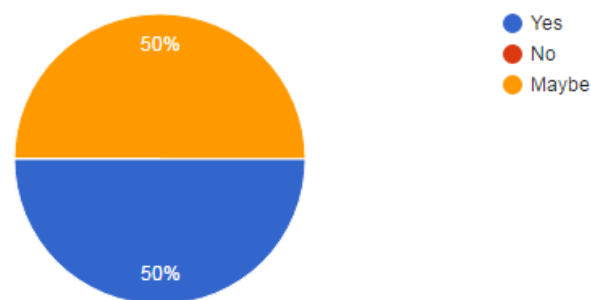
27. If your colleagues recommends their students to study abroad in the Netherlands at IBS, how likely are you to send your students as well?

8 responses



28. If IBS would integrate an exchange study program would you be willing to form a partnership with them to send your students to study at IBS in the Netherlands?

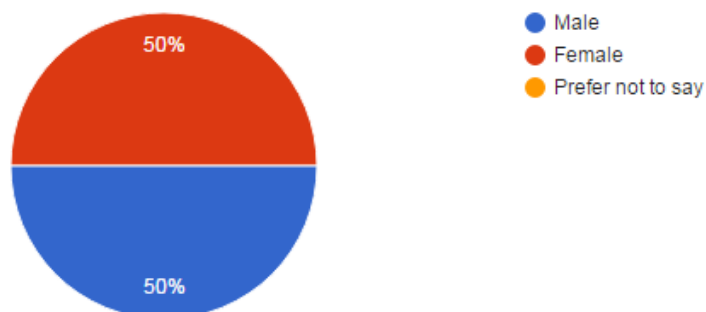
8 responses



## 7.2. Survey Staff of Colleges in England

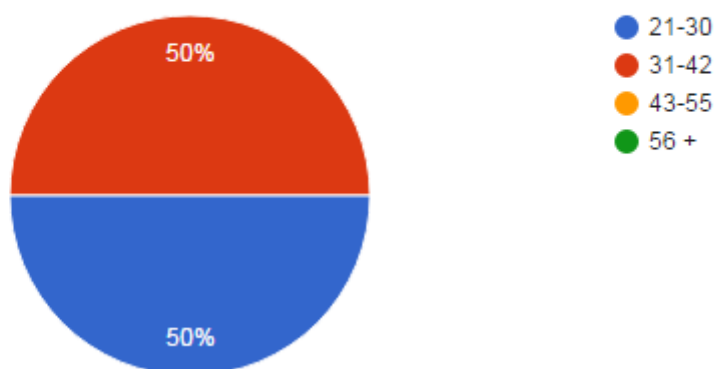
### 1. What is your gender?

2 responses



### 2. What is your age?

2 responses



### 3. What is your Profession?

2 responses

International student recruitment officer

International Administrator

### 4. At which College do you work?

2 responses

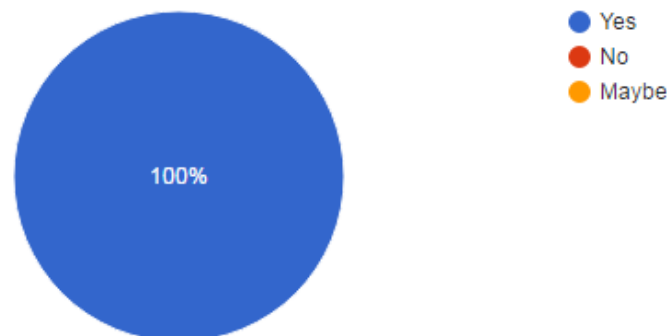
Dudley college of technology

Dudley College



## 5. Would you encourage your students to pursue their studies abroad?

2 responses



## 6. What kind of values would you associate with secondary vocational education Colleges? i.e. trust, consideration, respect, quality, professionalism etc.

2 responses

quality
Respect, supportive, quality

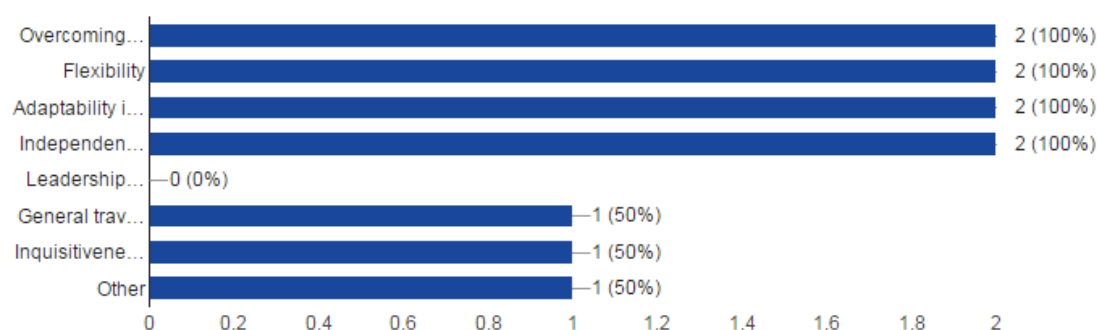
## 7. International Business Studies (IBS) is a bilingual international study programme located in the Netherlands that provides two Diploma's, the English BTEC extended National Diploma and the Senior secondary vocational education training (MBO level 4) Wholesale Branch Manager Diploma . Due to the bilingualism of the study programme, 70-80% of the lectures are given in English and 20-30% are given in Dutch. How can IBS create awareness amongst students and colleges in Ireland/England?

2 responses

more exposure at universities
Creating ties with schools/colleges to encourage exchange

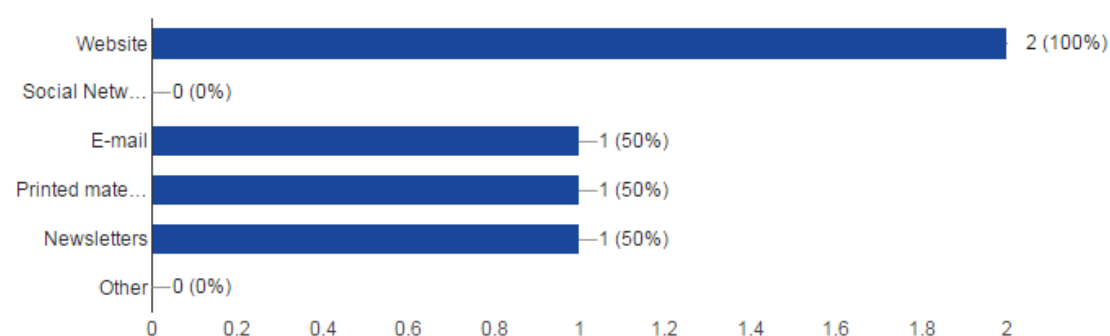
## 8. Which competences should a student achieve during their study abroad? Multiple answers possible

2 responses



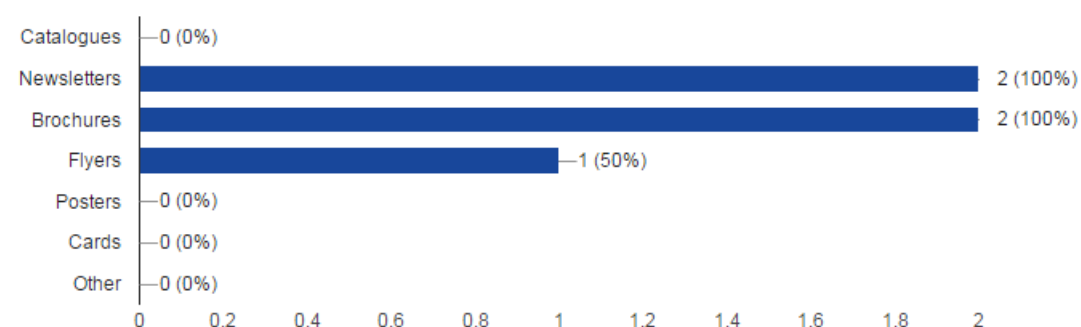
## 9. Which channels would you prefer to have access to information about IBS? Multiple answers possible

2 responses



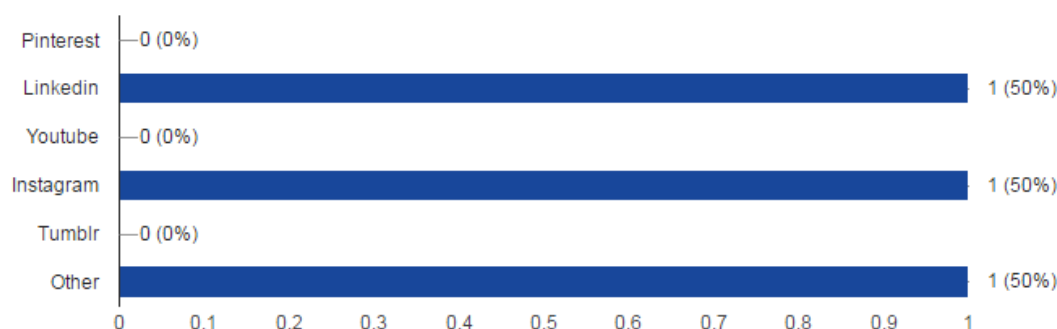
## 10. Which media materials would you prefer to have access to information about IBS? Multiple answers possible

2 responses



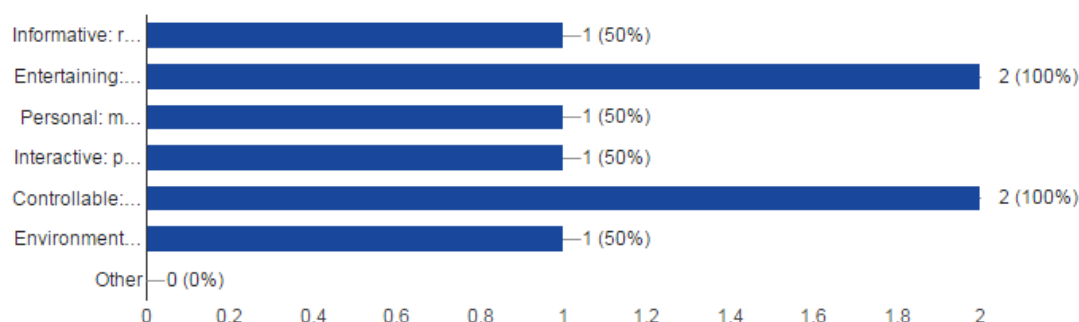
11. Which Social Network channels would you prefer to have access to information of IBS? Multiple answers possible.

2 responses



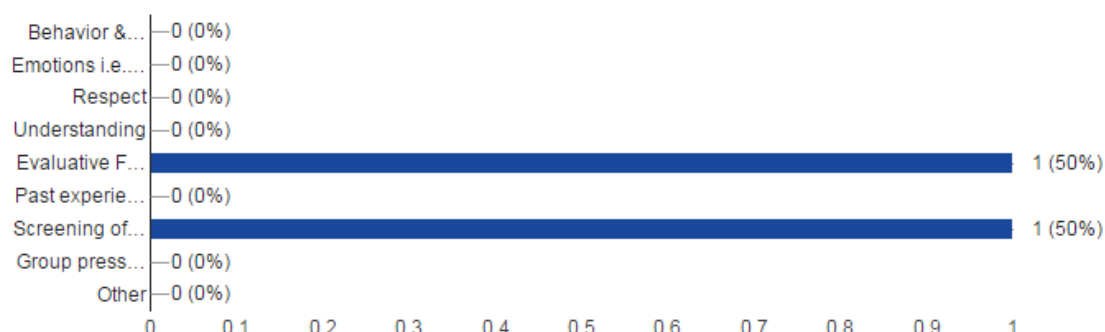
12. What do you consider the importance of the communication channels and media materials?

2 responses



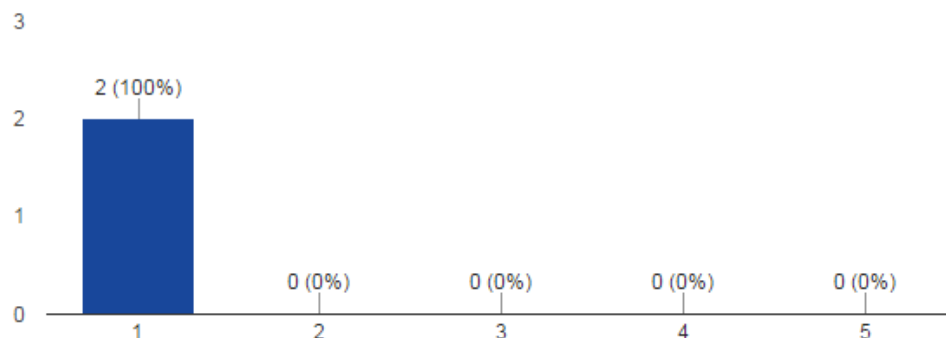
13. There are different factors that might affect your decision with which institute your likely have a partnership. i.e. opinions of other, reviews etc. Which characteristics influence your decision to send your students to the Netherlands to study at IBS? Multiple answers possible

2 responses



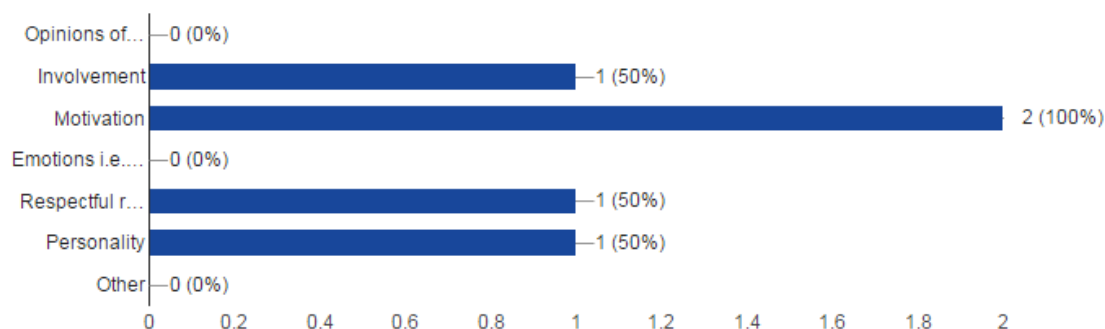
14. How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment for your students?

2 responses



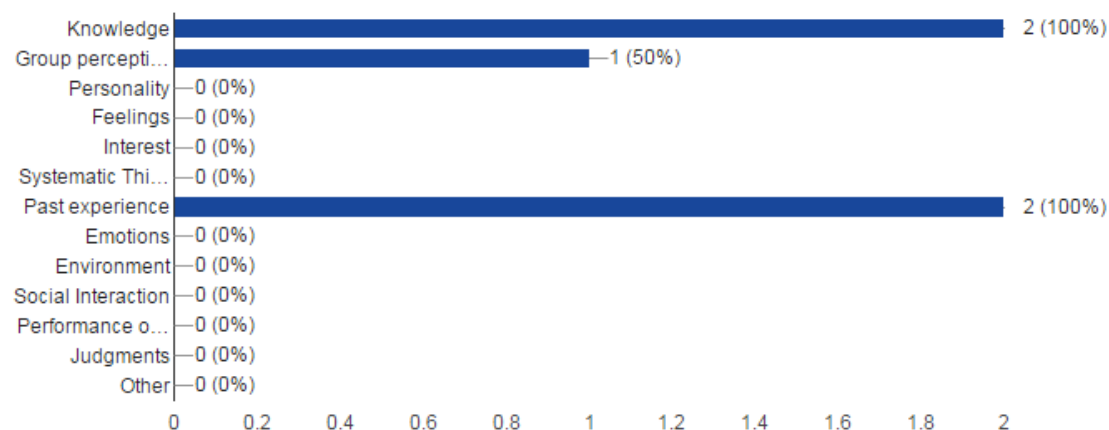
15. What kind of causes have an impact on your attitude and behaviour that determines your decisions-making? Multiple answers possible.

