

A MARKETING STRATEGY FOR INTERNATIONAL SUMMER SCHOOL

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ABSTRACT

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This subject for the study was requested by Director of Higher Education Services and Head of International Office at TAMK. A summer school could be a great way to do marketing on the expertise of TAMK in the world. That is why the suggested summer courses in summer school are chosen from the fields of strong expertise at TAMK. The summer school could offer “appetizers” to the future students who might be paying for their studies in the future. The actual target groups for summer school are not defined. There is no strategy nor permanent staff resources for a summer school at TAMK. In addition, TAMK has tried to offer summer school courses in the period 2012-2015 with no financial success. The purpose of this thesis is to give recommendations and suggestions for the marketing and development of an international summer school at TAMK. Various suggestions and guidelines for marketing management, actions, and marketing channels were used as a background for this thesis. Moreover, the information was collected from the summer school participants of two courses and from the potential customers, exchange students at TAMK. This study was carried out using a mix of quantitative and qualitative research methods where the quantitative part was done in the form of a questionnaire to the students and qualitative part was a deep interview at the University of Tampere and its summer school.

The theoretical background of the study focuses on the marketing strategy, marketing management and marketing planning. Our society is nowadays more and more digital, online and social media is very essential among marketing channels. The empirical part of the work introduces the results of the questionnaires of the students and of the deep interview at the University of Tampere as well. The last part includes recommendations and conclusions of the research findings, interviews and questionnaires and researcher's personal suggestions and recommendations. The main result is that TAMK has not done enough marketing nor resourcing. Summer schools need a responsible person for its summer school, marketing plan and strategy to make its summer school known and later profitable. Therefore, further research is required to find out the best practices in Europe and how the best summer schools in Europe actually survive and thrive financially. The researcher suggests to benchmark the Utrecht Summer School in The Netherlands as one of the best, very successful and the oldest summer school in Europe. The researcher also proposes to think carefully, if it would be possible to organise a summer school in co-operation with other universities and HEI's in the Tampere Region and in Europe. TAMK already has excellent co-operation with UTA and TUT, and a strategic partnership with the Munich University of Applied Sciences and, therefore, that could be deepened with a mutual summer school.

Key words: marketing, marketing management, marketing strategy, marketing channel, summer school, international, internationalisation, higher education

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Pirkkala, 5 November 2015

Ursula Helsky-Lehtola

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ABBREVIATIONS AND TERMS

EAIE	European Association for International Education
GE	Global Education, (Ministry of Education uses the term “Export of Expertise”)
HE	Higher Education
HEI	Higher Education Institute
MINEDU	Ministry of Education and Culture (in Finnish OKM)
TAMK	Tampere University of Applied Sciences
TUT	Tampere University of Technology
UAS	University of Applied Sciences
UNIPOLI	Network of expertise and cooperation in Tampere Region between the HEI’s (TAMK, UTA, TUT, POLAMK)
UTA	University of Tampere
Utrecht	Utrecht University, Utrecht Summer School

1 INTRODUCTION

Tampere University of Applied Sciences (TAMK) is one of the largest universities of applied sciences (UAS) in Finland with approximately 10 000 students and 780 staff members. TAMK has annual enrolment of about 2500 students in six fields of education. Furthermore, TAMK offers 17 Bachelor's degree and 15 Master's degree programmes of which some operate in English. TAMK is very international with approximately 300 foreign partner universities in 50 countries in total. In addition, TAMK offers a number of international theme weeks throughout the year, international projects and is also strong in staff and various student mobility activities. TAMK actively participates in 18 international networks and uses a whole variety of methods for teaching and learning purposes. Students of TAMK are offered lectures, on-line studying, independent study and various forms of group work. During their studies, students are also given a possibility to further improve their skills by carrying out real tasks for genuine employers. (TAMK 2015)

TAMK has an **outstanding international student satisfaction** based on the Study Portals survey done during the academic year 2013-2014. Finnish higher education received the top score in a survey made by the StudyPortals during the academic year 2013-2014. The purpose of the survey was to reveal how international students actually value the European higher education. Tampere University of Applied Sciences was ranked among the top three Finnish higher education institutions. In Finland, TAMK, Haaga-Helia University of Applied Sciences, and the University of Oulu all received the rating 'outstanding'. The University of Tampere and Tampere University of Technology were among the HEIs which were rated excellent. According to the survey, international students value the quality of the Finnish higher education as well as the services available for the students. In total, almost 7000 degree and exchange students responded to the survey. (Masters portal EU, Study portals 2014) Student feedback on both, education and international services, has given corresponding results. The high rating shows that TAMK has reached the international goals very well. The student experience is based on the education, teachers' professional skills and various services but also on the social life, surroundings, and naturally on the city of Tampere as such. TAMK has invested in the well-being and various social activities of the international students for a number of years. Moreover, TAMK has a social counsellor to support international

students in their integration in Finland whereas other universities of applied sciences do not have one. The UNIPOLI co-operation of HEIs in Tampere offers a variety of sports activities, a number of parties and a so-called friend family activity. (TAMK 2015)

There is also a plan to make a new, large, multidisciplinary and international university complex in Tampere. On 25 May in 2015 all the three universities in Tampere wrote in their press release as follows:

*“The plans for Tampere to become the home of a new, multidisciplinary university, which enjoys an international reputation and responds to the needs of society, industry and the labour market through research and education, have taken a step forward. Boards of Tampere University of Applied Sciences, Tampere University of Technology and the University of Tampere decided on Monday, 25 May, to **continue the process towards the establishment of a new university in Tampere**. The goal of the three HEIs is to **create an inspiring and internationally attractive university** that is built on a solid foundation of scientific and technological expertise. The new university would bring together a unique combination of research in the fields of technology, health, society, economy and leadership along with the full cycle of research, development and innovation. The schedule of the Tampere3 process depends on the progress of amendments to current legislation and the available financial resources. The Vice Presidents have estimated that the new university may realistically be expected to start its operations in 2019 at the earliest, provided that the necessary legislative changes are completed before the end of 2016. The Chairmen of the Boards are pleased that the three HEIs have now set themselves a clear goal.” (TAMK 2015)*

1.1 Background on the topic

TAMK has not done any benchmarking or research on international summer schools in Finland or in Europe. Still TAMK has already offered courses in 2013-2015 in the form of a summer school, some of them together with the other universities in Tampere as UNIPOLI co-operation. As a consequence, there could be a lot of potential in the summer season as TAMK has a number of premises empty and some teachers are also willing to work in the summer period.

Furthermore, there is some pressure from the Ministry of Education and Culture to offer international summer courses in the Bachelor and Master’s levels in Finland as

internationalisation is a central strategic goal of the Finnish higher education institutions.

“An international evaluation team set by the Finnish Higher Education Evaluation Council has published its report on international degree programmes (IDP) in Finland. The evaluation team finds that internationalisation has been taken as a serious objective in all strategies of the Finnish HEIs.” (Minister of Education 2013)

Summer schools could be seen as a gateway for TAMK. In order to get foreign and Finnish students in the summer to study at TAMK, a research on and identification of the customer needs is very crucial. The researcher is personally interested in international and commercial business in the field of higher education. As a matter of fact, there is no strategy for international activities nor a marketing strategy. TAMK has the upper strategy, but not a separate strategy for internationalisation, however, internationality is mentioned in the strategy. There are international activities at TAMK in various units, but the strategy-level co-ordination and responsibility is missing.

According to a neutral and professional **International Advisory Board**, TAMK needs to improve internationalisation. In 2014, the management group of TAMK founded an International Advisory Board and invited Business Consultant Kaarina Koskenalusta from the United States, Professor Dr Heinz Ziegler from Germany, Professor Dr Howard Jacobs from the University of Helsinki, and Chief Technology Officer Matti Sommarberg from Cargotec Corporation to become the members of this board. The main task of the advisory board is to support the internationalization strategy by deploying its collective expertise and insights. (TAMK 2015)

1.2 Structure of the thesis

In chapter 1 the researcher explains the background of the topic, purpose and scope and structure of the thesis. Besides these items, the strategy of TAMK is also explained in chapter one.

Chapter 2 focuses on Internationality in higher education (HE) and summer schools. The perspective to internationalism, the idea of international TAMK and international summer schools in Europe are explained. The researcher further explains the need for summer schools in Finland.

Chapter 3 explains the methodology, the research problem, research objective and the research question as well as the data collection and data analysis for their part.

Chapter 4 shows the theories and the former research about marketing management, marketing strategy and marketing planning, which create the scientific foundation of the thesis. In chapter 4 the researcher makes the applied analysis on the current situation at TAMK and summer school with the help of a SWOT analysis and a Porter´s Five analysis. In addition, the issues of various marketing channels, special features of services marketing and social media marketing are taken into consideration.

In Chapter 5 the researcher focuses on the empirical research, explains the research method, shows the results of various target groups (customers of two summer school courses) and potential customers. The results of the one-to-one interview of the University of Tampere and its summer school are introduced in this chapter as well.

Chapter 6 gives recommendations and conclusions to TAMK and its international summer school. The recommendations are based on the answers of the questionnaire to the customers of summer school in the summer 2015 and potential customers (exchange students of TAMK). Included are also recommendations and conclusions based on the interview at UTA. They successfully organised a summer school in 2015 for the very first time. The researcher also gives recommendations for the marketing and marketing channels and gives guidelines for the future international summer school activities. Some of the recommendations could be expanded into other international activities at TAMK and in the Tampere Region. Equally, some of the recommendations are based on the researcher´s own suggestions, own ideas and the information from other sources, internet pages, the press and the media. Finally, a proposal for some local and international co-operation is given as well as a proposal for some further research.

1.3 Purpose and scope of the thesis

The purpose of this thesis is to give information and provide some tools, a frame and recommendations for the marketing and implementation of an international summer school at TAMK, marketing channel and social media choices, duration and timing, study methods, pricing, content of the courses, resourcing and some other ideas. The study aim is to help TAMK to develop a profitable summer school and use summer schools as a marketing gateway of the wide array of education offered at TAMK. This frame and recommendations can also be used for some other international education and sales purposes in the field of higher education.