2 responses



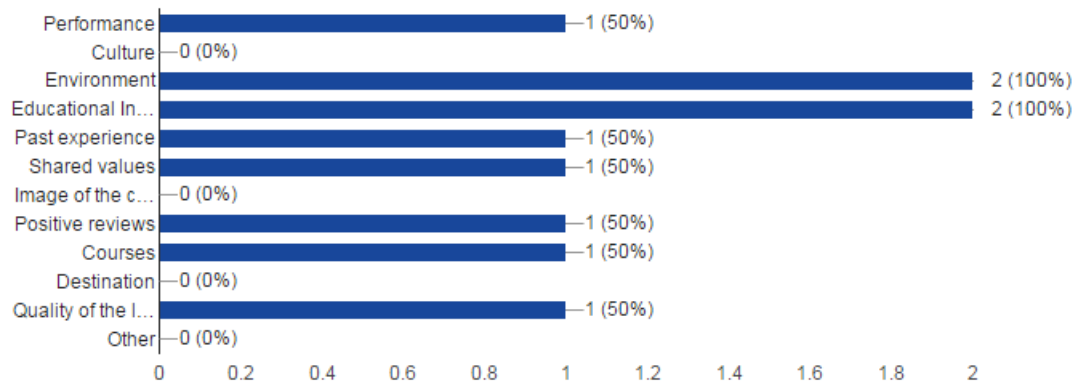
16. Which factors influence your attitude or behaviour that might have an impact your decision-making? Multiple answers possible

2 responses



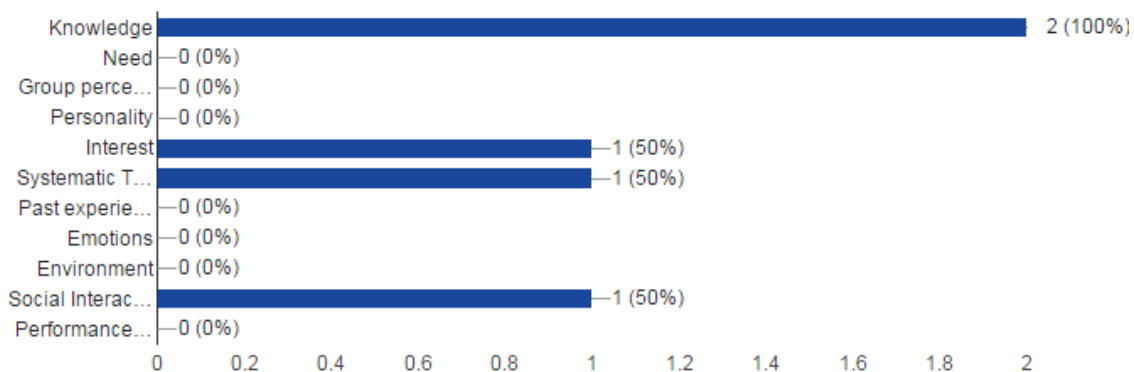
### 17. Based on which factors do you decide to send your students abroad? Multiple answers possible

2 responses



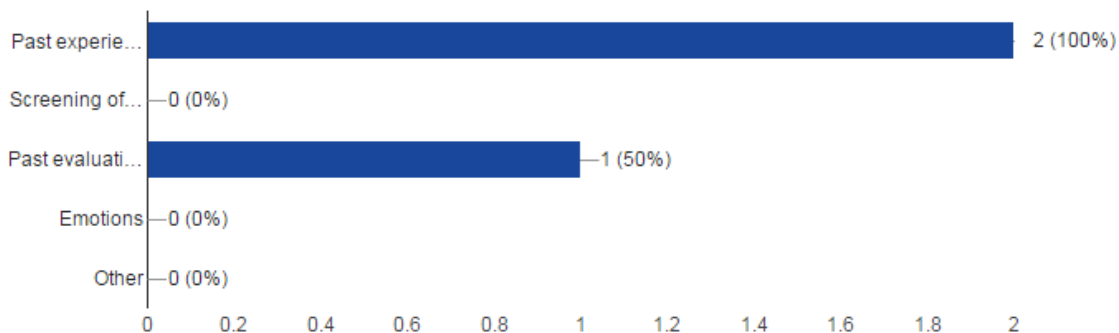
### 18. Which factors influence your attitude and behaviour that effect your decision to with which educational institute you would prefer to have a partnership with? Multiple answers possible

2 responses



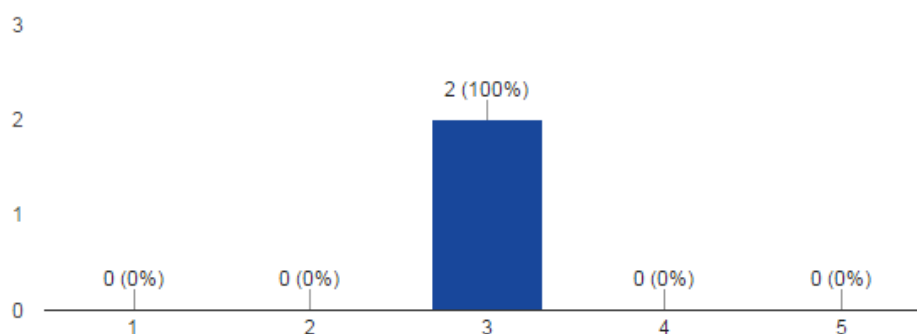
### 19. Which characteristics have likely an influence on your judgements?

2 responses



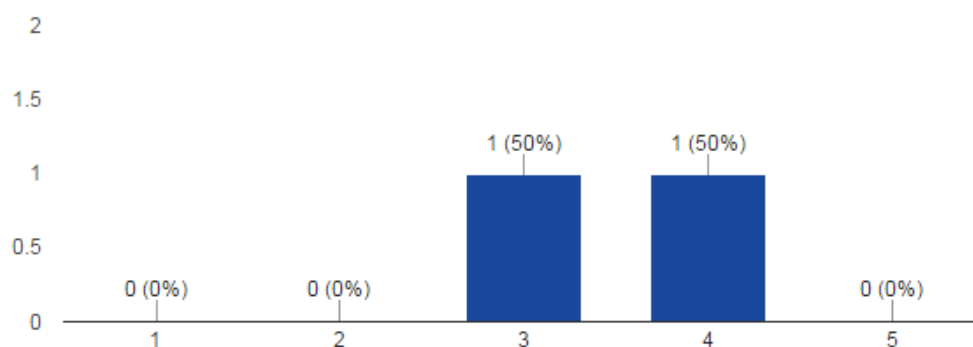
## 20. When looking at the website, how would you rate IBS?

2 responses



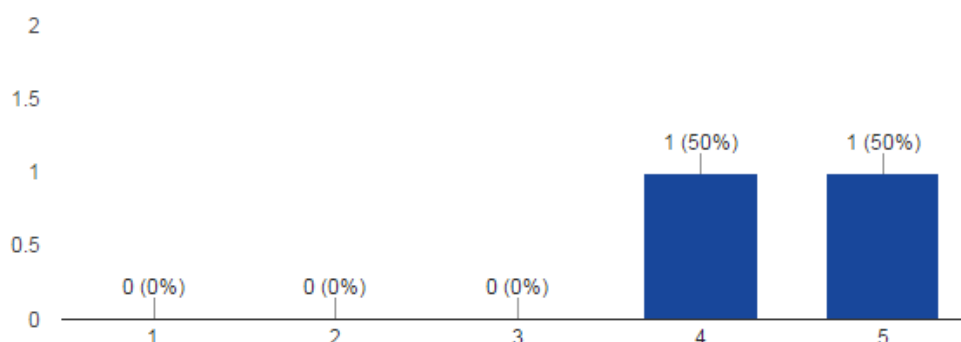
## 21. When looking at the Facebook page, How would you rate IBS?

2 responses



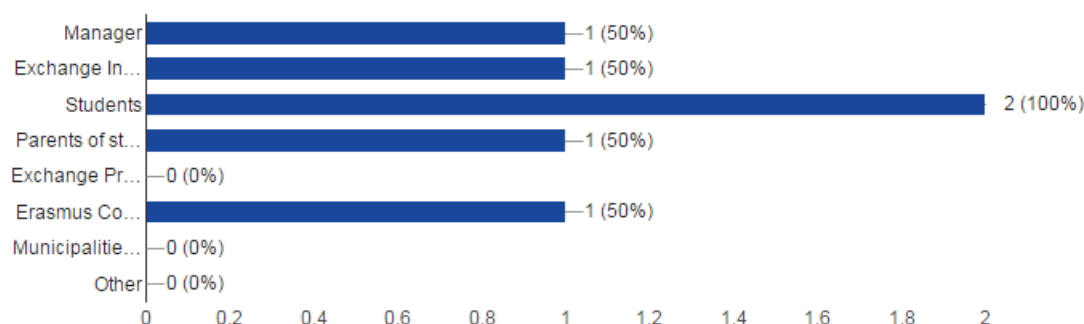
## 22. How likely do you think a logo is important to attract students and educational institutions?

2 responses



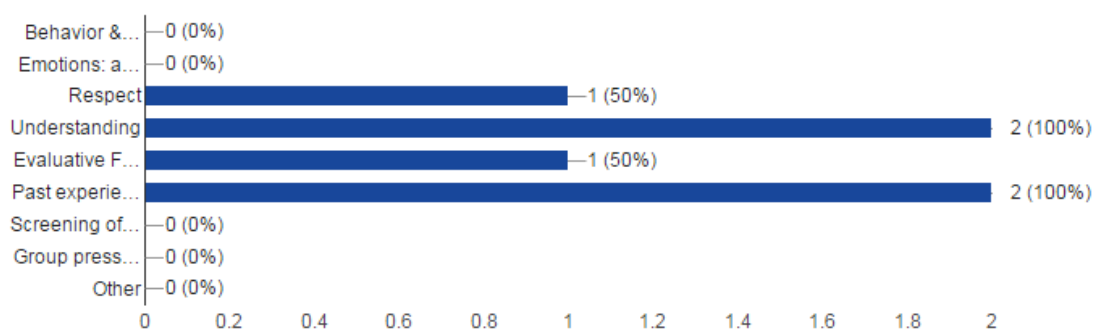
### 23. Who might influence your decision-making to which institute your students will be send to study abroad?

2 responses



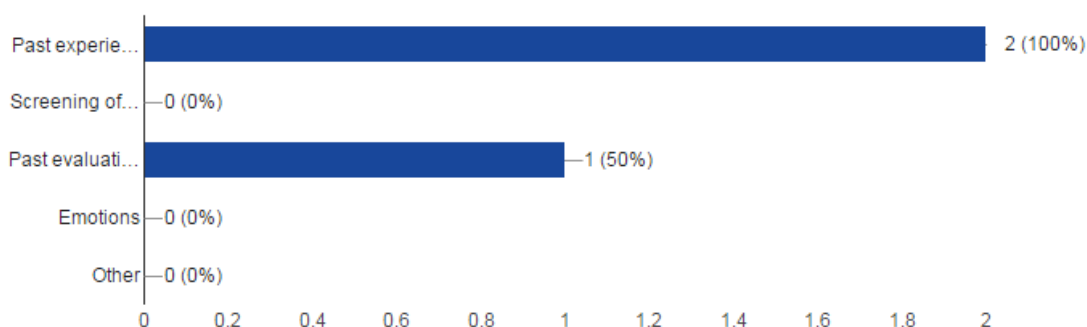
### 24. Which characteristics influence your decision-making to send your students abroad? Multiple answers possible

2 responses

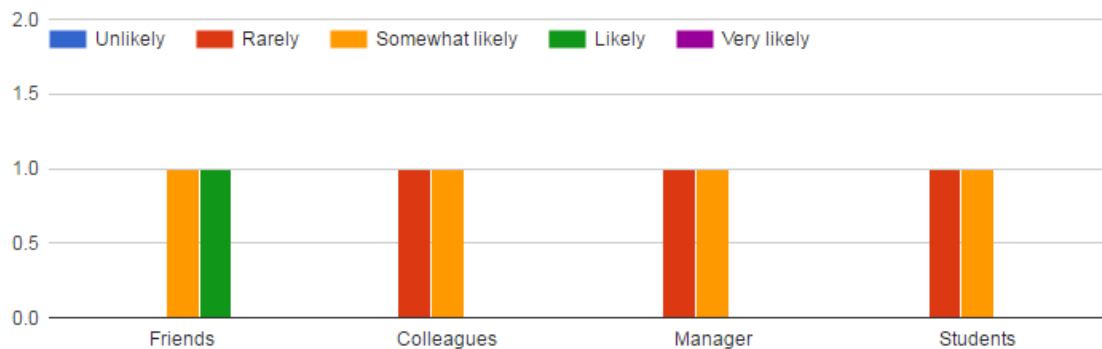


### 25. Which characteristics have likely an influence on your judgements to send your students abroad? Multiple answers possible

2 responses

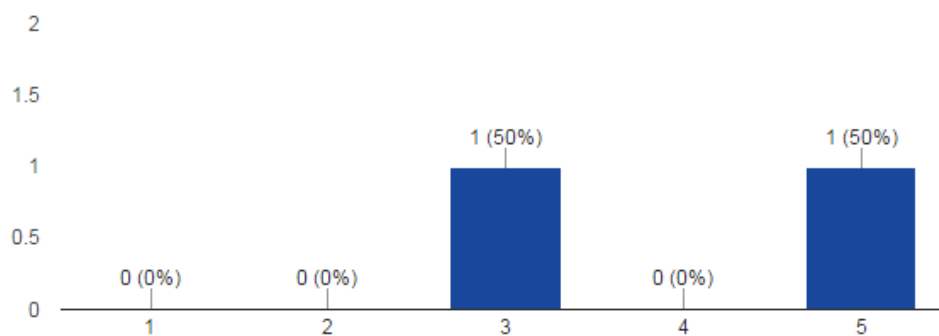


26. How likely does your attitude and emotions influence you social interaction with the following persons:



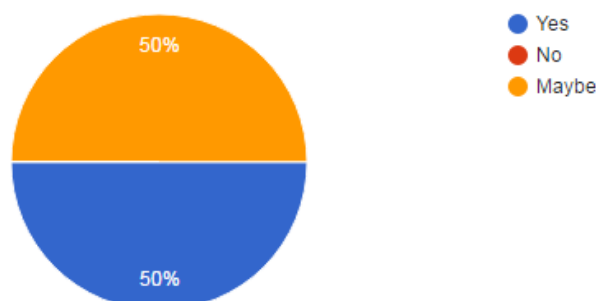
27. If your colleagues recommends their students to study abroad in the Netherlands at IBS, how likely are you to send your students as well?