1.4 Strategy at TAMK and about strategy

Kamensky writes about strategy in a book of strategic leadership and management. Strategy is needed because of competition and competitors in the market. Strategy as a word originates from a Greek word “strategos”, which actually means leadership and management of war. A company needs a strategy to control and lead the environment. The main focus in strategy is in the future. How does the company make sure that it will success and can make results in the future? Strategy is about finding the most important and essential issues for our company. Strategy demands the ability to make viewpoints of a very large mass. In addition, strategy requires the ability to think abstract, but besides that, the final strategies should actually be extremely concrete and practical. Strategy provides answers to the questions WHY? and WHAT?, the operative action gives answers to the question HOW? The contents of the strategy is always a matter of observation level and perspective. The purpose of strategy is to provide tools to differentiate from the competitors. Making strategy requires the ability and the courage to select from various good options and to say no to many good things. Strategy is a constant development process, not one single project. The recognition of facts is crucial in the strategy work. (Kamensky 2006, 19-28)

Authors Reeves, Love and Tillmanns wrote in their article that they found a lack of a systematic way in management to make a strategy for a strategy. The authors speak about **critical factors in strategic styles**, which you should understand:

A) predictability and B) malleability. They also introduce four (4) different strategic styles, which are: 1) classical, 2) adaptive, 3) shaping and 4) visionary. Even though a company has its main strategic style, it might need to change this while moving into another stage at its lifecycle. (Reeves & Love & Tillmanns 2012)

Michael Porter (1996) wrote in his article “*What is Strategy?*” in Harvard Business Review that operational effectiveness can be seen as performing activities better and faster than the competitors. Constant improvements are needed in operations and effectiveness in order to achieve the best possible profitability. The more companies do benchmarking, the more competitive convergence they have. Strategic positioning is important to perform better and in a different way than the competitors or perform similar activities in another way. Strategic positions can be based on customer’s needs and accessibility or on the variety of the services or products. Porter (1996) writes:

The main principles in strategic position are:

- 1) Strategy is the creation of a unique and valuable position, involving a different set of activities.
- 2) Strategy requires you to make trade-offs in competing – to choose what not to do.
- 3) Strategy involves creating “fit” among the activities of a company.

Employees definitely need guidance in how they can actually deepen a strategic position rather than broaden or compromise it. Clearly, strategy and leadership are inextricably linked.

Commonly the threats to strategy are seen to emanate from outside, because of changes in technology or the behavior of competitors. Although external changes can be the problem, the greater threat to strategy often comes from within. (Porter, M. 1996)

According to the internet pages of TAMK, the strategy of TAMK directly quoted is:

TAMK strategy

Vision 2020

TAMK is the leading UAS in Finland for global education.

Mission:

Our strong orientation towards working life ensures the best learning possibilities for our students. Furthermore, we are involved in research, development and innovation which specifically target the development needs of working life.

Values:

a sense of community
respect for the individual and individual differences
sustainable development
appreciation of expertise and entrepreneurship

Our **development themes** related to all operations are:

future expertise and learning
customer relations and partnerships
successful focus areas
internationalization

We have outstanding expertise in our **four (4) focus areas**:

1. new operational models for health care and social services
2. intelligent machines and smart devices
3. energy-efficient and healthy buildings
4. entrepreneurship and innovative business

The profile of TAMK is a multidisciplinary and international university of applied sciences which focuses on promoting well-being and health, business and production, together with learning and creativity.
(TAMK 2015)

2 INTERNATIONALITY IN HIGHER EDUCATION AND SUMMER SCHOOLS

2.1 International TAMK

TAMK has no specified internationalisation strategy as was already earlier mentioned. The vision of TAMK, however, is that TAMK will be the leading UAS in Finland for global education in 2020. The executive group of TAMK has updated an internal report by request of the International Advisory Board (experts with extensive experience in internationalism, international competence and business and international research). The internal report dating from June 2015 collects all the international activities at TAMK. TAMK top management, the executive group has updated the strategy for 2015-2020 and consequently internationalisation is one of the three development themes. TAMK is in the process of defining the implementation plan for the strategy. This process was not yet completed in September 2015 when the researcher was checking the current status from the Head of Higher Education Services. According to the internal report, here is a direct quotation for the needed actions in the near future:

TAMK will emphasize the following actions:

1. TAMK will **expand global education** and deepen the international networking. Implementation will continue in the field of global education.
2. Strategic partner will be found for the School of Health Care.
3. More TAMK **staff** will be involved **in the international network**.
4. TAMK will **increase education possibilities in English**, strengthen internationalisation of education and **international Research & Development & Innovation**.
 - Tampere summer school will be branded.
 - International master level programme will be introduced in the field of health care.
 - 30 credits in English will be included in every degree programme and most of these courses will be held together with our international partners.
 - Joint R&D&I projects together with the University of Tampere and Tampere University of Technology.
 - Expanding the global education is important.
(TAMK 2015)

The global education at TAMK refers to all the education paid by foreign or

international customers. To be clear, the degree studies, the education offered for free, with no tuition fees in Tampere is not included in the term 'global education'. TAMK Global Education is responsible for the international commercial education services of TAMK worldwide. Moreover, TAMK has been operating in global education since 2011. At the moment the Global Education (GE) team consists of three people. In 2014, the turnover was nearly 300.000 euros. GE's customers are mainly private and public Universities, Institutions and Governmental bodies. GE's main successful market areas are in Latin-America, Brazil and in the Gulf area United Arab Emirates and Oman. Besides this, separate single business deals have been closed in some other countries. (TAMK 2015)

A new business opportunity seems to be legalized in Finland by the end of the decade in case degree programmes sold for individuals outside the EU/ETA area will be accepted as it seems to happen. In that case, TAMK has to start producing tailored courses for institutional customers as degree programmes or parts of them to attract also private customers to participate. Furthermore, they will require changes in all our internal service processes or they at least need to be checked from the paying customer's point of view. (TAMK 2015)

The approved budget of TAMK for the year 2015 for internationalisation is as follows (total 67.5 M€): International Services for exchange (students and staff), Summer Schools and other education-specific activities, 1.9 M€ (2.8 %) and Global Education, 0.8 M€ (1.3 %). (TAMK 2015)

TAMK, Tampere University of Technology (TUT), the University of Tampere (UTA), and Police University College (POLAMK) jointly create a dynamic and regionally as well as globally connected network of expertise and co-operation channel called UNIPOLI. The UNIPOLI collaboration focuses on five strategic areas which are education, internationalisation, research, development and support services. Especially the collaboration of this network in international matters has many functionalities. UNIPOLI offers cross-institutional studying opportunities for incoming students, which means that a foreign student of TAMK can select courses taught in English also from the other UNIPOLI universities. There is also a broad variety of services for international students, such as a Friend Family Programme and a Mentoring Programme. (TAMK 2015)

Some feedback on the internationalisation and good indicators:

TAMK is rated good in three of the indicators: 1. Student mobility, 2. Foreign language Bachelor programmes and 3. Foreign language Master programmes. However, it is seen as a weakness that TAMK actually does not have international staff nor international joint publications with other universities or research institutes. One reason for few international joint publications is that TAMK does not have doctorate degrees and the R&D projects of TAMK are mainly local. (TAMK 2015)

International TAMK on internet pages

When the researcher checked the internet pages, www.tamk.fi, in English and looked for International TAMK, she found the following in the beginning of the page menu under “About TAMK”: *“The international dimension of TAMK's operations is one of the elements that strengthens the appeal and competitiveness of the Tampere region. Investigate our international operations in all their variety!”*

Following headlines were available on the internet pages in September 2015: “awards and labels, research and development, outgoing student and trainee exchange, studies in English and exchanges, networks, teacher and staff exchange, global education, exchange partners, more information and contacts”. Under a headline: “**Studies in English and exchanges**” – there are following subtitles: “degrees and extension studies, summer schools, student exchange, trainee exchange, double and joint degrees, student recruitment events”. (TAMK 2015)

Under the smaller title of summer school appears the following text and all the available courses explained.

“Do you want to experience the Finnish white nights, get to know people from various countries, and learn something new about your own field and Finland? If you are a BA student or an MA student, you can join one of TAMK's Summer Schools! See the [video](#) on the experiences of past summer school participants and discover the many reasons why you should come to Tampere this summer!”

On the left side of the page, there are following titles: “Bachelor’s Degrees, Master’s Degrees, Vocational Teacher Education, Extension Studies, Open University of Applied Sciences, Exchanges and Double and Joint Degrees, Summer Schools, Studying at TAMK, Services for Students, For New Degree Students, Student Experiences. “ (TAMK 30.8.2015)

TAMK has offered summer schools since 2013. TAMK’s summer schools offer an intensive overview to the Finnish society and various courses with combination of

active learning and fun. In the summer 2014, 50 students from 16 countries attended TAMK's summer school. Moreover, Finland and Tampere seem to be fascinating especially for Asian students. For example, students from Japan are interested in Finnish nature, silence, the Moomins and in our location between the East and the West. In the summer 2015 there were five courses available, out of which two courses were conducted.

TAMK also has many other international groups and annual guests, out of whom all (minimum) 1-day visitors are collected to the statistics for TAMK and CIMO. (Centre for International Mobility, CIMO is an expert organisation providing services on international mobility and co-operation.)

TAMK's mobility numbers in student and staff exchange are one of the highest among universities of applied sciences in Finland at the moment. TAMK had 91 (Bachelor level, young) +2 (Bachelor level, adult) +3 (Master level) international students as new foreign students in 2013. Furthermore, in 2013, all foreign students at TAMK consisted of 284 Bachelor (young) students, 6 Bachelor adult students, 3 Master students; in total all the foreign students 293 students. Student and trainee mobility (over 3 months) in 2014 was as follows: from TAMK/Finland to abroad 120 trainees, 250 students from TAMK/Finland to abroad, from abroad to TAMK/Finland trainees 51, together all from abroad to TAMK/Finland arrived 196 foreigners. (TAMK 2015)

As regards short mobility (less than 3 months), TAMK had the following statistics in 2014: Students going abroad from TAMK/Finland 603, students from abroad to TAMK/Finland 167. In teacher and staff mobility the 2014 statistics shows the following: 2 long exchanges from TAMK/Finland to abroad, from TAMK/Finland to abroad short exchange (mostly 1 week) 515 (highest number of all the Universities of Applied Sciences in Finland in 2014), 0 from abroad to Finland a long exchange, from abroad to TAMK/Finland short exchange 262. (TAMK 2015)

2.2 Internationality in Higher Education in Finland

The Finnish government has expressed their interest to have the 3rd semester in the Finnish universities in summertime. Therefore, there is tuition available in all the Finnish universities and universities of applied sciences for the summer period as well. In 2014, the total of 8000 credit notes were gathered, which equals 40 degrees of higher education. (Helsingin Sanomat, 14.06.2015)

There is a Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 made by the Ministry of Education. (Ministry of Education 2009)

According to our former Minister of Education and Science, Ms. Henna Virkkunen, in the internationality strategy in 2009, investment in knowledge and competence is the sustainable core of Finland's success and country strategy. Finland scores very high in various international comparisons and evaluations and this shows that a high-quality education and research system is providing Finland with a significant strength and a competitive edge. The significance of higher education institutions is especially important in a globally operating environment. **Finland is an active player in the European higher education and research co-operation; but, however, several studies show that the fact of scarcity of internationality is one of the weaknesses** in the Finnish higher education and in the research and innovation system. Too few foreign students, researchers and teachers choose to come to Finland and, therefore, Finland is getting too little foreign research or development funding. Finland is apparently not attractive enough as a work environment for the industrial production, high tech and top experts. The goal of Finland is to attract foreign experts and research funding to Finland, and to make a breakthrough in educational exports, which Finland obviously needs at this very moment. In addition, there is a need to improve the status of immigrants and develop service structures. Finland needs creative and innovative individuals for success. The higher education reform gives higher education institutions a huge responsibility and operational freedom. (Ministry of Education 2009)

Below a direct quotation from our former Minister of Education Henna Virkkunen:

“The higher education institution internationalisation strategy is strongly linked to the wide-ranging reform of higher education and public research launched by the government started in the spring 2007. The most important projects include **reform of the universities, amendment of the Polytechnics Act, structural development of higher education institutions, the national innovation strategy, the national research infrastructure policy and the four-tier researcher career system.** Changes that have taken place in the operating environment necessitate promotion of internationalisation development and the increase and allocation of resources to areas that are central to the development and profiling of higher education institutions.

The aim of the **higher education institution internationalisation strategy** is to deal with the international dimension of government reforms pertaining to the higher education system and to launch other measures that support and supplement the development policies. **The aim is to create an internationally strong and attractive higher education institution and research community in Finland** that promotes the ability to function in an open international environment, supports the balanced development of a multicultural society and participates actively in solving global problems.” (Minister of Education 2009)

2.3 International students in Finland

According to Helsingin Sanomat magazine, **Finland was first in the comparison of European universities and higher education institutions** when international students evaluated their stay with the scale 1-10. This study was done by StudyPortals in the academic year 2013–2014. StudyPortals is an international company, which focuses on marketing work for education. They have information about 1450 HEI’s and over 35 000 study programmes. In the satisfaction research almost 7 000 students gave over 16 000 comments on the internet about their studies abroad. Answers were given by both degree and exchange students. From the Finnish HEI’s there were approximately 600 comments collected from 270 students, mostly originating from other European countries and who had stayed less than a year in Finland. Finland scored 9.2, then came Sweden and Denmark with the score 9.1. The international students appreciated especially the quality level of teaching and staff and the services organised for foreigners. Also the high quality academic requirements and social life got recognition. Besides this, 12 Finnish HEI’s got excellent grades. The best score was received by Haaga-Helia, Oulu University the second and **the third Tampere University of Applied Sciences.** (Helsingin Sanomat, 2014, translated by researcher.)

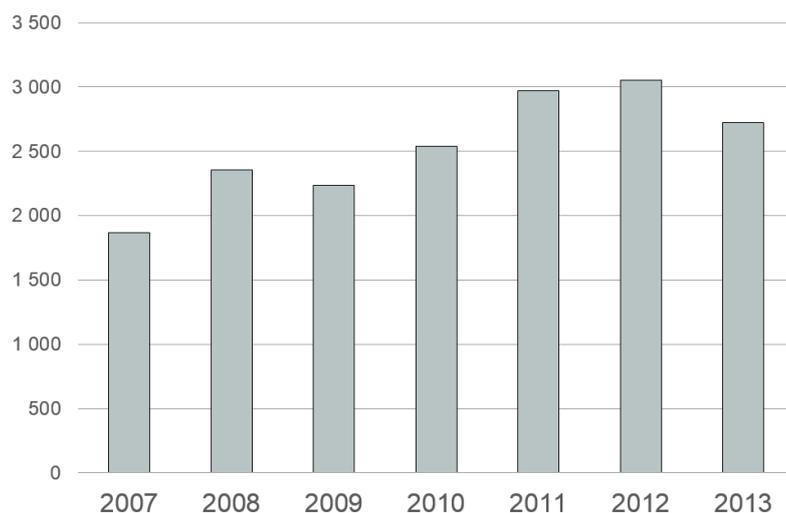


FIGURE 1. New foreign students of all Universities of Applied Sciences in Finland. (Opetushallinnon tilastopalvelu 2015)

According to Ms Minna Martikainen, Vice President of Hanken University, Finnish universities should **focus on major export countries towards Finland**, when selecting foreign students to the Finnish universities. This would enable the possibility to annually educate thousands of top experts to directly meet the needs of the companies. The most important export countries to Finland are now Germany, Russia, Sweden, The Netherlands, China and the USA. Germany, Sweden and Russia have been for a relatively long time among the top 3 of the Finnish export countries. The cultural background of the foreign students and knowledge combined with the Finnish business life is a neglected opportunity and waste. Companies, universities and the HEI's should integrate better to make this actually happen. This could fasten the global competitiveness and also secure the constant renewal of the companies in the global market. (Talouselämä 15.10.2015)

A small nation, such as Finland, needs foreign trade in order to prosper economically. Finland has always had strong export statistics, but since 2011, however, the Finnish export has been in deficit. A rather new and an essential aspect is that the most important export countries are scattered globally, in other words very widely, in very different kinds of cultures. About 20-30 years ago, the export countries were located in Europe. A new model could be realized, together with universities and the other HEI's and companies to add more studies in technology and economics and co-operation with

the companies. The **HEI's should plan their study courses together with the exporting companies.** Their students could solve company cases and, as they proceed, do traineeships in the companies for their direct needs. This is already done to some extent, but definitely needs to be increased. (Talouselämä 15.10.2015)

The competitiveness of Finland weakens and the cost level should be lowered, but the carried actions do not influence the economy that quickly. Totally new course of actions and idea models are needed to further develop the Finnish economy. **Finland needs to open up to the global world** and not to turn inwards with its domestic policy. Finland needs to educate international experts and also integrate them to the business life more effectively than currently is happening. The Finnish education system is highly appreciated and internationally seen to be of high quality. According to Professor of Management Accounting and Vice President Martikainen from Hanken University, **the integration of the international and foreign students requires multicultural values and their appreciation** in Finland. (Talouselämä 15.10.2015)

2.4 International Summer Schools in Finland

As a matter of fact, Finland does not have a long history in organising summer schools. According to Torenbeek & Meurs (2012), the idea of summer schools first came from the United States to Europe. The Finns, however, do have a long background in having a relatively long summer holiday as young people were needed to work in agricultural areas in the summer periods. These days there are unfortunately not that many summer jobs available for students, so it would be a very good idea to promote studies during the summer, too. According to Statistics Finland's Education Statistics, employment among students decreased by two percentage points in 2013 from the previous year. Slightly more than half of the students were actually employed during their studies. Since 2004, this group was actually the highest in 2008 when nearly six out of ten students were employed during their studies. Most commonly, they were working with areas connected to their university and polytechnic studies. Employment of students during studies varied by field of education. (Statistics Finland 2015)

The Ministry of Education and Culture expects to have more opportunities for students and in all HEI's to study during the summer season. Some of the studies could be independent studies, but also various possibilities through open university, digital studies, laboratory work, summer school, summer exams etc. There is a great amount of demand for the summer studies as the economic depression affects the employment situation among young people. Consequently, the use of the latest technology should be taken more into consideration in promoting the summer studies. Some obstacles for this development are, for example, the long holiday culture among teachers in Finland, insufficient human resources, insufficient co-operation between the HEI's, rather poor communication about the summer studies etc. (Ministry of Education 2015)

A common portal for studying countrywide in the summer schools in Finland was easily found with a google search and with the search words "summer school Finland". The common portal "study in Finland" <http://www.studyinfinland.fi/> is kept up by the Centre for International Mobility (CIMO) in Helsinki. These internet pages explain and provide information about the Finnish education system, about summer schools, their target groups, and who, when and how a foreign student can actually apply etc. They explain that these summer schools are meant for students and researchers who already have been enrolled in the higher education (HE). All the HEI's offering summer schools are also mentioned on the CIMO internet pages. (Study in Finland 2015)

The Ministry of Education and Culture has requested the universities and the universities of applied sciences to report and estimate their needs for development, benefits and disadvantages for the HE studies throughout the year and especially in the summer period and/or together with Summer University or Virtual University. (Jyväskylä University 2015)

The Ministry of Education and Culture decided in January 2014 to start a project of full year round studies in the HEI's utilising especially digital learning environments and versatile study methods. (Valtioneuvosto, Rakenneohjelman eteneminen. 2015)

Searching "TAMK summer school" in Google, the search engine did not find TAMK summer school in the winter semester 2015. When searching in google on the 3rd

September 2015, google did find the last summer school of TAMK. The only Finnish university, which was found in Google search with “summer school Finland” search in the winter 2015 was LUT (Lappeenranta University of Technology). The Youtube channel in social media and internet did not find TAMK summer school in winter either. On the 3rd September 2015 the researcher found in youtube a one single video of the TAMK summer school from the summer 2014. With the search words in youtube “summer school Tampere”, there was nothing to be found on the 3rd September 2015. With the search words “summer school Finland” on the 3rd September 2015, the first three videos are from Lappeenranta (LUT) and among the 20 first videos there was nothing to be found about Tampere nor about TAMK or UTA. Facebook offers, however, an open page to follow the activities of the UTA summer school. The University of Tampere UTA Summer School has been very active since the beginning of the year 2015. TAMK has made separate Facebook (closed) groups for various courses and to give tasks or to upload photos and some introductions. UTA also had an Instagram account for the visual marketing of their summer school. UTA had much more material online than TAMK during the application period for the summer schools in the spring 2015.