2 responses



28. If IBS would integrate an exchange study program would you be willing to form a partnership with them to send your students to study at IBS in the Netherlands?

2 responses



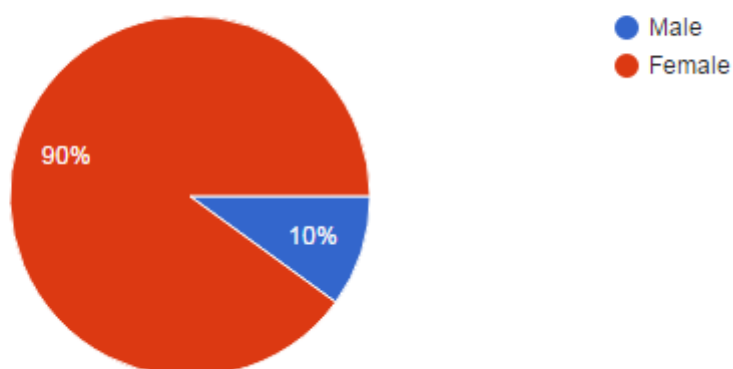




### 7.3. Survey Students of Colleges in Ireland

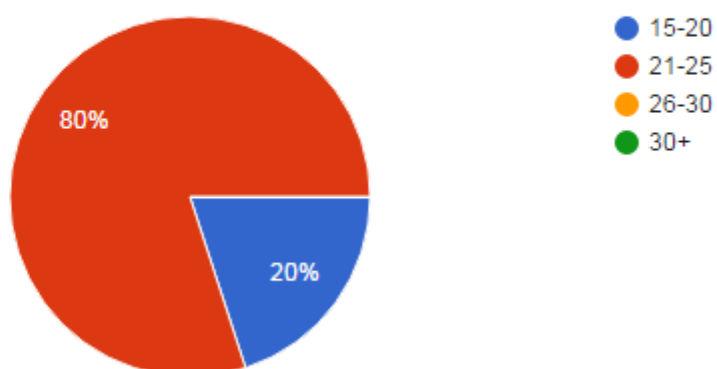
#### 1. What is your gender?

10 responses



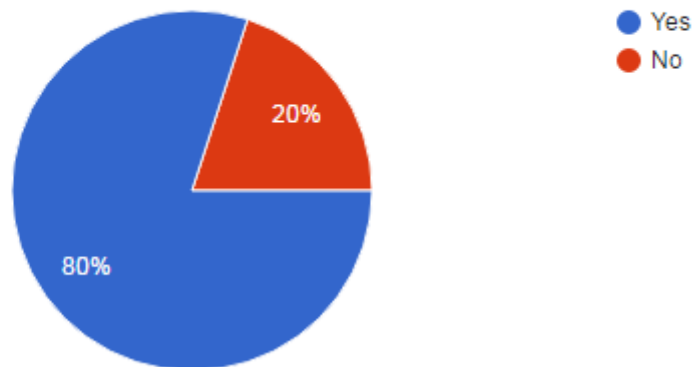
#### 2. What is your age?

10 responses



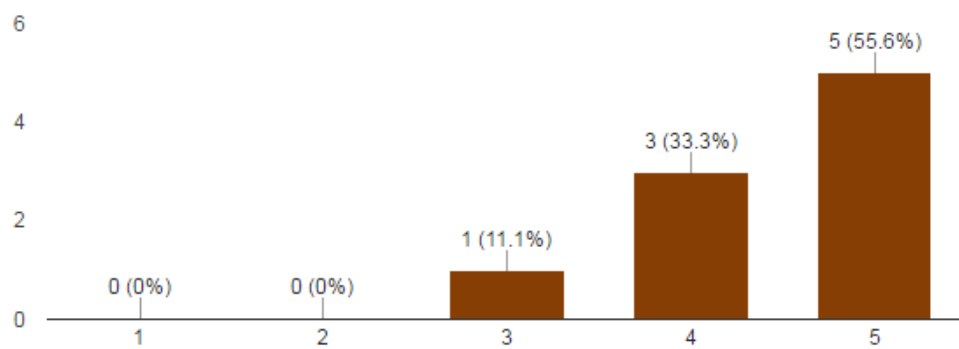
### 3. Have you ever studied abroad?

10 responses



### 4. Rate your experience abroad?

9 responses



## 5. What is your motivation to study in an abroad country?

10 responses

Learn a new language
Experience
Independence/experience
Broadening your horizon, the ability to experience different cultures and courses.
get to know other cultures, meet new people, live away from home, grow, develop
independence, need for travelling and building experience
cultures
adventure and new friends and cultures
To get to know a lot of people all over the world, the different cultures and to experience a country first hand, enjoy the life abroad where you have less responsibilities but the responsibility to take care of yourself
Get abroad experience

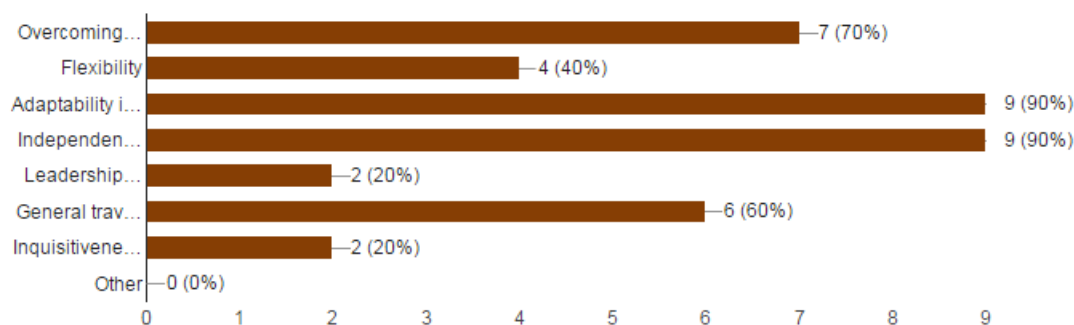
6. International Business Studies (IBS) is a bilingual international study programme located in the Netherlands that provides two Diploma's, the English BTEC extended National Diploma and the Senior secondary vocational education training (MBO level 4) Wholesale Branch Manager Diploma. Due to the bilingualism of the study programme, 70-80% of the lectures are given in English and 20-30% are given in Dutch. How can IBS create awareness amongst students and colleges in Ireland?

10 responses

It could benefit from an exchange system and contact students through their own schools here
N/A
Introduction week booths?
Information fairs, posters and contact via highschools
come to Irish colleges and hold info talks, bring past pupils of the program to talk & answer questions, invite Irish students over for a weekend to see what it is like. I think it's really important Irish student get a real feel for what it will be like, otherwise the ambiguity and uncertainty about it may deter them. This is what I experienced with fellow classmates who didn't go on Erasmus.
advertise with typical Irish things that can also be found in the Netherlands
More in English, promotion
Via internet, internal e-mails, Facebook etc.
Social media
With a lot of advertisements on school, emails with information, social media

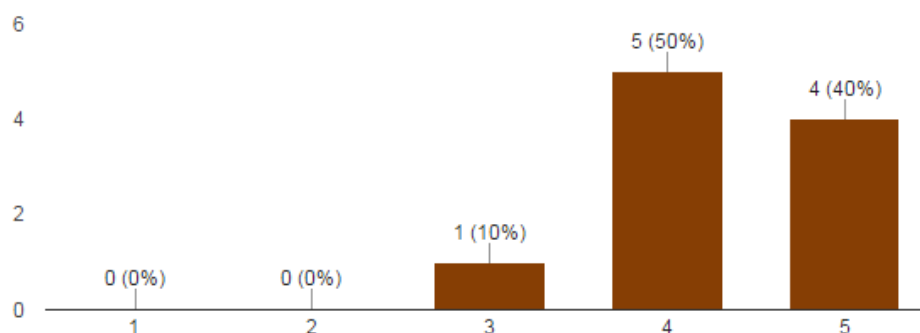
## 7. Which competences do you expect to achieve during your study abroad? Multiple answers possible

10 responses



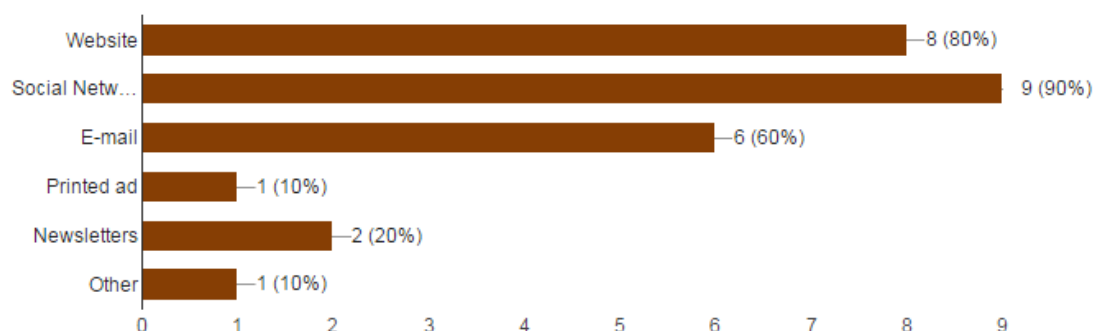
## 8. How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment?

10 responses



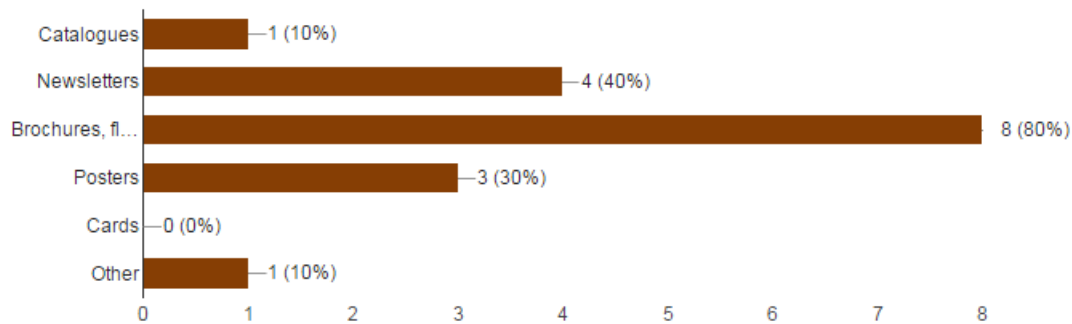
## 9. Which channels would you prefer to access information about IBS? Multiple answers possible

10 responses



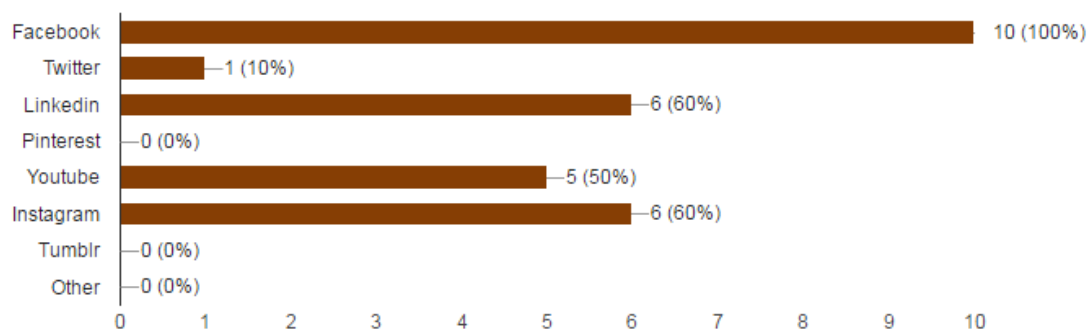
## 10. Which media materials would you prefer to access information about IBS? Multiple answers possible

10 responses

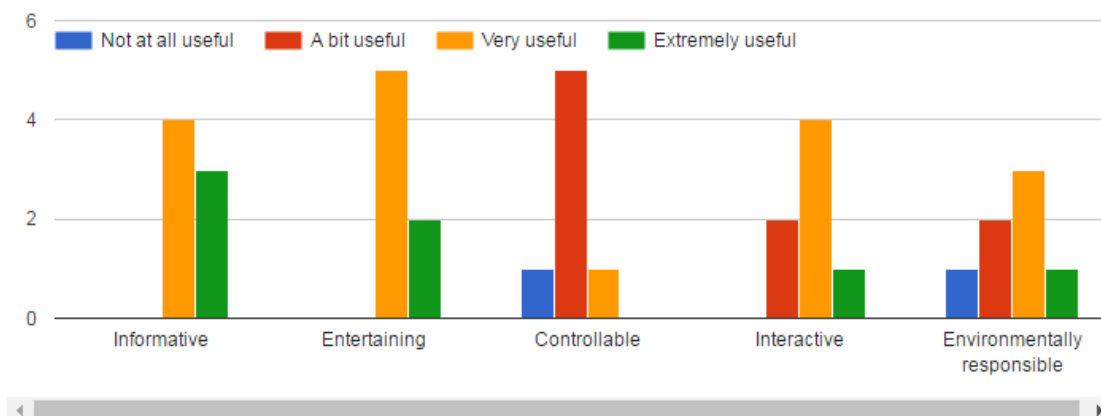


## 11. Which Social Network would you prefer to have access of information about IBS? Multiple answers possible

10 responses

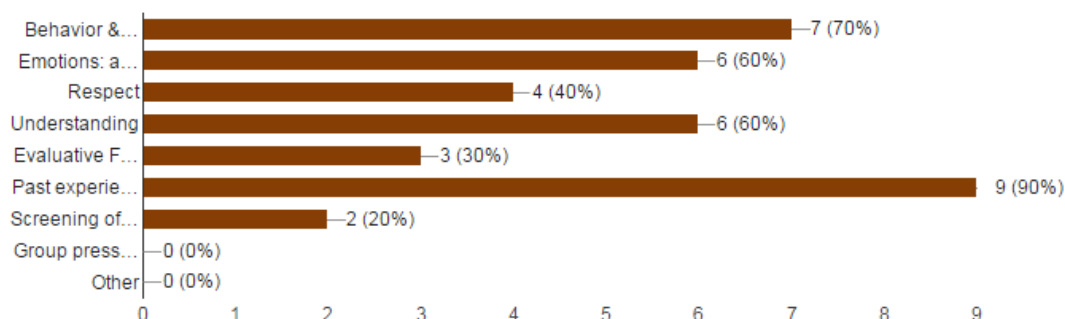


## 12. How useful are the following factors when receiving media materials?



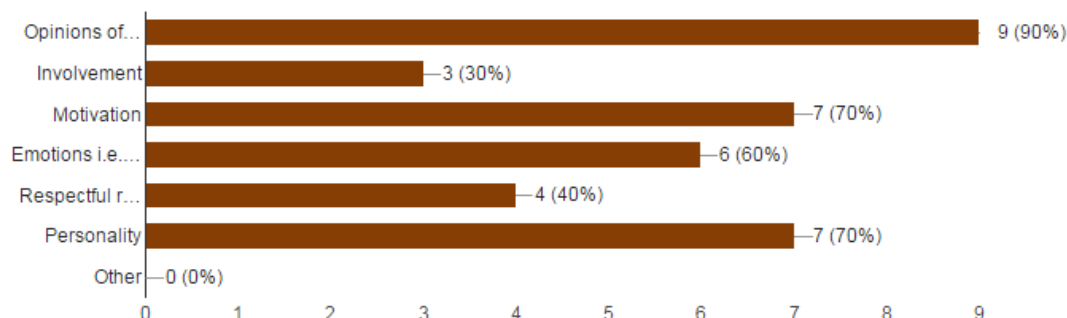
13. There are different factors that affect your decision to which institute and country you will pursue your education further. I.e. opinions of other, reviews etc. Which characteristics might influence your decision to study at IBS? Multiple answers possible