Dowries & Nunes (2013) write in their article that more and more education and studying goes to internet and is available online, but public institutions have invested still very little in the new technology. They are, therefore, not following the latest developments nor showing the first steps. There are also more players in the education field nowadays, both public-funded and private, global and local at different levels of quality. (Dowries & Nunes 2013)

2.5 International Summer Schools in Europe

Institutions of higher education could see summer schools as a key to strengthen their international activities and their competitiveness. **Summer schools require a very different approach compared to the regular courses and programmes** during the academic year. There are many types of summer schools in Europe as there are different institutions of higher education. The researcher is here focusing only and entirely on the summer schools in the higher education. Target groups for a summer school might be

the already existing university students or other target groups. The structure of summer school also varies from one programme to a number of programmes, to own students and/or international students. The majority of summer schools also organise social programme, including various events and visits, parties, touristic sightseeing – the range is very wide. The original idea of summer schools comes from the USA, where they have a great amount of various types of summer schools. Summer schools are not so well-established in Europe (non-English speakers) as they are in the English speaking countries in general. Summer schools reflect to the needs of students as they offer a possibility to stay abroad and students can mostly profit from new, international experience and earn study credits at the same time. (Torenbeek, J & Meurs, I. 2012, 6-15)

Why to set up a summer school? They can offer a solution to some problems and response to challenges in Europe. There are, in fact, lots of benefits in organising a summer school, which are explained in this chapter. Both parties benefit, the school and the individual students. Summer schools can be beneficial to the university's **international profile and the internationalisation strategy**. Most universities believe that summer schools help the university's profile and **reputation** internationally. Summer schools could be seen as an invitation to international partners to establish partnerships and relationships. Summer schools can also be seen as **kick-start to new co-operation** with a new exchange partner with the university. Summer school programmes could be used to **attract new students** to the university or prepare them for the coming academic year. Moreover, summer schools can **positively contribute** to the university's **financial situation** both directly and indirectly. Summer schools can **prevent school drop-outs** as summer schools could offer so-called “catch-up” education as the students are facing an increasing pressure factor to **graduate on time** and, therefore, summer schools offer the possibility to achieve extra course credits. (Torenbeek, J & Meurs, I. 2012, 12-17)

The Planning Process of a summer school consists of **overlapping cycles**. Torenbeek & Meurs recommend to be prepared to have at least 12 months, but preferably 18 months for the planning. The overlap between the cycles depends on the organisational model and some other factors, too. You need to generate the content (curriculum and

producing the courses), produce and distribute marketing material, and properly manage the student administration (applications, enrolments and payments). You need to decide the approach and the needed schedule or the time grid. In addition, “A course leader handbook” is highly recommended. (Torenbeek, J & Meurs, I. 2012, 25-26)

The most important stakeholders are the students themselves, but their parents play an important role as well. Together they form a very important stakeholder group. The majority of the European summer school students look for a combination of study and holiday. Nowadays almost all the students also want to get **credits from their summer studies** (ECTS European Credit Transfer and Accumulation System). All students wish to have a social aspect and social programme in the summer school, regardless of nationality, culture or background. One major attraction of the summer school is the mixture of cultures, different customs and traditions. Therefore, the social programme should be extremely varied, which includes sports, elements of the local culture, sightseeing, and parties. There seems to be a clear difference between the target groups and in the subjects and contents the students wish to study. For example, Art History is very popular among the American and European students, whereas Business and Commerce is popular among the Asian and East-European students. Also the courses of European Studies have always been interesting among the students from the non-European countries. (Torenbeek, J & Meurs, I. 2012, 34-36)

It is extremely important to have a clear **organisational model** for the summer school. The programming, the timetable and the structure of the days should look the same for all students. The summer school staff, both academic and administrative, need special skills to make the summer school successful. Torenbeek & Meurs apply the very same principles to summer schools than the international office staff. **Team spirit, flexibility, and an open mind** are crucial for the summer school office. The summer school must have a director, a person in charge. He or she must be creative and be personally involved in the educational programme. **Director** might be the facilitator and co-ordinator or have a direct hands-on role. This demands also tact and perseverance. Director obviously needs to be excellent in networking, inside the institution and abroad. He or she needs to maintain the contact with the faculty directors and other departments to organise catering, accommodation, facilities etc. The director must have leadership, coaching and encouragement skills. There are naturally various other skills

needed as well, such as language skills, but those ones mentioned above are the most crucial according to the writers. Other people working for the summer school office must be **team players**, actual team members. The staff needs to be flexible as the tasks are **seasonal** and demand a different level of attention at different times of the year. The staff needs to be highly trained, professional and extremely versatile people with a high level of intellect and initiative. Another absolute demand is their high level of English and ideally some other language skills, too. Summer schools also need a specialist, the **web designer**. Most of the communication of summer schools purely depends on the website. (Torenbeek, J & Meurs, I. 2012, 49, 54- 57)

3 RESEARCH PROBLEM AND METHODOLOGY

3.1 Research objective and research questions

There was no previous research done on the summer schools at TAMK. So, for that matter, there is a clear need for this kind of research. As the researcher is personally interested in international issues and has various international work experience from Finland and from other European countries, and currently works in the Administration and Event Services at TAMK, as a part of the Higher Education Services at TAMK, this research ordered from the researcher was possible. The researcher also easily found out when talking to the people of the International Office and some international teachers and also while looking for information on the intranet that there actually are no defined target groups for a summer school at TAMK nor a strategy, and as regards marketing material, only web pages and one postcard available.

Research problem and research question is:

1. Why TAMK has not attracted students to the international summer school?

- **What are the marketing channels in 2015 and how could TAMK improve its marketing activities for a summer school?**
- **What are the target groups at TAMK and their needs for a summer school?**
- **What is a TAMK-specific strategy and current situation for a summer school?**
- **What do the international students wish for?**

3.2 Research methodology

A quantitative approach is meant for developing knowledge, thinking of cause and effect using specific variables and hypotheses and questions, using measurement and observation, and testing theories and to collect sufficient statistical data. A qualitative approach consists of meanings of individual experiences, and it can use narratives,

various phenomena, ethnographies and case studies. A mixed methods approach refers to the researcher discussing his or her knowledge claims, for example, consequence-oriented or problem-based. The data collection is based on numeric and text information and could include some interviews as well. (Creswell. 2003)

The research methodology used here is a mixed method of quantitative and qualitative research methods, the emphasis being on the quantitative by using a questionnaire with 10-11 questions. This questionnaire has both open questions and numeric and measurable questions. The researcher collected data from both executed summer schools (17+21 answers) of TAMK in August 2015 using a questionnaire. In addition, the researcher collected data in the questionnaire from the potential customers, incoming exchange students (39 answers) of TAMK in August 2015. The researcher conducted one deep interview with the course coordinator, project secretary of the University of Tampere (UTA) as a reference. UTA managed to organise and complete 10 courses in total of the 12 courses first offered for the first year they organised a summer school. The researcher got some information TAMK now has available from two summers earlier, when TAMK piloted the summer school without benchmarking. The researcher collected the marketing data also from various sources of literature and from the internet and via various social media channels, such as Google, Youtube, LinkedIn and Facebook.

According to Crotty (1998) in Creswell's (2003) article about research design, the following things should be asked when designing a research proposal:

1. What theory of knowledge informs the research?
2. What theoretical perspective is behind the methodology?
3. What strategy or plan of action links methods to the outcomes?
4. What techniques and procedures should be used?

Crotty's model (1998) brings more questions to mind: What knowledge claims are made by the researcher? What strategies of inquiry will inform the procedures? What methods of data collection and analysis will be used? (Cresswell, J. 2003, 4-5)

Elements of Inquiry

Alternative Knowledge Claims

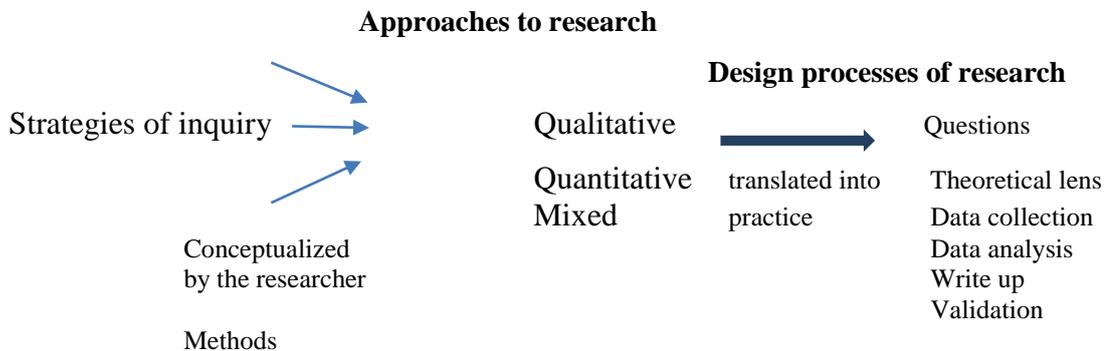


FIGURE 2. Knowledge Claims, Strategies of Inquiries and Methods leading to Approaches and the Design Process. (Crotty, 1998, in Creswell’s article 2003, 5. Figure made by the researcher. 2015)

3.2.1 Mixed research method

Researchers nowadays use both quantitative and qualitative data and methods to answer the research questions. The combination, mixed method includes the collection of the data, analysis, and integration to the study. “Multimethods” term can be used for mixing of methods or combining the quantitative and qualitative methods. Researchers can combine numerical data from the quantitative and qualitative data, which contains words and pictures. (Hesse-Biber, S.N. 2010, 1-6)