10 responses



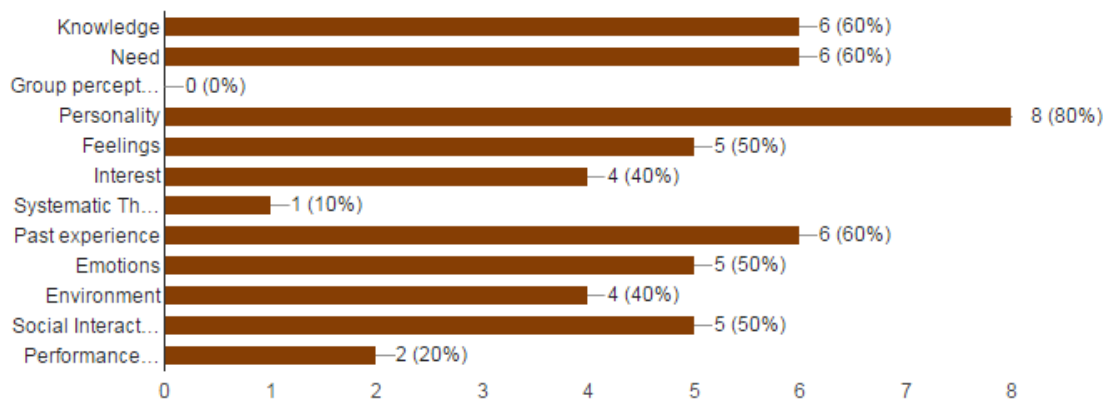
14. What kind of causes have an impact on your attitude and behavior that determines your decision-making? Multiple answers possible

10 responses



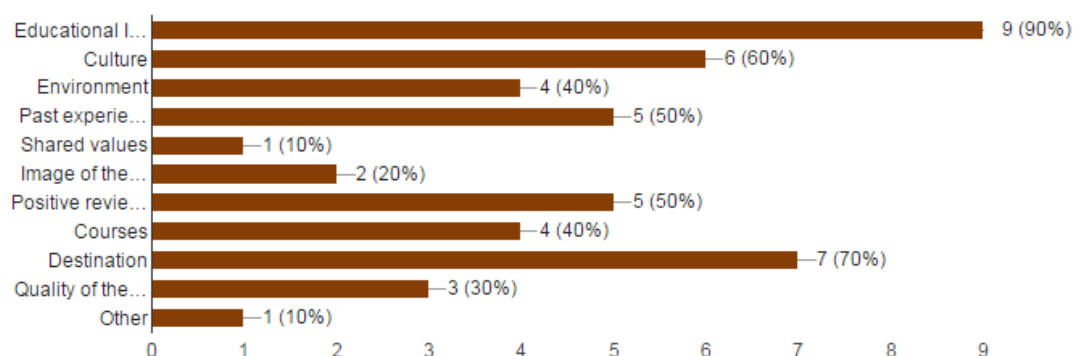
15. Which factors influence your attitude or behavior that has an impact on your decision-making to study abroad? Multiple answers possible

10 responses



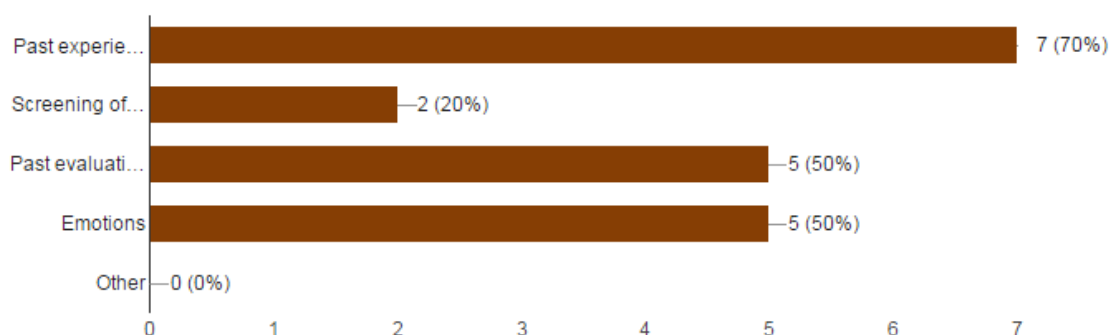
## 16. Based on which factors do you decide to study abroad? Multiple answers possible

10 responses



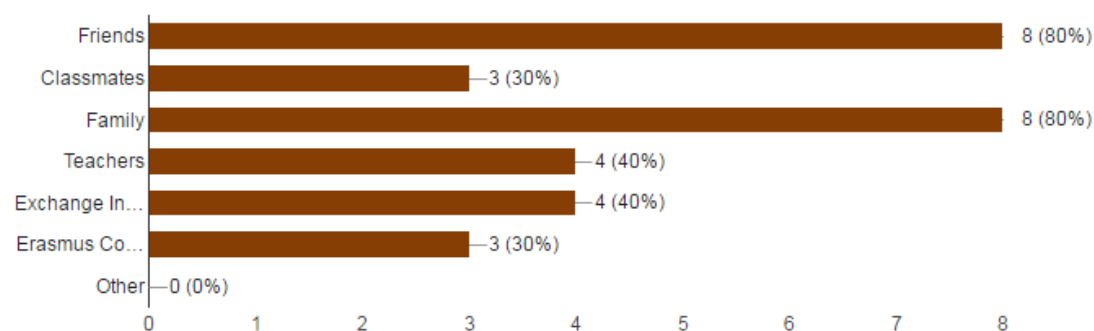
## 17. Which characteristics have likely an influence on your judgements? Multiple answers possible

10 responses



## 18. Who might influence your decision-making to study abroad? Multiple answers possible

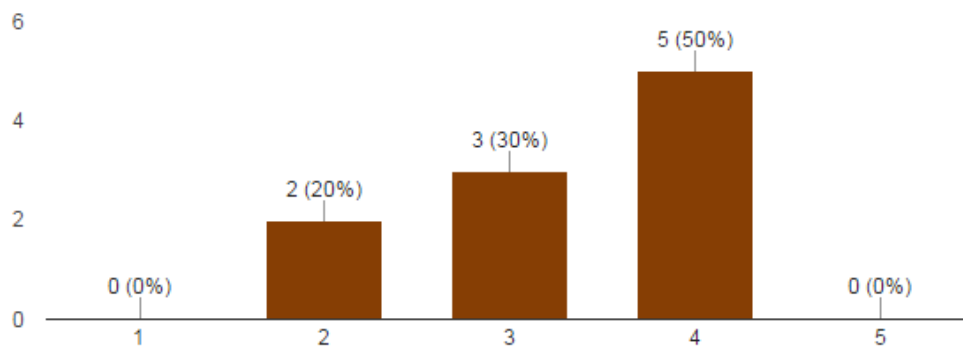
10 responses





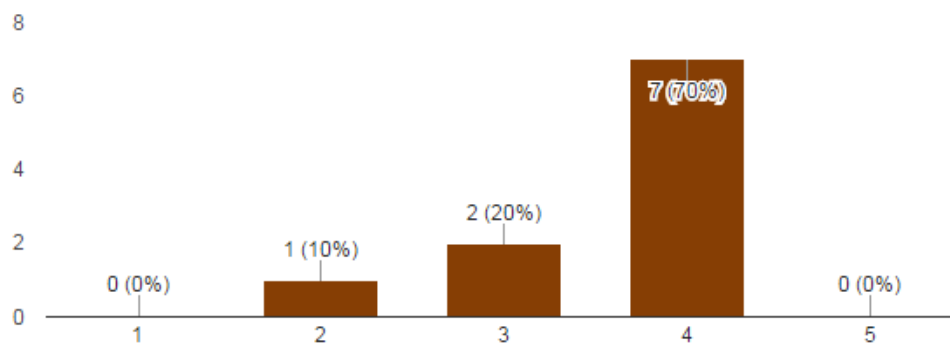
### 19. When looking at the website, how would you rate IBS?

10 responses



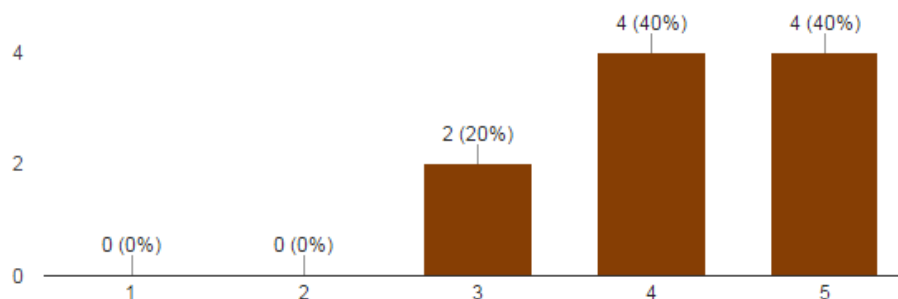
### 20. When looking at the Facebook page, how would you rate IBS?

10 responses

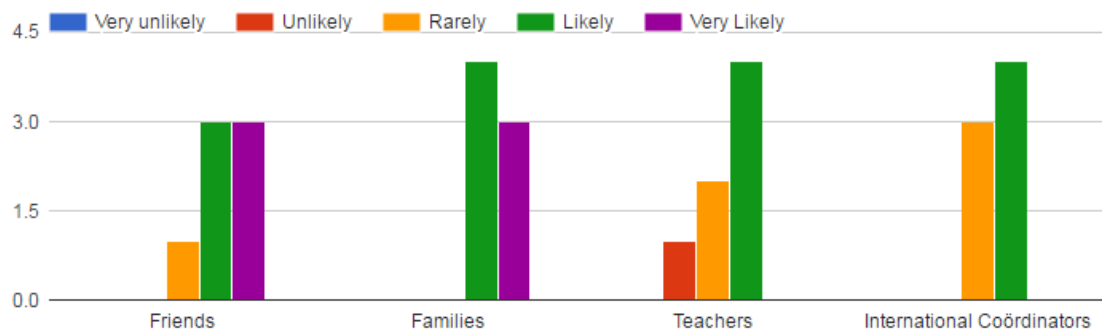


### 21. How likely do you think studying abroad is effective and useful for your future?

10 responses



22. How likely does your attitude and emotional response have an effect on social interaction with the following persons:



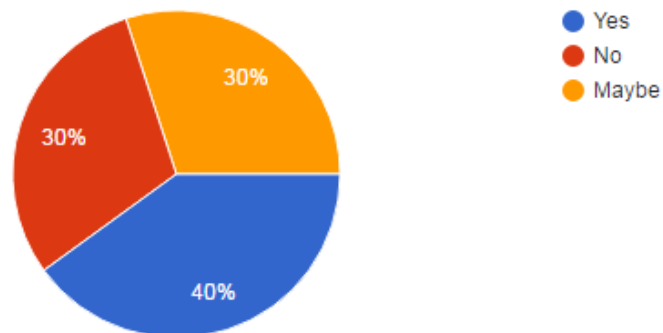
23. What kind of values would you associate with secondary vocational education colleges? i.e. trust, consideration, respect, quality, professionalism etc.

10 responses

Quality,
respect
quality
Respect, professionalism
trust, support, respect, quality, openness, understanding, accountability, authenticity
experience
-
don't really get this question
trust respect quality
professionalism, fun

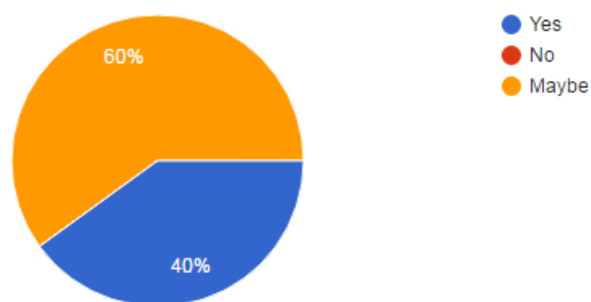
24. Would you be willing to study IBS at Noorderpoort College in the Netherlands?

10 responses



25. If IBS would integrate an exchange study program would you be willing to take part of it and study in the Netherlands at IBS?

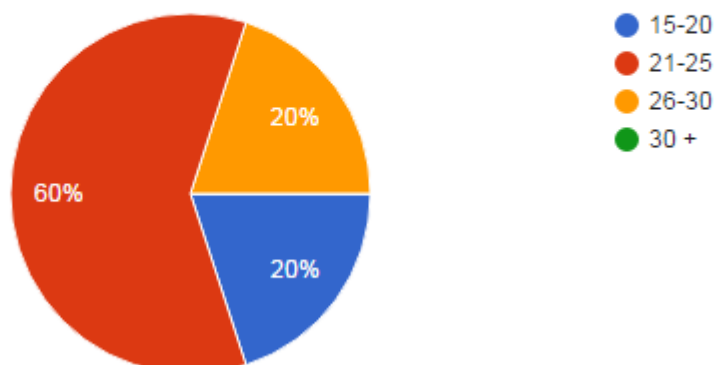
10 responses



## 7.4. Survey Students of Colleges in England

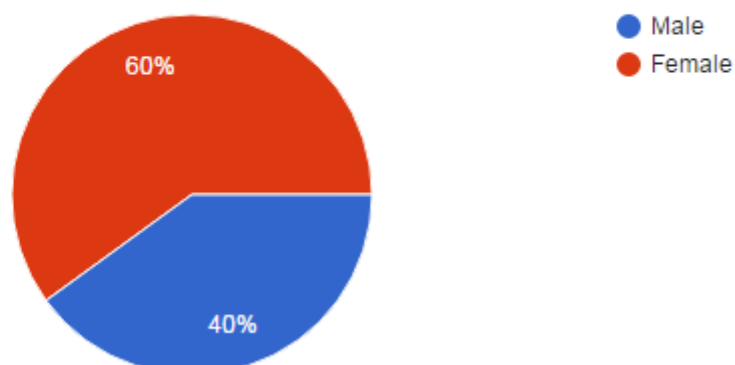
### 1. What is your age?

5 responses



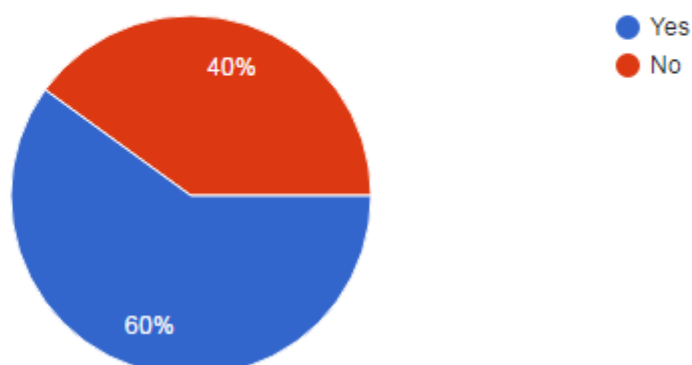
### 2. What is your gender?