Why to use then the mixed method? There are several explanations and reasons to use the mixed methods according to Hesse-Biber (2010). Triangulation means the use of more than one method in the same research problem to enhance the credibility of the research findings is one reason. Triangulation enriches the conclusions. Secondly the complementarity allows to gain a better understanding of the problem or of the result. Complementarity has proven useful in many research studies according to Yauch and Steudel (2003). Thirdly mixed method can help the researcher for the total understanding of the problem. The mixed methods often aid in development of a research project. As a fourth initiation, new findings may raise more questions or contradictions, which may need initiating a new research. New insights to existing

theories or on the phenomenon may rise. Fifth reason can be expansion, extend the range of the inquiry into new or modified research questions. (Hesse-Biber, S.N. 2010)

Researchers have found out that positive power and synergy is in using both methods to complement the research findings and outcomes. There is the possibility of cross- checking, when working with both methods, quantitative and qualitative and getting the “hard data” and statistics of the quantitative method and narrative understanding of the qualitative data. (Hesse-Biber, S.N. 2010, 85-87)

In qualitative research, interviews are used. Individual and group interviews bring a great amount of different kinds of material. It does not actually mean that one method would be better or worse than some other method. The questions are important. Qualitative research is very rich, has many layers and is complex. The interview can be structured or non-structured. (Alasuutari, P. 1999, 32-53)

You can become a researcher only by practicing a research work, you cannot learn it by reading. Research work is like working as a project manager - there is a process, ideas, gathered data, a customer, a schedule, a planning phase, a testing phase, a practical phase, a completing phase, an obvious need for organized, clear and honest way to work. (Davies, M. 2007, 17-18)

3.2.2 Data collection and analysis

The quantitative research has two different kinds of approaches: survey research and experimental research. Both survey and experimental research needs careful planning, understanding the techniques, disciplined data-gathering and skills to interpret the data. There are four stages of research:

1. The planning stage,
2. The data collection stage,
3. The data analysis stage,
4. The write-up stage.

The data analysis should be taken into consideration from the very beginning for the proper planning of a research project. The researcher needs to be sure that the collected data is appropriate to the key variables. The key variables could be: age, gender, social class, ethnic identity, religion. In a research project, the researcher defines the purpose of the interview. There are several kinds of interview types. The qualitative research method consists of various kinds of data collection methods, such as case study, explorations, action research, group discussion, customer feedback etc. A focused interview could be a good starting point for an inexperienced researcher. (Davies, M. 2007, 51, 82-88)

The questionnaire meant for the summer school students and exchange students was planned and corrected in July-August 2015. Data was collected on 11 August 2015 (summer school students) and on 21 August 2015 (potential students, exchange students). The deep interview with the co-ordinator (project secretary) of the summer school at the Tampere University (UTA) was conducted on 1st September 2015. The interview at UTA was a deep interview face-to-face, which took 90 minutes in total. The questions to the UTA summer school co-ordinator are presented in the appendix number 2.

There were 10 questions to the students of the summer school courses and 11 questions to the potential customers, new (incoming) exchange students of TAMK. The questions are presented in the appendix number 1. The researcher transferred and analysed the data of the questionnaires in the Excel and PowerPoint programmes in order to make the numeric and graphical data visible.

3.2.3 Ethics and validity of the research

All along the project cycle, the researcher must be aware of the ethical issues. This means that the researcher needs to ethically handle the information, people, interviews and data of the research in a correct way. For example, handling patient-specific information in health research is strictly controlled due to the ethical issues. Some universities have an Ethics Committee, which approves the research proposals of researchers. (Davies, M. 2007, 44-45)

In all research, the validity relates to the question of whether the end-results or the analysis are accurate representations of the reality that you claim in the research.

(Davies, M. 2007)

Validity means: The quality of being logically or factually sound; soundness or cogency: *one might question the validity of our data* (Oxford Advanced Learner's Dictionary 2015)

There are different types of validity: 1) face validity, 2) construct validity, 3) criterion-related validity, 4) formative validity and 5) sampling validity. Validity refers to how well a test measures what it is supposed to measure. (Uni Edu 2015)

Positivism makes a strong impact on “objectivity”, which can affect the research methods. Measures are important in the validity of a positivistic research. Validity mostly focuses on the “correctness”. The research question enters a discussion of validity only as a part of the checklist: 1) make sure the research question is asked, 2) make sure that there is a rationale for explaining the reasons that the researcher chose a certain mixed method. From mixed methods, validity is missing how well the problem and the method are linked. A validity question could be: “How well did the researcher answer to her research question(s)?” and “Did she capture the understanding of the issue?” (Hesse-Biber, S.N. 2010)

4 MARKETING MANAGEMENT, STRATEGY AND PLANNING

4.1 Marketing management

The marketing concept first appeared in the mid-1950's in the USA. The product-oriented philosophy changed into a customer-oriented one, "sense and response" philosophy. The marketing concept has organisational goals to achieve more effectiveness than the competitors in creating, delivering and communicating the customer value to its target groups and chosen markets. What is marketing management? According to Kotler & Keller marketing management is the art and science of choosing target markets and getting, keeping, and growing customers through creating, delivering, and communicating superior customer value. (Kotler & Keller 2007, 3)

Marketing touches human and social needs. One definition could be "meeting needs profitability". The American Marketing Association has the following definition for marketing: "Marketing is an organisational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organisation and its stakeholders."



FIGURE 3. Marketing Management according to Lahtinen & Isoviita & Hytönen, 1995. (drawing made by the researcher)

Good marketing is never an accident, but a result of **precise planning and execution**. Marketing could be seen both as “art” and as “science”, because there is a tension between the formulation and creativity. Financial success depends on marketing abilities. Other operations in the company do not matter, if there is not enough demand for goods and services so that the company can make a profit. However, marketing is a tricky issue and it has also been a challenge for a number of prosperous companies. Even the greatest market leaders say that they cannot afford to relax. Skillful marketing has many forms and it is a continuous process. (Kotler & Keller. 2007, 2-3)

Lahtinen & Isoviita & Hytönen (1995) describe the stages of Marketing Management as follows: Firstly the company has the top management, which has a clear mission, business idea, goals and strategies. Then there needs to be the Marketing Strategy.

Stage 1: **Marketing Analysis**. Where are we now?
 Environment analysis and company analysis will be done.

Stage 2: **Setting Goals**. Where do we want to go?
 Which are the focus areas? What are the result targets?

Stage 3: **Action Plan**. Which tools will be used?
 Competitive Tools. Budgets.

Stage 4: **Dividing responsibilities** of agreed actions and setting timetables.
 When will actions take place? Who are the persons in charge?
 Responsibilities? Schedules?

Stage 5: **Following the Results**. Evaluation?
 Follow-up systems.

(Lahtinen & Isoviita & Hytönen. 1995, 141)

Kotler & Keller (2012) list necessary tasks for successful Marketing Management & Marketing Leadership with the holistic marketing philosophy as follows: 1) Developing Marketing Strategies and Plans, 2) Capturing Marketing Insights, 3) Connecting with

Customers, 4) Building Strong Brands, 5) Shaping the Market Offerings, 6) Delivering Value, 7) Communication Value, 8) Creating Successful Long-Term Growth. (Kotler & Keller. 2012, 48-49)

According to Tikkanen & Vassinen (2010), Finland needs marketing, because of our international competitiveness is not as good as our production efficiency. In the global market, only the bold and pride companies will success. Internationality is more of an everyday thing. There is no business without a **customer**, therefore, the company and course of actions need to be based on the customers. Marketing should actually be the most important task for the top management and management board. The entire staff will do marketing for the company, but the upper management holds the threads.

Strategic marketing cannot be bought, the spirit needs to be created inside the company. Furthermore, a company cannot outsource strategic thinking. Marketing needs to be understood as a way of maintaining Finnish competitiveness and affluent society. Being innovative and creative alone is not enough, but Finland needs to develop strong ways of how to **commercialise, give services, and internationalise**. (Tikkanen & Vassinen 2010, 116-118)

4.1.1 Holistic marketing

According to Kotler & Keller (2007), the successful holistic marketing philosophy is:

- 1) internal marketing
- 2) integrated marketing
- 3) performance marketing
- 4) relationship marketing.

This figure below illustrates the Holistic Marketing Dimensions.

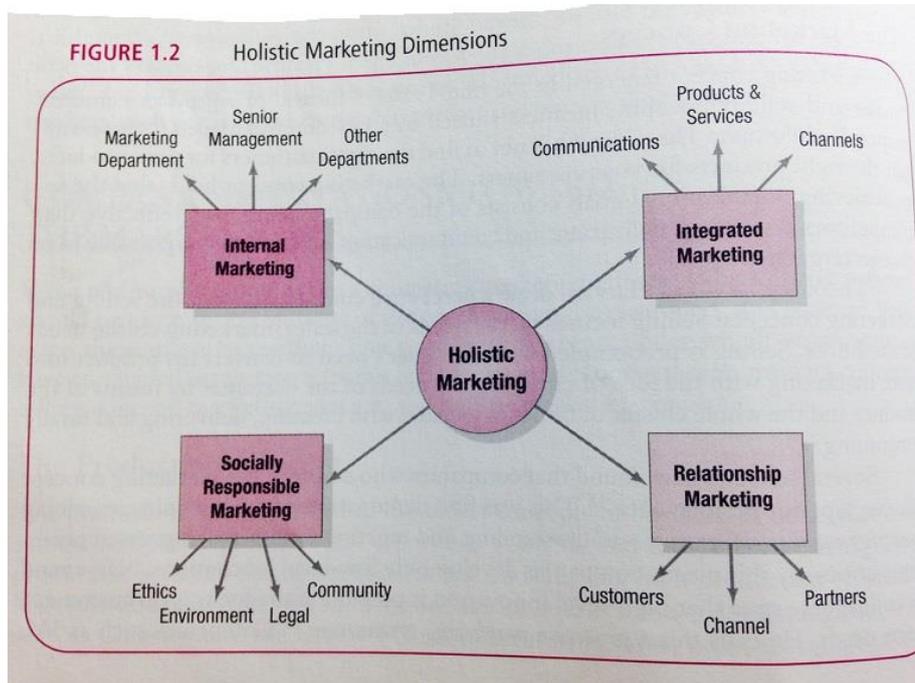


FIGURE 1. Holistic Marketing Dimensions. (Kotler & Keller. 2007, 8)

Important shifts in marketing practises is **globalising**, which means increasing efforts to “think global” and “act local”.