5 responses



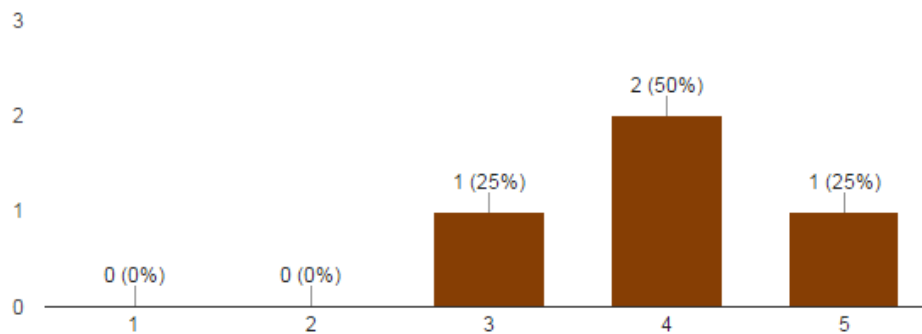
### 3. Have you ever studied abroad?

5 responses



#### 4. Rate your experience abroad.

4 responses



#### 5. What is your motivation to study in an abroad country?

5 responses

International experience
New experiences, insight into new cultures and learning opportunities
new experiences.
Learn about new cultures and travelling
New experiences

6. International Business Studies (IBS) is a bilingual international study programme located in the Netherlands that provides two Diploma's, the English BTEC extended National Diploma and the Senior secondary vocational education training (MBO level 4) Wholesale Branch Manager Diploma . Due to the bilingualism of the study programme, 70-80% of the lectures are given in English and 20-30% are given in Dutch. How can IBS create awareness amongst students and colleges in England?

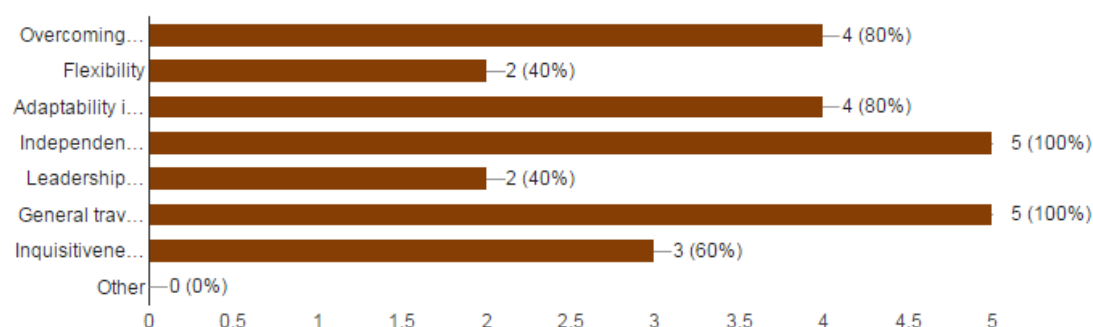
5 responses

Promotion in UK universities
International student fairs in English cities?
facebook and working with english unis
Advertisement through social media
Advertising

## 7. Which competences do you expect to achieve during your study abroad?

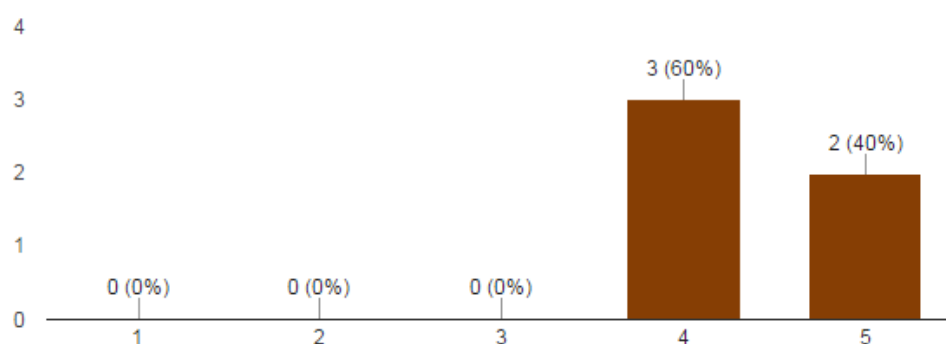
Multiple answers possible

5 responses



## 8. How important do you think “create understanding” and “respectful relationship” are when studying in an international and intercultural environment?

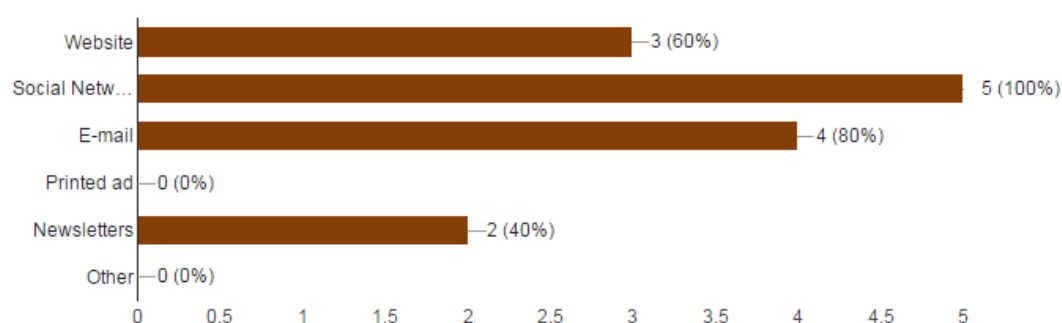
5 responses



## 9. Which channels would you prefer to access information about IBS?

Multiple answers possible

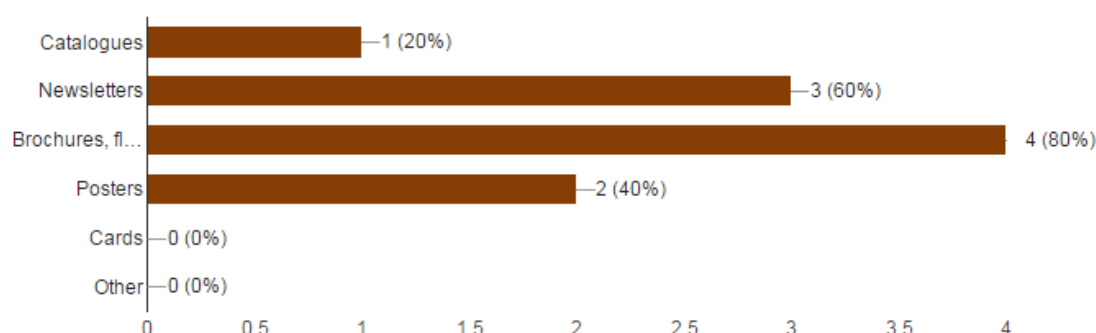
5 responses



## 10. Which media materials would you prefer to access information about IBS?

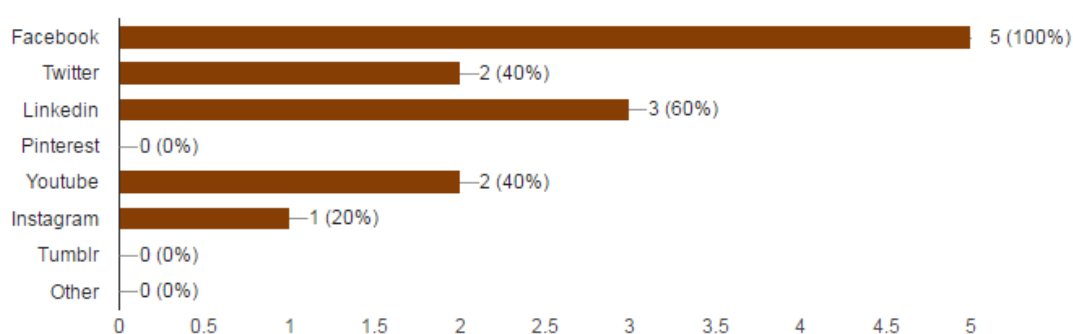
Multiple answers possible

5 responses



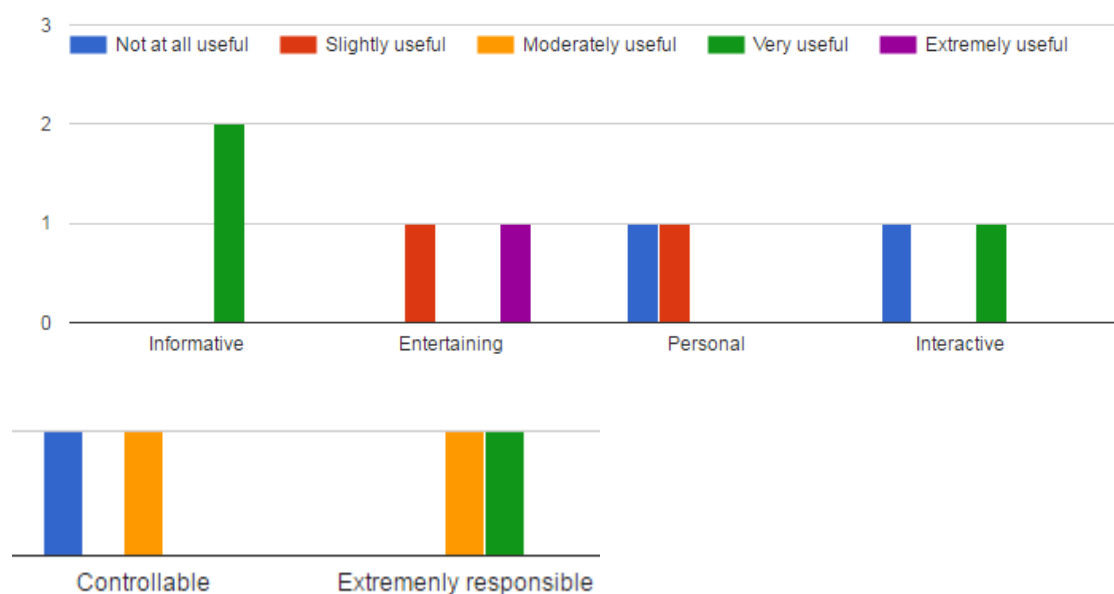
## 11. Which Social Network would you prefer to have access on information about IBS? Multiple answers possible

5 responses



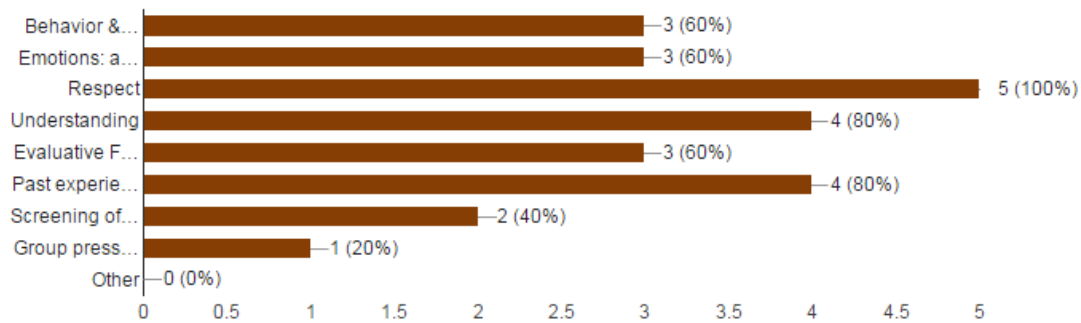
## 12. How useful are the following factors when receiving media materials?

Rate



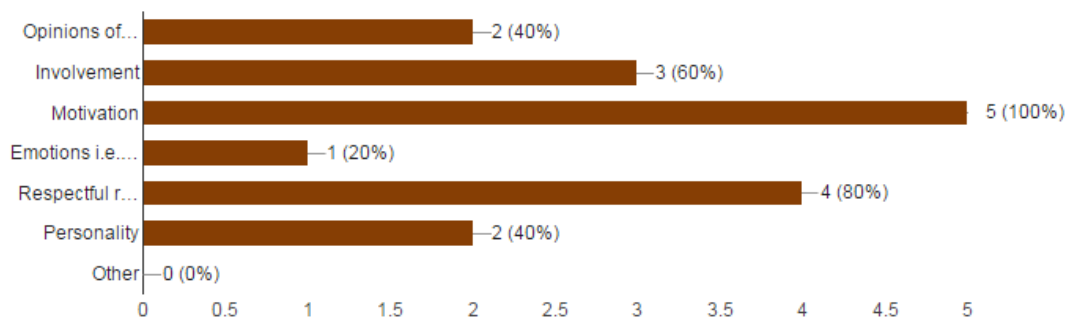
13. There are different factors that affect your decision to which institute and country you will pursue your education further. I.e. opinions of other, reviews etc. Which characteristics might influence your decision to study at IBS? Multiple answers possible

5 responses



14. What kind of causes have an impact on your attitude and behavior that determines your decisions-making? Multiple answers possible

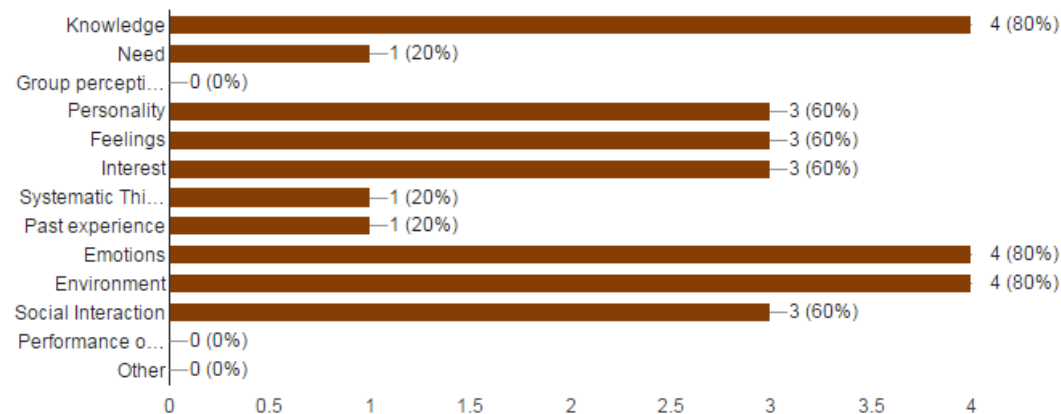
5 responses





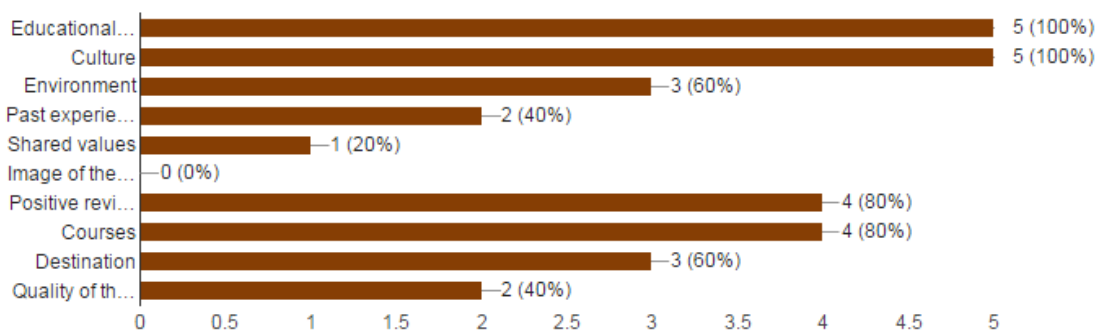
### 15. Which factors influence your attitude or behavior that has an impact on your decision-making to study abroad? Multiple answers possible

5 responses



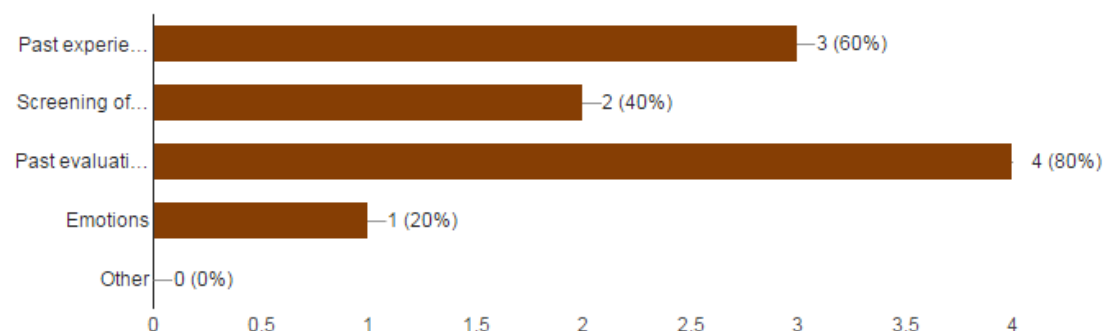
### 16. Based on which factors do you decide to study abroad? Multiple answers possible

5 responses



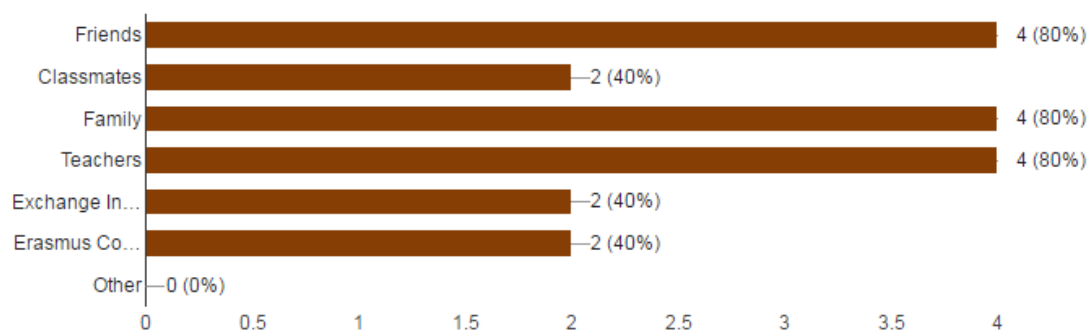
### 17. Which characteristics have likely an influence on your judgments? Multiple answers possible

5 responses



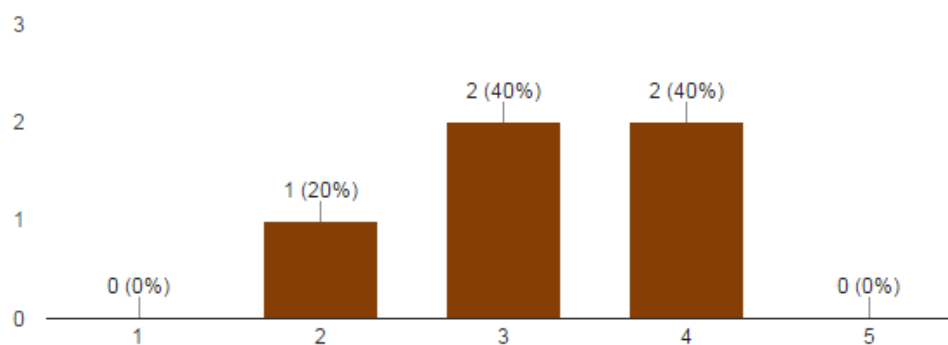
### 18. Who might influence your decision-making to study abroad? Multiple answers possible

5 responses



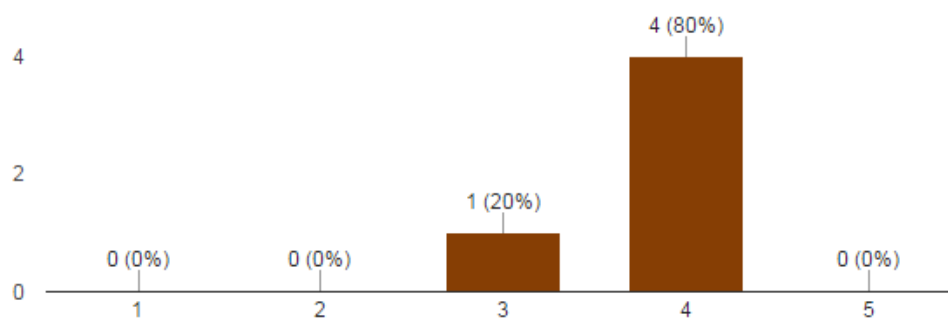
### 19. When looking at the website, how would you rate IBS?

5 responses



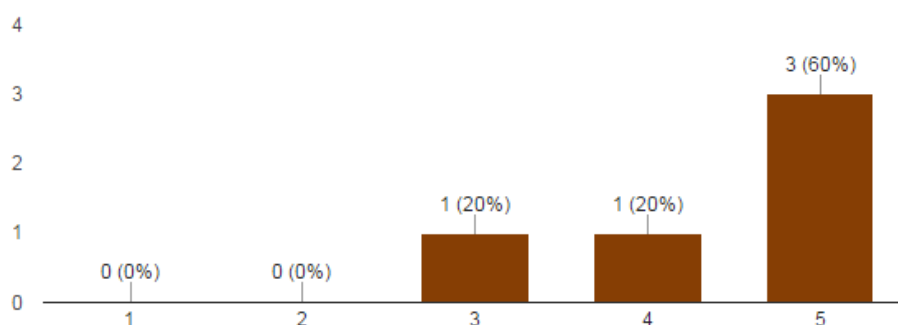
### 20. When looking at the Facebook page, How would you rate IBS?

5 responses

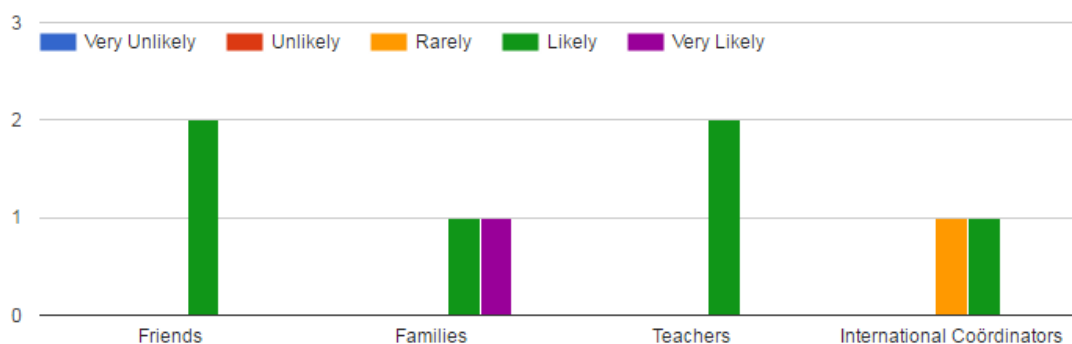


21. How likely do you think studying abroad is effective and useful for your future?

5 responses



22. How likely does your attitude and emotional response have an effect on social interaction with the following persons:



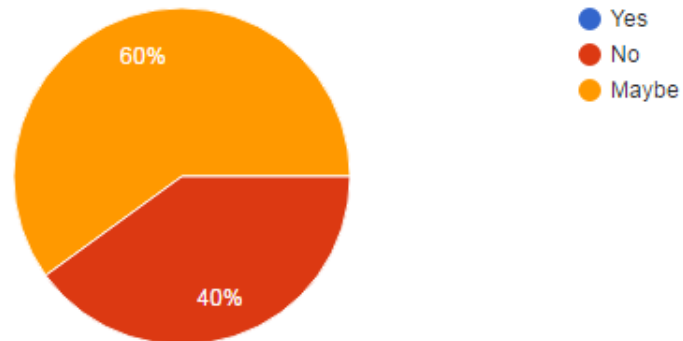
23. What kind of values would you associate with secondary vocational education colleges? i.e. trust, consideration, respect, quality, professionalism etc.

5 responses

Respect
Professionalism, practical skillets
all of those listed
respect, quality
Professionalism

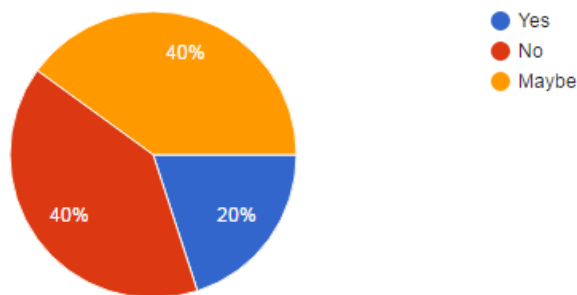
24. Would you be willing to study IBS at Noorderpoort College in the Netherlands?

5 responses



25. If IBS would integrate an exchange study program would you be willing to take part of it and study in the Netherlands at IBS?

5 responses





## Appendix 8. Interview Questions

### 8.1. Interview Questions Marketing Manager: Ciska de Groot

#### IMC

- Can you tell me about your job function?  
Wat is uw functie binnen de bedrijf/afdeling?
- How long have you been working for Noorderpoort College?  
Hoelang werkt u al bij Noorderpoort?
- What do you think about approaching students from colleges in Ireland & England to attract them study at IBS?  
Wat vindt u ervan om studenten en docenten van colleges uit Ierland & Engeland aan te trekken en te benaderen om een relatie met Noorderpoort op te bouwen?
- What do you think about creating an exchange partnership network with colleges in Ireland & England?  
Wat vindt u ervan om een partnership netwerk te creëren met colleges in Ierland & Engeland?

- **Do you think that newsletters, brochures, websites, intranet, Social Media networks are effective to approach the target audience and how do you think it can be used?**

**Denkt u dat nieuwsbrieven, brochures, websites, intranet, Social Media networks effectieve middelen zijn om de doelgroep te benaderen en hoe kan het gebruikt worden?**

- **Can these channels be applied by Noorderpoort? Is it feasible? (budget, planning, rules & regulations)**

**Denkt u dat deze communicatie kanalen ook in het echt toegepast kunnen worden door Noorderpoort? Kwa, tijd, planning, budget, manwerk/uren**

- **When looking at the website of IBS, what are your perceptions? What would you like to change?**

**Website van Noorderpoort IBS, wat is u kijk erop, waarneming? Wat vindt u dat er veranderd kan worden of niet?**

## Persuasion

- In what way do you think that behavior and attitude might change the decisions of the target audience? Could give some examples?  
Op wat voor manier denkt u dat gedrag en houding van de doelgroep hun besluit kan beïnvloeden om bij IBS Noorderpoort te studeren? Kunt u een paar voorbeelden benoemen?
- In what way do you think creating understanding and respectful relationships are important to approach the target audience? Could you give some examples?  
Denkt u dat het creëren van begrip en ontwikkelen van relaties belangrijk zijn wanneer het gaat om contact afleggen met studenten en medewerkers van colleges in Ierland & Engeland en ze te benaderen? Waarom, denkt u dat gevoelens ook een rol spelen/bij betrokken zijn?
- In what way do you think that past experience, screening of others, coaching and emotions of the target audience influence the judgments of the target audience? Could you give some examples?  
In hoeverre denkt u dat verleden ervaring, emoties, coach sessies en screening van anderen van het doelgroep invloed heeft op hun oordeel over IBS? Voorbeelden?



## Perceptions

- What do you think about the corporate image & reputation of IBS? Would you recommend to improve it, why? (what is your perception/image of IBS)
  - ✓ Experience
  - ✓ Symbolism
  - ✓ Shared Values: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit
  - ✓ Logo?
  - ✓ Exposure to communication?

Wat denkt u van de corporate image & reputatie van IBS in Noorderpoort? Wat is uw mening hierover? Zou u adviseren om te verbeteren? Waarom?

- ✓ Ervaring
  - ✓ Symbool
  - ✓ Gedeelde Waarden: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit
  - ✓ Logo?
  - ✓ Exposure to communication?
- 
- In what way do you think that decisions of the target audience are influenced by external group factors? Other people, values, and beliefs. Group pressure Why?  
In hoeverre denkt u dat beslissing van de doelgroep beïnvloeden worden door derden, mensen om hun heen, ouders, vrienden, docenten, groepsdruk/maar ook door overtuigingen zoals, respect, vertrouwen, zelfverzekerdheid? Waarom denkt u dat, kunt u een paar voorbeelden geven?

- **How do you think that social interaction influences the decision-making of the target audience? Why?**

**Hoe denkt u dat sociaal interactie invloed heeft op het besluit neming van de doelgroep om bij IBS Noorderpoort te studeren? Waarom denkt u dat?**

- **Which other factors might have an impact on the decision-making of the target audience or influence their decisions making to study at IBS?**

**Welke andere factoren kunnen misschien ook invloed hebben op het besluit neming van de doelgroep om bij IBS te studeren?**

- **Welke elementen en factoren moeten in acht worden genomen bij het creëren van een communicatie plan denkt u?**

## 8.2. Interview Questions Marketing & Communication Expert: Yvonne Sierra Fernandez-Bolhuis

### IMC

- Can you tell me about your job function?  
Wat is uw functie binnen de bedrijf/afdeling?
- How long have you been working for Noorderpoort College?  
Hoelang werkt u al bij Noorderpoort?
- What do you think about approaching students from colleges in Ireland & England to attract them study at IBS?  
Wat vindt u ervan om studenten en docenten van colleges uit Ierland & Engeland aan te trekken en te benaderen om een relatie met Noorderpoort op te bouwen?
- What do you think about creating an exchange partnership network with colleges in Ireland & England?  
Wat vindt u ervan om een partnership netwerk te creëren met colleges in Ierland & Engeland?
- Do you think that newsletters, brochures, websites, intranet, Social Media networks are effective to approach the target audience and how do you think it can be used?  
Denkt u dat nieuwsbrieven, brochures, websites, intranet, Social Media networks effectieve middelen zijn om de doelgroep te benaderen en hoe kan het gebruikt worden?
- Can these channels be applied by Noorderpoort? Is it feasible? (budget, planning, rules & regulations)

Denkt u dat deze communicatie kanalen ook in het echt toegepast kunnen worden door Noorderpoort? Kwa, tijd, planning, budget, manwerk/uren

- When looking at the website of IBS, what are your perceptions? What would you like to change?

Website van Noorderpoort IBS, wat is u kijk erop, waarneming? Wat vindt u dat er veranderd kan worden of niet?