"Markets are changing faster than our marketing. The classic marketing model needs to be future-fitted. Marketing must be deconstructed, redefined and stretched. Marketing is not going to work, if its only charge is to pump up sales of existing goods."

These changes, the authors argue, require that companies move away from the "marketing concept" and towards an idea they call the "holistic marketing framework." This means, in a nutshell, that success requires a restructuring of the business "from a customer-driven starting-point, so they gather deep knowledge about customers and then have the capacity to offer customized products, services, programs, and messages."

(Kotler, P. 2002. Emerald journal)

Kotler’s video in Youtube (2012) tells about the roots and background of marketing. Marketing is typically seen as something very American, but it is humanistic, too. It is simply much more than selling. Even the Ancient Greeks and the people in the Middle Ages used to have market days and market places. Marketing started at the Sales

departments of the companies. All in all, marketing is complex and that is why there is a need for marketing people, not just sales people. Marketing is everything, because if there are no customers, there is no business. There are different kinds of marketing:

1) Commercial Marketing, 2) Person Marketing, 3) Place Marketing, 4) Social Marketing, 5) Political Marketing and 6) Fundraising. (Kotler, P. 2012)

4.2 Communicating value

In order to find customers and to inform the customers about your services, you need to communicate and make your message known to a wider public. The communications process consists of the sender who sends the message using a media to the audience and of various target groups. Communications is always a two-way exchange between the sender and the recipient. Communication often happens in at least somewhat noisy conditions as there are competitors and others in the same market. Many communicators use a **communications model called AIDA (Awareness-Interest-Desire-Action)**. To begin with, you will need to create or raise awareness of what you have to offer in the market. Once the awareness has been created, the communication goal is to gain sufficient interest for your services/products. Once the interest has been stimulated, the communication will create desire for these services/products offered. Finally, the communication aims to provoke the customer and the sales person to react on offers, promotions and purchase. (Hooley & Piercy & Nicoulaud 2012, 309-310)

According to Kotler & Keller (2012), the designing of communication requires solving these problems as the first assignment: a) What to say (message strategy), b) How to say it? (creative strategy), c) Who should say it? (message source). The communication channels can be personal and/or nonpersonal. The marketing communication mix consists of the following items: 1) advertising, 2) sales promotion, 3) public relations (PR) and publicity, 4) events and experiences, 5) direct marketing, 6) interactive marketing, 7) word-of-mouth marketing, and 8) personal selling. The requirements for developing professional marketing communications are: a) identifying the target customers, b) determining the objectives, c) designing the communications, d) selecting the communication channels, e) making the budget, f) deciding the communication mix, g) measuring

the results, h) managing the integrated marketing communications process. (Kotler & Keller 2012, 506-507, 519)

4.2.1 Marketing mix

The new marketing mix is changing all the time. Most significant change in last years has been the bigger exploitation of internet as a marketing tool. Every marketing plan needs a marketing mix, a combination of several tools. Marketing mix has at least four P's: Product, Price, Place, Promotion. If you add to the older 4 P model three P's more, you get this mix with 7 P's as in this picture, so added People, Physical evidence and Process. (Kotler & Keller 2012, 47)



FIGURE 4. Marketing Mix with 7 P's.
(Marketingmix.co.uk)

TAMK's summer school needs a clear marketing mix strategy, marketing strategy, and marketing plan too. The company can, if needed, to change its price, sales, advertising

in the short run, but it can develop new services and modify its distribution channels in the long run. Companies make fewer period-to-period changes in the marketing mix. From the buyer's point of view, each marketing action is designed to deliver a benefit to customer. (Kotler & Keller 2007, 9-10)

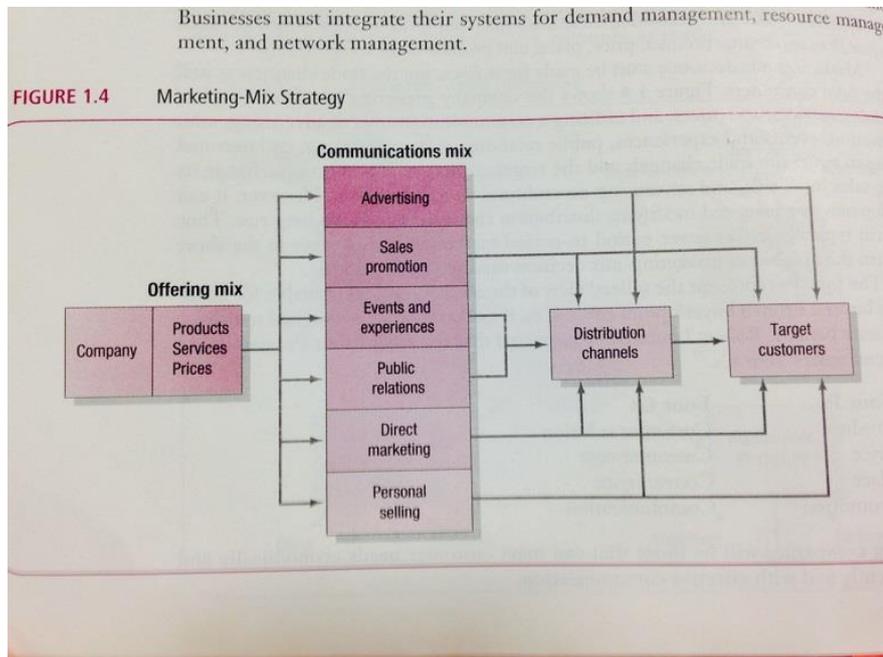


FIGURE 2. Marketing-Mix Strategy. (Kotler & Keller 2007, 10)

4.2.2 Brand and reputation

The American Marketing Association defines a brand as *"a name, term, sign, symbol, or design, or a combination of them, intended to identify the goods or services of one seller or group of sellers and to differentiate them from those of competitors."*

According to Kotler & Keller (2012), successful marketers of the 21st-century brands must dominate the strategic brand management and the process. Strategic brand management refers to the combination of design and implementation of the marketing activities, and measures and manages brand to maximise their commercial value.

Quoting Kotler & Keller (2012)

The **strategic brand management process** has four main steps:

- 1) Identifying and establishing brand positioning,
- 2) Planning and implementing brand marketing,
- 3) Measuring and interpreting brand performance and
- 4) Growing and sustaining brand value deals with brand positioning.

Strong brands always involve various marketing advantages. In general, customers are more loyal, margins are bigger and the brand itself is less vulnerable to competitive marketing actions, less vulnerable to a marketing crisis. Also additional brand extension is a possibility and employee recruiting is improved. There are four stages of **Brand Development**: 1) Identity (=Who are you?), 2) Meaning (=What are you?), 3) Response (=What about you?), and 4) Relationships (=What about you and me?) Company Interbrand, a top brand-management firm has developed a model to estimate the money value of a brand. The company is claiming that marketing and financial analyses are equally important for the determination of the value of the brand. This process includes: 1) Market Segmentation, 2) Financial Analysis, 3) Role of Branding, 4) Brand Strength, and 5) Brand Value Calculation. Kotler & Keller (2012) write about **Brand Equity**, how to Measure Brand Equity and about **Brand Value Chain**. Companies may choose out of various kinds of branding strategies, which also can be called brand architecture. (Kotler & Keller. 2012, 263-271)

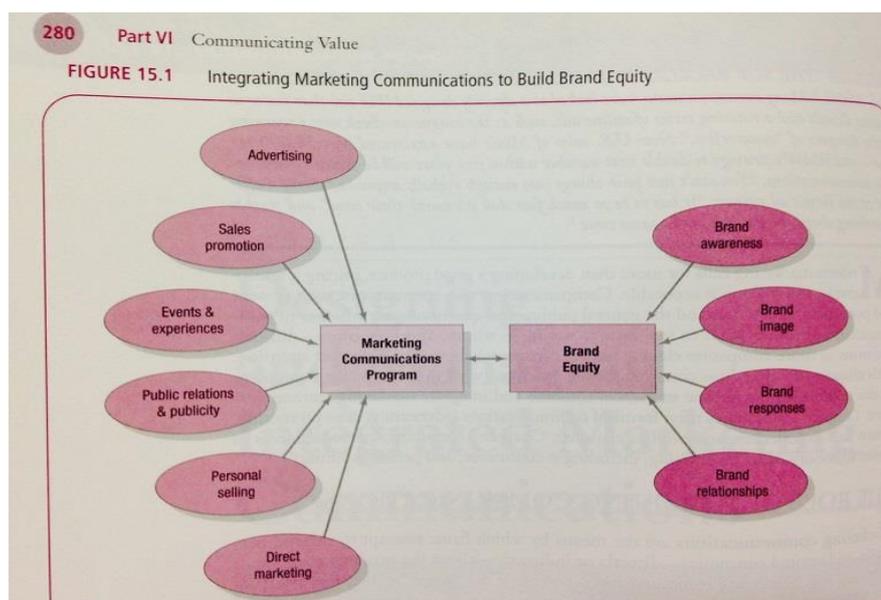


FIGURE 3. Integrating Marketing Communications to Build Brand Equity. (Kotler & Keller. 2007, 280)

4.3 Marketing channels

In the current world, marketing channels need to be carefully selected. Young adults of today very much prefer the social media to the magazines and newspapers. TAMK participates in some exhibitions and fairs in Finland as well as some abroad. There are some brochures available, mostly targeted to the Finnish students and customers. International marketing is mostly done on the internet. All the magazines are now also online available. The social media is used in today's world for the learning, research, business and free time purposes. It is available fully online and 24/7 in real time. The Social media is social, as the name says, and it is used as its best via various networks.