### Persuasion

- In what way do you think that behavior and attitude might change the decisions of the target audience? Could give some examples?  
Op wat voor manier denkt u dat gedrag en houding van de doelgroep hun besluit kan beïnvloeden om bij IBS Noorderpoort te studeren? Kunt u een paar voorbeelden benoemen?
- How likely do you think that feelings are related to creating understanding and relationships? How can these factors be taken in consideration when creating the communication plan?  
Hoe ver denkt u dat het creëren van begrip en ontwikkelen van relaties belangrijk zijn wanneer het gaat om contact afleggen met studenten en medewerkers van colleges in Ierland & Engeland en ze te benaderen?  
Waarom denkt u dat gevoelens ook een rol spelen/bij betrokken zijn?
- In what way do you think that past experience, screening of others, coaching and emotions of the target audience influence the judgments of the target audience? Could you give some examples?

In hoeverre denkt u dat verleden ervaring, emoties, coach sessies en screening van anderen van het doelgroep invloed heeft op hun oordeel over IBS? Voorbeelden?

### Perceptions

- What do you think about the corporate image & reputation of IBS? Would you recommend to improve it, why? (what is your perception/image of IBS)
  - ✓ Experience
  - ✓ Symbolism
  - ✓ Shared Values: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit
  - ✓ Logo?
  - ✓ Exposure to communication?

Wat denkt u van de corporate image & reputatie van IBS in Noorderpoort? Wat is uw mening hierover? Zou u adviseren om te verbeteren? Waarom?

- ✓ Ervaring
  - ✓ Symbool
  - ✓ Gedeelde Waarden: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit
  - ✓ Logo?
  - ✓ Exposure to communication?
- 
- In what way do you think that decisions of the target audience are influenced by external group factors? Other people, values, and beliefs. Group pressure why?

In hoeverre denkt u dat beslissing van de doelgroep beïnvloeden worden door derden, mensen om hun heen, ouders, vrienden, docenten,

groepsdruk/maar ook door overtuigingen zoals, respect, vertrouwen, zelfverzekerdheid? Waarom denkt u dat, kunt u een paar voorbeelden geven?

- **How do you think that social interaction influences the decision-making of the target audience? Why?**

Hoe denkt u dat sociaal interactie invloed heeft op het besluit neming van de doelgroep om bij IBS Noorderpoort te studeren? Waarom denkt u dat?

- **Which other factors might have an impact on the decision-making of the target audience or influence their decisions making to study at IBS?**

Welke andere factoren kunnen misschien ook invloed hebben op het besluit neming van de doelgroep om bij IBS te studeren?

- **Welke elementen en factoren moeten in acht worden genomen bij het creëren van een communicatie plan denkt u?**

### 8.3. Interview Questions Marketing & Communication Expert: Wil Hamminga

#### IMC

- Can you tell me about your job function?  
Wat is uw functie binnen het bedrijf/afdeling?
- How long have you been working for Noorderpoort College?  
Hoelang werkt u al bij Noorderpoort?
- What do you think about approaching students from colleges in Ireland & England to attract them study at IBS?  
Wat vindt u ervan om studenten en docenten van colleges uit Ierland & Engeland aan te trekken en te benaderen om een relatie met Noorderpoort op te bouwen?
- What do you think about creating an exchange partnership network with colleges in Ireland & England?  
Wat vindt u ervan om een partnership netwerk te creëren met colleges in Ierland & Engeland?
- Do you think that newsletters, brochures, websites, intranet, Social Media networks are effective to approach the target audience and how do you think it can be used?  
Denkt u dat nieuwsbrieven, brochures, websites, intranet, Social Media networks effectieve middelen zijn om de doelgroep te benaderen en hoe kan het gebruikt worden?
- Can these channels be applied by Noorderpoort? Is it feasible? (budget, planning, rules & regulations)  
Denkt u dat deze communicatie kanalen ook in het echt toegepast kunnen worden door Noorderpoort? Kwa, tijd, planning, budget, manwerk/uren

- When looking at the website of IBS, what are your perceptions? What would you like to change?

Website van Noorderpoort IBS, wat is u kijk erop, waarneming? Wat vindt u dat er veranderd kan worden of niet?

### Persuasion

- In what way do you think that behavior and attitude might change the decisions of the target audience? Could give some examples?  
Op wat voor manier denkt u dat gedrag en houding van de doelgroep hun besluit kan beïnvloeden om bij IBS Noorderpoort te studeren? Kunt u een paar voorbeelden benoemen?
- In what way do you think creating understanding and respectful relationships are important to approach the target audience? Could you give some examples?

Denk u dat het creëren van begrip en ontwikkelen van relaties belangrijk zijn wanneer het gaat om contact afleggen met studenten en medewerkers van colleges in Ierland & Engeland en ze te benaderen? Waarom, denkt u dat gevoelens ook een rol spelen/bij betrokken zijn?

- In what way do you think that past experience, screening of others, coaching and emotions of the target audience influence the judgments of the target audience? Could you give some examples?

In hoeverre denkt u dat verleden ervaring, emoties, coach sessies en screening van anderen van het doelgroep invloed heeft op hun oordeel over IBS? Voorbeelden?



## Perceptions

- What do you think about the corporate image & reputation of IBS? Would you recommend to improve it, why? (what is your perception/image of IBS)
  - ✓ Experience
  - ✓ Symbolism
  - ✓ Shared Values: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit
  - ✓ Logo?
  - ✓ Exposure to communication?

**Wat denkt u van de corporate image & reputatie van IBS in Noorderpoort? Wat is uw mening hierover? Zou u adviseren om te verbeteren? Waarom?**

- ✓ Ervaring
  - ✓ Symbool
  - ✓ Gedeelde Waarden: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit
  - ✓ Logo?
  - ✓ Exposure to communication?
- 
- In what way do you think that decisions of the target audience are influenced by external group factors? Other people, values, and beliefs. Group pressure why?

**In hoeverre denkt u dat beslissing van de doelgroep beïnvloeden worden door derden, mensen om hun heen, ouders, vrienden, docenten, groepsdruk/maar ook door overtuigingen zoals, respect, vertrouwen, zelfverzekerdheid? Waarom denkt u dat, kunt u een paar voorbeelden geven?**

- **How do you think that social interaction influences the decision-making of the target audience? Why?**

**Hoe denkt u dat sociaal interactie invloed heeft op het besluit neming van de doelgroep om bij IBS Noorderpoort te studeren? Waarom denkt u dat?**

- **Which other factors might have an impact on the decision-making of the target audience or influence their decisions making to study at IBS?**

**Welke andere factoren kunnen misschien ook invloed hebben op het besluit neming van de doelgroep om bij IBS te studeren?**

- **Welke elementen en factoren moeten in acht worden genomen bij het creëren van een communicatie plan denkt u?**



## Appendix 9. Interview Nexus

### 9.1. Interview Nexus Marketing Manager Ciska de Groot

- **G: Can you tell me about your job function?**

C. I am Communication advisor in Noorderpoort

- **G: What are your daily tasks?**

C. I advise especially for the Management of Noorderpoort schools, for instance the directors and team management on the field of all different kinds of communication and marketing business. That are related to the Noorderpoort schools. It has a lot related to recruiting students, informing potential students, keeping the students and deciding what the students should do after they received their diploma at Noorderpoort. The whole process what I am doing is, I have in total 8 school in my pocket and I have some corporate jobs as well and this together makes a whole full time job function.

- **G: How long have you been working for Noorderpoort College?**

C. Very long. More than 20 years already. Noorderpoort exists around 20 years. Before that the school were all separate schools. I worked at one of these schools.

- **G: What do you think about approaching students from colleges in Ireland & England to attract them study at IBS?**

C. I really like the idea! Especially that the study programme IBS has to focus on international business. I think it's a very good idea to expand our international network. The international relationship will certainly grow.

- **What do you think about creating an exchange partnership network with colleges in Ireland & England?**

C: I am going to Ireland in 2 weeks. I will absolutely create relationships and expand the network. Especially students and staff of Ireland and England are familiar with the BTEC, they are the appropriate target groups. I think it's a logical purpose.

- **Do you think that newsletters, brochures, websites, intranet, Social Media networks are effective to approach the target audience and how do you think it can be used?**

I think that Social Media would be the best method to inform the two target groups and to approach them. Basically, all the channels that you mentioned are effective and applicable. It could be also the possibility that some of the target groups would be more focused on brochures, something physically that they would prefer to feel in their hand. Those kind of people is better to reach through a brochure or catalogues. Other part of the target groups might spend more time on their smart phone or tablet. Therefore, Social Media and digital newsletter will be effective for these kind of target groups. Or it might be also that some people prefer to receive information in groups through website or intranet. The important point to consider is that you need to you know how big the group is and what their preferences are. It is important to use many channels that reached the two target groups.

- **Can these channels be applied by Noorderpoort? Is it feasible? (budget, planning, rules & regulations)**

All these before mentioned channels can be applied in practical. The only exception would be that if the staff members of IBS do not want to put effort and time in creating and publish content on the channel it would be no use to open a new channel. The staff members of IBS needs to have passion for it, like it and work with their heart. It really depends on the school departments if they want to invest in creating a new channel to approach the two target groups. If nothing happen on the channels or if no content will be created it will be useless. I have heard from two IBS staff members who wanted to publish content on Social Media, but so far I haven't seen anything appearing. This means they are not investing time and effort in the tasks, therefore it is difficult to approach and inform the primary and secondary target groups. If nothings happens on Social Media it will give no progress and effect.

- **When looking at the website of IBS, what are your perceptions? What would you like to change?**

The website is vey new, a week ago it went on air. Nothing will be changed at the moment on the website. The website is created based on the wishes of the team members of every study programme. If changes have to be made the IBS team should point that out and perhaps I can decide if the changes can be integrated.

### **Persuasion**

- **In what way do you think that behavior and attitude might change the decisions of the target audience? Could give some examples?**

First of all it is important that the students are not homesick. It sounds very simple but it is an important factor that should be taken in consideration. We see it often by our students that they are homesick. I worked for quite a long time at the study programme Tourism. Many students had to go abroad for their internship as part of the study programme. Many students were homesick

after 3 weeks, because of this students has to discontinue their internship and return back to the Netherlands.

**G: Age could also be a factor. The students are very young, but they need to have the courage to take the step to go abroad.**

C: je moet inderdaad die stap zetten om naar het buitenland te gaan. We zien het hier ook bij Gezondheidszorg en Welzijn. We hebben stages in Duitsland omdat daar de gezondheidszorg heel veel vraag naar is vooral verpleegkundige. Dan moet je stagelopen in Duitsland, je moet bereid zijn om een ander taal te praten, je moet bereid zijn om daar op kamers te gaan. Dus je moet bereid zijn om verder te kijken dan het vertrouwde wereldje. Dit geldt ook voor studenten uit Ierland en Engeland die hier komen. Je moet bereid zijn om iets verder te kijken en ook te zien als een waardevolle aanvulling op je CV. Het is een buitenlandse ervaring is zoveel belangrijker voor in IBS, waarin je in de internationale branche later werkzaam zult zijn. Hoe mooi zou het voor de studenten zijn om een buitenlandse ervaring op te doen!

- **In what way do you think creating understanding and respectful relationships are important to approach the target audience? Could you give some examples?**

Basically it is about visual presentations. You have to provide the honest picture to the students. It might be an idea that current IBS students make a video of their daily lives that the two target groups can see and they have a honest image of IBS. The video might contain the student life in the Netherlands, how they study, how they do their grocery shopping etc. But also what is usual when studying in the Netherlands. The video will bring into the light a day of Dutch student life in the Netherlands. Connected to this video is creating understanding and developing relationships. These factors are important when creating a long-term relationships with the primary and secondary target groups.

- **In what way do you think that past experience, screening of others, coaching and emotions of the target audience influence the judgments of the target audience? Could you give some examples?**

Undoubtedly, a student has a backpacker that they will carry with them through their whole life. This backpacker decides how their lives will become. If the students has experienced in the past international experience, this will be a plus point to study in the Netherlands. The student can decide easily to study IBS in the Netherlands. It would be easier for them to make the step to study abroad.

**G: What do you think of influencing individuals by others? For an example like, friends, staff, teachers whom influence and drive the students to make the decision to study abroad.**

C: I cannot decide and say that by myself. What I can say is that we had a small research amongst students in Noorderpoort about how they decided their study programme. Some students decided their study programme because one of their friends were also studying that programme. The students thought that it would be suitable for them if their friends decided the same programme.



Eventually, in practical that was not correct. Students who choose the study programme based on the decisions of their friends and classmates made a wrong decisions and had to change another programme.

### **Perceptions**

- **What do you think about the corporate image & reputation of IBS? Would you recommend to improve it, why? (what is your perception/image of IBS)**
  - ✓ **Experience**
  - ✓ **Symbolism**
  - ✓ **Shared Values: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit**
  - ✓ **Logo?**
  - ✓ **Exposure to communication?**

C: I think, if you look at Noorderpoort IBS, it is the only English language course. Then I think you could use that even more. Also Experiences of students and foreign students, I also think IBS is the only education we have for foreign students and that makes it an Unique Selling Point. That can be used more and showed more off to the students also show more about education. Let the students of IBS tell what they are doing, how they do, how hard they experience the language. Just make that experience visual. The easiest would be through image presentation. IBS is part of a school. In my view, the School of Business & Administration has commented on how we live together, how we deal with what we accept and what we do not accept. You should join that. Trust & Consideration, Secure, Safety, Care, Respect, Quality values are included. Exposure to communication, I would just like to visualize the image. More utilizing IBS as the only training in the North almost, then you are Unique in Northern Netherlands. IBS is larger than only in Groningen, but the only one in Northern Netherlands. I know that IBS team manager is working in Frieseport College. How nice is it to spread through images and Social Media. There must be a plan for Gowski !! You are going to do that !! The new team manager of IBS would like to prefer it o

**G: Which values should be taken in account when creating the communication plan?**

C: show the values through video, image or visual presentation.

- **In what way do you think that decisions of the target audience are influenced by external group factors? Other people, values, and beliefs. Group pressure why?**

C: Parents, teachers can definitely influence the students when it comes to deciding to study abroad. Parents play an important when it comes to deciding on the future of their son / daughter. Respect, confident and trust are important factors that play when the student takes the step to go abroad. It speaks for itself. Otherwise, the student could not make the decision to go abroad and trust the school to study.

- **How do you think that social interaction influences the decision-making of the target audience? Why?**

If the two target groups does not know what to expect, then how should they make the decision to study at IBS. You will have to make them clear what they have to do. And that goes through social interaction. They make it clear why to come to Groningen and study IBS at the Noorderpoort. You must make them feel IBS. Students should feel safe and well in a school. We got this from students who visited open days. A student must feel at home at Noorderpoort and feel good. And it is important to transfer that to the student. I suspect this also applies to foreign students and their parents.

You must be honest at all times. The truth must be true. Do not fake but show the true image.

**G: What does IBS Noorderpoort expect from students of Ireland & England?**

C: Be open for new experiences and for new things. Work together and participate every day!

- **Which other factors might have an impact on the decision-making of the target audience or influence their decisions making to study at IBS?**

The whole picture how much it costs to study abroad in the Netherlands. What the two target groups can expect and provide them the real image/ picture of IBS.