Service sector has new channels as internet and technology has advanced. Marketing has changed into a “**person marketing**”. In designing the marketing channels, the company needs to analyze customer needs and wants and identify and estimate major channel alternative choices. There are different criterias for evaluating and choosing the channel alternative, for example price, economic criteria or adaptive criteria. There are calculations for costs per transaction, in direct marketing channels, in indirect channels, and direct sales channels. It is possible to have marketing channel partnerships too. All marketing channels can cause conflicts too due to the competition or poorly defined roles and rights, but companies need to manage the conflicts. (Kotler & Keller 2012, 443-450)

As a case similar to TAMK the researcher found in the book written by Kotler & Keller (2012) in the corner of Marketing Excellence as case Oxford University from the Great Britain. Oxford University is ranked sixth among the world's top 200 universities in university ranking in 2010. Oxford has a 800-year old history and they have lots of famous alumni worldwide, and students from over 100 countries. Even the inventor of World Wide Web (internet) Sir Berners-Lee is an alumni of Oxford. Oxford as many other universities around the world used to do marketing by using bulky printed material and mailing. Nowadays many universities use web-based marketing communications. (Kotler & Keller 2012, 586-587)

Web-based marketing communications enables interaction with their students and potential students and customers. Information is easily spread to their local, national and

international communities. The homepage of Oxford University is very clear and has uncluttered structure. **All brochures are available online** or can be downloaded in **PDF** format. The internet pages have suitable links to right pages or contact persons. Future or prospective students can get the information in different ways of media, through **videos, podcasts, video-sharing, social networking, i-Tunes U, an education channel in Youtube**. Updates of latest news are also found by following Oxford University in **Facebook and Twitter**. Web-based marketing communications enable the university to provide direct information for large amount of audiences, open possibility to discussions and dialogue with interested parties, and to build long-term relationships. In this tough competition and globalized world of higher education it is a crucial part of their marketing strategy. When the researcher accessed the internet pages of Oxford University on 20 October 2015, <http://www.ox.ac.uk/> there were 9 options of social media channels through anyone could contact the university directly. (Kotler & Keller 2012, 586-587)

4.4 Marketing strategy

Marketing strategy is the programme, which aims to create value to the customers, owners and other partners – according to the strategic and operative targets. The Marketing strategy defines how the company will act in the market. It is a programme combining strategic and operative objectives and targets. There are different target levels in the marketing strategy: targets in an individual level, a relationship level, a customer segment level, a business model and a corporative level. (Tikkanen & Vassinen. 2010, 27-28)

According to Philip Kotler (2008) in his video presentation in the London Business Forum, a Marketing Strategy is about 1) Product Management, 2) Brand Management, 3) Customer Management. Marketers **create value** through product management, **communicate value** through brand management and **deliver value** through customer management. Nowadays, open innovations refer to the fact of profiting from the use of open technology. Brand is seen important, because it is something emotional and it is sort of a promise. Marketers do go after your mind, heart and spirit. Finally, customer

management is about co-creating, creating products and advertisement together with your customer. (Kotler, P 2008)

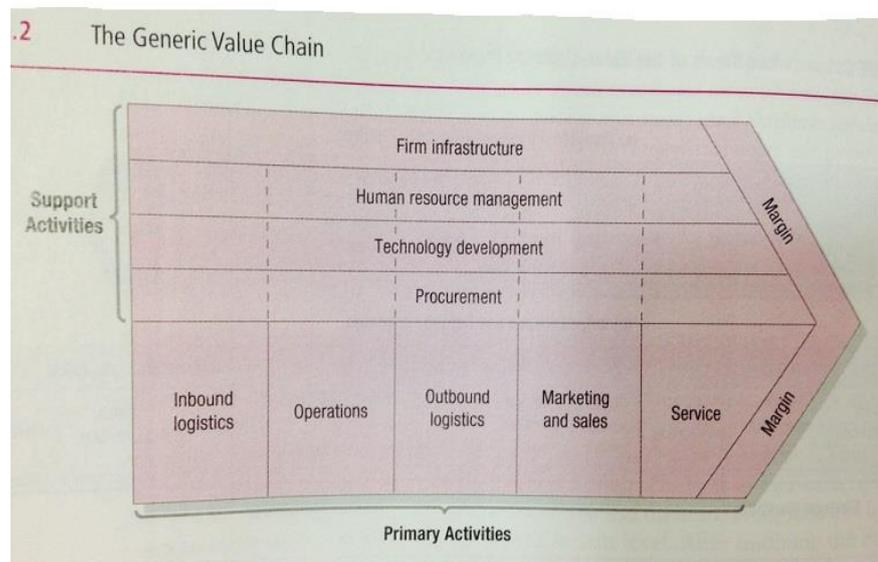


FIGURE 4. The Generic Value Chain. (Kotler & Keller. 2007, 24)

According to Collis & Rukstad (2008) in their article “*Can you say what your strategy is?*” in the Harvard Business Review, they wrote that, as a matter of fact, the majority of the executives cannot articulate the objective, scope and advantage of their business in a simple statement. Therefore, based on this, if the top management cannot, how could the others in the company? It would be highly recommended that each and everyone in the company could summarize the company’s strategy in 35 words or less. Furthermore, this could also mean that companies do not have a clear enough statement of the strategy. It does happen that perhaps a truly great strategy never got implemented. Strategy planning process should ensure competitive success. Three critical components of a good strategy are: **1) objective, 2) scope, and 3) advantage**. Consequently, executives in the top management of the company should be crystal clear about them. Every strategy should begin with the definition that the strategy is first and foremost designed to achieve. The **competitive advantage** is the essence of the strategy: What will your business do differently or better than the others? Value proposition explains why the targeted customers should buy your products or services. Companies should

have statements of their purpose and the ethical values how to operate. Defining the scope has three dimensions: 1) customer and offering, 2) geographic location, and 3) vertical integration. (Collis & Rukstad 2008)

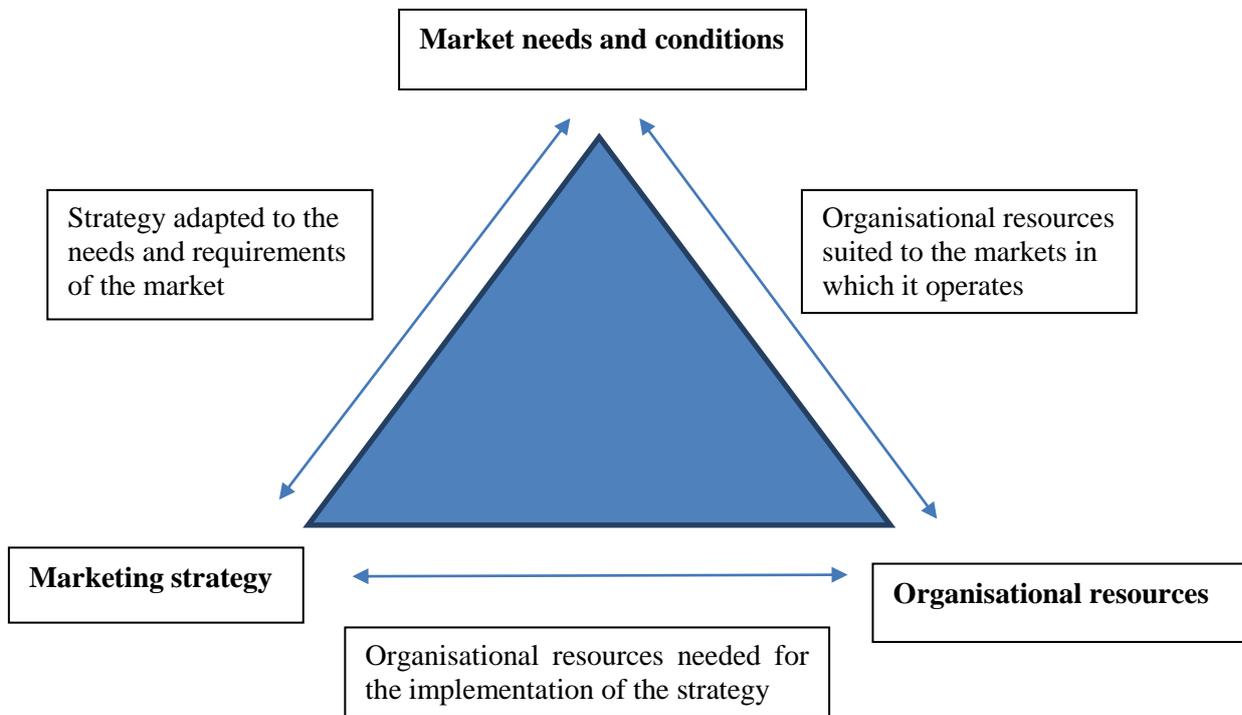


FIGURE 5. Strategic fit. (Hooley, G, Piercy, N.F. & Nicoulaud, B. 2012, 28)

4.4.1 Choosing the marketing strategy

There are five basic competitive strategies:

1) Growth strategy, 2) Hold (Maintenance) strategy, 3) Niche (Focus) strategy, 4) Harvest (Reaping) strategy, and 5) Deletion (Divestment) strategy.

Build strategies mean that market expansion or confronting the competitors customers. Products, which have reached the maturity in their life cycle need to find new markets. Market share gain through competitor confrontation means that the company expands at the expense of competitors. There are different kind of confrontation strategies. Holding strategy might be enough for a company, who is in strong position in their market al-

ready. According to Kotler & Singh (1981) in Hooley & Piercy & Nicoulaud (2012) they suggest six basic holding strategies, which are 1) position defence, 2) flanking defence, 3) pre-emptive strike, 4) counter-offensive, 5) mobile defence, and 6) contraction defence. Market niche strategies focus on a very limited sector, very narrow sector of the whole market, very good idea for small and medium-sized companies. It is very important to focus activity on the selected targets and not to pursue any potential customer. This requires discipline to concentrate on the niche targets. Harvesting strategies minimise costs, maximize revenues and take cash out for other projects. Harvesting strategy means minimizing marketing support, cutting advertising and R&D. Divestment strategies minimize costs and get out quick of a particular market. (Hooley, G, Piercy, N, Nicoulaud, B. 2012, 278-289)

“Competitive Strategy is the search for a favourable competitive position in an industry. Competitive Strategy aims to establish a profitable and sustainable position against the forces that determine industry competition.” (Direct quote from Michael Porter 1985).