- **Welke elementen en factoren moeten in acht worden genomen bij het creëren van een communicatie plan denkt u?**

Clearly describe what the goal is to approach the primary and secondary target groups and why them. Who we have on the eye what kind of students. It would be useful to create and describe a student profile Make a prototype. Make even a Personae and indicate that we want to like to have those students at IBS and try to apply the right channels to those Persons and make it linking with their needs and expectations.

## 9.2. Interview Nexus Marketing & Communication Expert Yvonne Sierra Fernandez-Bolhuis

- **Can you tell me about your job function?**

I work at Marketing & Communication, in online communication. It is specialized in the website and the intranet. In addition, I also monitor Social Media channels along with some within Marketing & Communications.

- **How long have you been working for Noorderpoort College?**

I work exactly one year now.

- **What do you think about approaching students from colleges in Ireland & England to attract them study at IBS?**

I think this is a very good thing. Because within the strategic plan of Noorderpoort we also indicated that we would like to strive for an international experience and encourage our students as well to focus their career internationally. So I think this is great!

- **What do you think about creating an exchange partnership network with colleges in Ireland & England?**

For the same reason, it is also a very good idea. If you look at exchange of knowledge, not only internationalization of students but internationalization knowledge within the staff is important. Professionalization is I think also a good widening. I know that many trips have been made abroad by our staff of Noorderpoort. I'm not sure if there are long-term relationships and whether there are partnerships created by Noorderpoort.

- **Do you think that newsletters, brochures, websites, intranet, Social Media networks are effective to approach the target audience and how do you think it can be used?**

If you have are talking about intranet target group, then intranet is fine. Social Media Channels can be used both internally and externally. But if you're talking about truly international channels, you'll soon need to communicate in English. We communicate in the Netherlands in Dutch via our Social Media channels. To approach students and teachers in Ireland and England, our channels will not be really effective. Offline could be very good. Creating catalogs and newsletters in English would be a good way to inform and approach them. Social Media can be used, but there is a low level. Every school has a channel number of channels. Facebook from IBS can be used very well, maybe also an idea to create twitter and provide content in English.

**G: What would be a good method to use of these channels/materials?**

Y: I would certainly use Social Media as a reinforcement of something else. For an example, Distributing newsletters, press releases, brochures and the Social Media channels are attached to it. We are less and less busy making brochures. Offline is now becoming less and less used. First impressions are important to feel something physical and getting an impression of the school and study program through a flyer or brochure. In addition, Social Media channels would accelerate the media materials.

- **Can these channels be applied by Noorderpoort? Is it feasible? (budget, planning, rules & regulations)**

You already indicated that some channels for IBS already exist. So that means that it can be applied. The hours and budget should only be discussed in the team. Channels in English occupy for all courses being overloaded. A lot needs to be done and the target groups for other courses are actually Dutch students. It would be better if IBS only focuses on the primary and secondary target groups in English through their channels and materials.

- **When looking at the website of IBS, what are your perceptions? What would you like to change?**

Yes, I saw that. Together with a colleague of mine I wrote the texts of the courses. The texts on the website are in Dutch. The big difference between the old website and new website was that it was very interesting also had a different tone of voice. Research has been conducted on what the students actually want to know. Especially from high school (VMBO) students what they want to know. To make a good choice for an MBO study programme. They would like to know what they want and if suits them but also what Noorderpoort can provide them. Also what the study looks like and how long they are in school and what they actually learn. The students also wished to know what they can become and what work can be done. How the professional image looks and a piece of internship want to know. That it gives the students a real picture what to expect. And based on those research results, the concept of the new website is also designed. And also the training texts are built up, there is an intro text that gives general information about the occupation and education. It also tells about internships and of course whether the program also fits the student with competencies and skills. In my opinion, it is a good text because the target group for IBS are also Dutch-speaking VMBO students. Soon an English and German version of the Noorderpoort website will arrive. I assume that all courses will also be translated into these languages. Certainly for a study like IBS it would be desirable. A piece about Noorderpoort where the policies are written will be translated in English. I can imagine that teachers in Ireland and England might find it useful.

## Persuasion

- **In what way do you think that behavior and attitude might change the decisions of the target audience? Could you give some examples?**

There should be an introduction in English. What are they going to do in the Noorderpoort IBS and what do they want to do? You need to do a bit of expectation management. I think the recruitment must be offered at their own school. There is definitely an opportunity to do an exchange here at IBS Noorderpoort. We need to put have in touch with the colleges. They must inform their students and try to encourage them from their school. It must come from both sides.

- **In what way do you think creating understanding and respectful relationships are important to approach the target audience? Could you give some examples?**

I think it's very important. You must know what you are doing. You really need to scan whether we match, the primary and secondary target groups together with IBS. We need to match our study programs as well. Feelings would play less role in European countries than, for example, if we were to create an exchange with Asian countries. It's easy to create partnership with Ireland and England, our feelings and thinking are in one line. There is no language barrier so that would be good. Culture is not very far apart that would interfere with each other.

- **In what way do you think that past experience, screening of others, coaching and emotions of the target audience influence the judgments of the target audience? Could you give some examples?**

Past experience certainly. If you have been traveling or experienced exchange before, you would be more likely to go for an abroad exchange. But if you've always been in your village, you will not take that step so fast. It is always good after the first session of an exchange process to include the stories in the next campaign. Both experiences on the one hand and the other side. Expectation management can also be

implemented. To share students' experiences with potential students during publications or information days, students who have already done an exchange. On this basis, you can decide to place the second exchange session.

### **Perceptions**

- **What do you think about the corporate image & reputation of IBS? Would you recommend to improve it, why? (what is your perception/image of IBS)**
  - ✓ **Experience**
  - ✓ **Symbolism**
  - ✓ **Shared Values: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit**
  - ✓ **Logo?**
  - ✓ **Exposure to communication?**

The lemniscate is really a symbol for Noorderpoort. When you see him somewhere, you know exactly that it is for Noorderpoort and you can recognize him immediately. Every school has its own color but it is within the symbol. Within Noorderpoort, it is meant that a student can be themselves and always treat with respect. Also that you treat each other with respect. We also expect IBS students to keep up with it and also from foreign students. If you're talking about "don't's" the meaning is that each other is not in the way. Shared values of Noorderpoort are very close to the values and standards of a Dutch person.

The welcome and arrival of students within a group where they can be themselves. It is important to include employees to expand their experience and knowledge internationally. Widen yourself and fold yourself. I think these are strong points for communicating to the outside world.



- **In what way do you think that decisions of the target audience are influenced by external group factors? Other people, values, and beliefs. Group pressure why?**

Parents play a very important role. You get to deal with 18 year old or 20 year old students participating in the exchange. Most students fall back to their parents. It is important to bring the parents there but also teachers into the light. But also students or someone who has already had an exchange can share and spread their experiences. Group pressure is observed to a lesser extent. It does not affect the students when they have to decide. Confidence and self-assurance are very important when parents and teachers inform the students to go abroad. Self-confidence in any case, but trust that you can get guidance if you are in school. It is also important that the students can also fall back on Noorderpoort if they need help. MBO students need attention and you need to be ready for them when they need help. We have to help them on their way.

- **How do you think that social interaction influences the decision-making of the target audience? Why?**

Friends and classmates have less influence. Parents, relatives and teachers have more influence on students.

Behavior influence: adventurous challenges are taking place.

- **Which other factors might have an impact on the decision-making of the target audience or influence their decisions making to study at IBS?**

You must inform them well. If you do not know what you're up to, then it will not go on. If you want to invite and recruit students from abroad, you really need to work on expectations management. It is important to offer support and everything must be well arranged to accommodate the students.

- **Which elements and factors has to be taken in consideration when creating the communication plan?**

Keep an eye on what a student moves to do it. So to follow IBS. What's in it for them? Would they like that? What do you want to get out of? What do they want to seek to exchange abroad? What do we give the students to? It is the students intention to get good grades and deliver performance. You must definitely get parents and teachers in the exchange process.

### 9.3. Interview Nexus Marketing & Communication Manager Wil Hamminga

- **Can you tell me about your job function?**

I am Manager of Marketing & Communication of the whole Noorderpoort organization. My tasks are to direct the team within Noorderpoort and we focus on information, recruitment and internal communication, webcare, Social Media monitors and everything.

- **How long have you been working for Noorderpoort College?**

I work from 2009 at Noorderpoort. That's almost 9 years.

- **What do you think about approaching students from colleges in Ireland & England to attract them study at IBS? What do you think about creating an exchange partnership network with colleges in Ireland & England?**

I think it's good. We are going to Ireland with the team in the first week of May. I am in favor of internationalization. Learn everything and experience other experiences. Take a look at outside your own bubble. We have chosen very consciously for Ireland because we do not know how it will go with the Brexit. So the easier it is to shape the exchange also with the European grant. Perhaps also a point for you, how easy it is to do an exchange with England if they are no longer part of EU?

- **Do you think that newsletters, brochures, websites, intranet, Social Media networks are effective to approach the target audience and how do you think it can be used?**

Newsletters and brochures are mostly reference materials, because you do not make the people enthusiastic about it. Social Media could stimulate. The advantage of this is that you can make a personal report or story. Nothing is as strong as someone's personal experience to transfer it to the two target groups.. Actually face to face or something recognizable by video / image would be very effective. Very strong content in the video that could be present is about people walking around at school, thinking that this is real and it comes very close. These can be supported with a newsletter, website or brochure with information. But the trigger does not come from the newsletter.

- **Can these channels be applied by Noorderpoort? Is it feasible? (budget, planning, rules & regulations)**

We have a number of options. Every school can open a Facebook, Twitter accounts, which we help with it. They have their own channels where they can do and share their own things. It can also be on LinkedIn. If they make conscious choice they can open a channel, but if it is completely quiet then it makes no sense. We are looking forward to what you want and if you have time for, and if you are looking forward to it, we will help you. We also have Noorderpoort channels dependent on the size of the target groups. We do corporate, we do at not at local support. We also have Noorderportal intranet. Where we can focus things very well, internationalization already has a place. For students you can do newsletters, we also have narrowcasting. The screens in all schools are in control by us. There we can make things appear at those schools, such as events, meetings and important information. Schools have a part and we are part of the narrowcasting. I think it's much stronger to integrate into classes. So go to the colleges in Ireland and England and give information about IBS and Noorderpoort. So the students have an immediate

impression of the program. It is also effective to attend an Event or Open Day, Meeloopdag.

It's hard to determine how many hours and employees, budget are needed to spend on the channels, because I'm not the manager of IBS. I think you have to make it a job out of it. If you say you want to grow with something you need to make goals. The study programme must consider whether it is worth investing in. Decide how many hours should be spent and decide as a team. You should be serious about it, otherwise it will not be done seriously.

- **When looking at the website of IBS, what are your perceptions? What would you like to change?**

The website is just new. We have set up a new website together with a company that specializes in doing from the customer. A very basic principle is that all the questions that prospective students have that are well-written on the website. The basis is that we will be expanding with video and film in the coming year. So this is what the customer needs and wants. I am pleased with that. If there is a need to be an English version of the website. Is not it difficult to apply. Internal opinion is important, but we go more towards the customer. If the customer has something to say, we will do that.

### **Persuasion**

- **In what way do you think that behavior and attitude might change the decisions of the target audience? Could give some examples?**

Start knowing your target audience first. In any case, the target group of IBS chooses the education. The group who doubts to follow IBS is a much more interesting. I would zoom in on that group, why they doubt and understand them. In general, I can say that quality, job opportunity, accessibility are important criteria. Meeloopdagen are at the top of the experience and consideration. Open days are more for parents and for confirmation.

Meeloopdagen are crucial. You do not have to cut your shopping days, but you are warmly welcomed to the students. That they receive good information.

With a Meeloopdagen you can make a very big difference.

- **In what way do you think creating understanding and respectful relationships are important to approach the target audience? Could you give some examples?**

What we are trying is to build is a relationship with potential students in the selection process. I think it would be a short-term relationship. My own son did an exchange during his high school time, he was matched with a buddy and what he was going to do. Through Whatsapp and Facebook he had short contact. After the exchange was over, the relationship was diluted. For Noorderpoort, it would be good to structurally set up a system of warm and long-term contacts. How to catch the students with clear procedures. That you know what you have and how much time you need. What is important and where do the students oppose and what can we learn from it? For Noorderpoort it is a long term relationship. It takes a lot of investment to build and maintain foreign relations.

- **In what way do you think that past experience, screening of others, coaching and emotions of the target audience influence the judgments of the target audience? Could you give some examples?**

This is mouth to face advertising and it's just starts to grow. A good experience continues to tell and grow amongst the two target groups. As the first students are going to take into account expectations management. Ask help of the first exchange student of the exchange session to do something good. Evaluate at the end and ask students about their experience to improve the exchange program and improve the needs of the students.

### **Perceptions**

- **What do you think about the corporate image & reputation of IBS? Would you recommend to improve it, why? (what is your perception/image of IBS)**
  - ✓ Experience
  - ✓ Symbolism

- ✓ **Shared Values: Trust & Consideration, Secure, Safety, Care, Respect, Quality, Professionalism, Cultural Diversity, Systematic Thinking, Creativity, Commitment, team spirit**
- ✓ **Logo?**
- ✓ **Exposure to communication?**

How I look at IBS is that it's a difficult study programme because of the bilingualism. You have to go for it and be motivated to have a broad look at the world. In my image, it is a good education. Each education programme may not have its own logo. All schools are covered by the Noorderpoort Lemniscat logo. With IBS, we can discuss what their Unique Selling Point is and, if necessary, consult with student advisors and try to improve their image as they wish. But I can not say I'm far from it.

- **In what way do you think that decisions of the target audience are influenced by external group factors? Other people, values, and beliefs. Group pressure why?**

Yes, third-party people certainly affect the primary and secondary target groups when making decisions to study at IBS. Family and friends can also share their experience with students, and this will affect the decision of the students. Teachers will also influence the students. Parents will be more worried. They will think more if it's well-organized, if what's happening, what's going to cost? Parents will focus more on safety. If you are going to follow an international program, you already know that there is an international experience. Respect, trust and self-assurance are important factors that we must provide every student from school.

- **How do you think that social interaction influences the decision-making of the target audience? Why?**

Yes I think so. Experience is one of the most important things. Social interaction can be with friends, Social Media and also through Skype video calls. It would be a good idea for students of IBS to conduct a Skype interactive conversation with students in Ireland and England. Or speed dating 1 on 1. To create a social bond that affects the decision of both students to follow the exchange programme and study at IBS.

- **Which other factors might have an impact on the decision-making of the target audience or influence their decisions making to study at IBS?**

I would really deep in the audience what they want and are and what affects them and what they think is important. I have lived in England for a while. My personal experience was that I felt very much alone at first. I thought as an exchange student, they took you and went out and guided you well. English people are very friendly but also very reserved. So it took a lot of effort to really connect with the people in England. I attended an internship at the University and went to the International Student Association to have fun there. And with the English people it was very difficult to communicate. The English have quite different habits, they would not eat quickly at someone else's home.

- **Which elements and factors has to be taken in consideration when creating the communication plan?**

Analyze the target audience and compare their behavior and expectations are good to integrate in the communication plan.





## Appendix 10. Sample Size Table

Required Sample Size <sup>†</sup>								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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(Sample Size, 2017).