4.4.2 Implementing the strategy

“Drawing a line between strategy and execution almost guarantees failure. It is a commonly held idea that strategy is distinct from execution, but this is a flawed assumption. The idea that a strategy can be brilliant and its execution poor is simply wrong.” (Martin 2010 in Hooley, G., Piercy, N., Nicoulaud, B. 2012, 442)

It is recognized that one big barrier to effective strategic marketing is company’s ability to gain the effective implementation of the strategy. One way to plan and operationalize implementation in strategic marketing is “strategic internal marketing” according to Piercy, 2009a). The **internal marketing process** includes these activities:

- gaining support of key decision-makers and other resources for the plan
- changing some attitudes and behaviour of employees and managers
- winning commitment to make the plan work and ownership of the key problem-solving tasks from the units and individuals
- managing changes in the culture – to make the marketing strategy work

Internal marketing is very different in different companies and different products and circumstances. You need to be aware of **many pitfalls when moving from strategies and plans to effective implementation and changes**. Here some pitfalls listed:

strategic inertia (things never get started), lack of stakeholder commitment, strategic drift (lack of focus), strategic dilution (absence of strong drive behind the strategy), failure to understand progress, initiative fatigue (too many top priorities and projects), impatience (expecting too quickly results), not celebrating success (failing to recognize and reward milestones that lead to goal). (Hooley, G, Piercy, N, Nicoulaud, B. 2012, 445-446)

What are implementation capabilities? It is the capability of people and organisations, but recognizable by executives. According to Piercy (1998), company's implementation capabilities can be also:

- 1) time-specific: things change
- 2) culture-specific: what works in another company does not work in other
- 3) partial: the knowledge does not necessarily to transfer to other people
- 4) latent: things are not learned properly
- 5) internally inconsistent: some units or persons are better in execution than others
- 6) strategy-specific: good in one type of business only
- 7) person-specific: some individuals and executives are just the best for the things

The implementation capabilities should be evaluated carefully and enhanced where possible, should not be taken for granted. (Hooley, G, Piercy, N, Nicoulaud, B. 2012, 447)

4.5 Marketing plan

TAMK needs a marketing plan and a marketing strategy. TAMK has previously tried and already tested various summer school activities for the past two years. Most of the planned courses have not been implemented due to too few participants. Furthermore, TAMK has not done any comprehensive benchmarking in Finland nor elsewhere in Europe. There is no data supporting the actions, therefore, benchmarking or other types of research on the Finnish or other European summer schools is definitely needed. This mind map (below) for a marketing plan, a team of enthusiastic summer school and

marketing experts, could provide tools for creating a specific marketing plan for the summer school at TAMK.

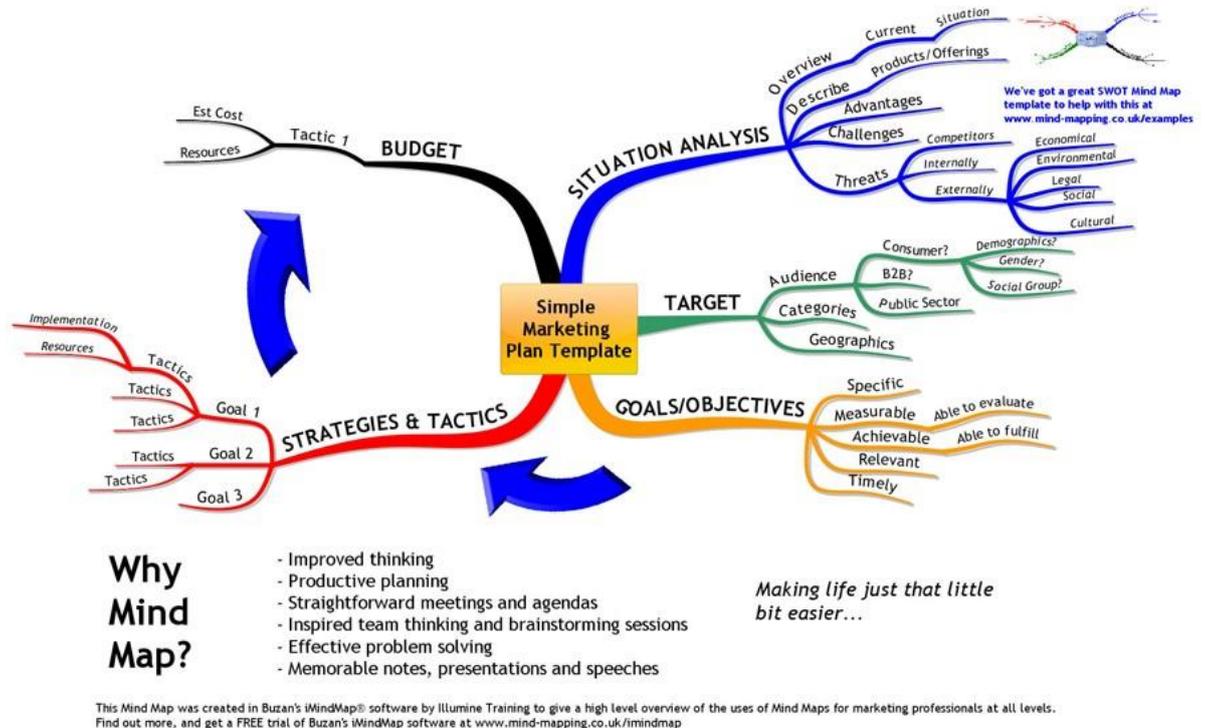


FIGURE 6. Mind map for Marketing Plan for Marketers. Illumine Ltd.

Wood (2014) writes that the purpose of marketing planning is to give a flexible yet clear framework for the company to communicate its value and relationship objectives. The clarity of the strategy is extremely important. In addition, it is wiser to create a new plan every year, not adapting to the previous one. Moreover, marketing planning is a structured process. When writing the marketing plan, one should creatively think how to make a difference. (Wood 2014, 21)

Quoted from Wood (2014) the main sections of a **Marketing Plan** are:

1. Executive summary (highlights and objectives, goals)
2. Current marketing situation (analyzes)
3. Target market, customer analysis, positioning (customers' needs, wants, behaviours, attitudes, loyalty, purchasing patterns)
4. Objectives and issues (financial, marketing and societal objectives)
5. Marketing strategy (summarizing the overall strategy)
6. Marketing programmes (product, pricing, place, promotion, service, internal)

7. Financial and operational plans (revenues, profits, budgets, resources, schedules)
8. Metrics and implementation control (evaluation, measurement)

According to Wood (2014) **the Marketing Planning Process has six phases:**

1. Researching and analyzing the current situation
2. Understanding markets and customers
3. Planning of segmentation, targeting and positioning
4. Planning of direction, objectives and marketing support
5. Developing marketing strategies and programmes
6. Planning metrics and implementation control

Make your marketing plan to provide value, build relationships and make a difference. (Wood 2014, 5-7)

4.5.1 International marketing plan

According to Stone and McCall, the international marketing plan consists of the traditional marketing plan extended to the **international arena and international aspect**. In a typical marketing plan, the structure and the contents are as follows according to Stone and McCall (2004):

Business mission - Corporate objective - Environmental audit - Marketing audit -
 Market analysis - Marketing objectives and major strategies -
 Marketing programmes and tactics - Market information analysis -
 Marketing mix -> Product: Pricing: Promotion: Place: Channels of distribution
 Resources: Finance: Time: Human resources:
 (Stone M. & McCall J.B. 2004, 224)

4.6 Social media marketing

Social media is **social** and it functions with the help of various **networks**. Social media is about **sharing, posting, viewing thoughts of other people, linking interesting pages, blogging posts, videos, pictures, tweets, opinions**. You can create an image in social media, but it is mainly all about creating connection between people. Social

media and Google with Google Docs, for example, have brought to people the reality that their material is in the cloud, not in your own computer or server room of the company, but everything is managed and owned by the Google. The company Facebook owns your postings, texts and pictures on Facebook, not you. The **free use of social media is based on this ownership issue**. The users and companies should be aware of this data privacy, digital footprints, maintaining separate work and personal identities and other types of identity concerns in the social media. There are two issues about the digital footprint, those who are active users use their digital footprint as a self-marketing tool and those who are concerned about their privacy. An easy way to measure your digital footprint is to do a Google search on yourself. If you want to keep your “work you” and “personal you” apart from one another, one possibility is, for example, to divide your time between Facebook with your friends for personal networking and LinkedIN for work-related networking. (Rasmussen Neal, D. 2012, 188-189)

Important shifts in marketing practices is monitoring, which means tracking what is said online and elsewhere, and studying customers, competitors, and others to improve business practices. Social media offers synergies in marketing activities. Social media delivers trust and recommendations among friends and peers. In addition, social media is **monetizable and measurable**. Social media is **flexible** and broad in its reach. It can be transferred into social commerce. (Slideshare, Mathur, S. 2014)

TAMK uses some social media channels actively, some less actively. This year TAMK activated its Youtube account with several youtube marketing videos to apply for TAMK (Finnish language programmes only). The control or co-ordination of the use of social media has not previously existed. In 2015, TAMK nominated one person to coordinate the use of social media and to teach staff members how to use it. Until now (beginning of September 2015), the staff has not got any information nor teaching how to use social media. This lack may have some harmful consequences for the image, if some members of staff or students use it in an inappropriate way. Active social media users can be found in top of the politics, communication, media and marketing sectors, also in the 3rd sector. The ways TAMK could find new and old customers, students and alumni and give the information to the companies and region, are various. Blogs and Twitter-micro blogging are often used personally. Moreover, the internet pages are

normally updated by several people and they represent the company's official look, communication and message. Internet pages do not have a personal touch, nor reactivity. TAMK uses various Facebook groups for different target groups, for example, TAMK international students, TAMK Brazilian vocational teacher students, TAMK summer school courses. TAMK has one official Twitter account and two LinkedIn pages, the university and the company page. All social media channels are based on regular use, update and social networking and discussion. TAMK has no marketing strategy, nor social media strategy.

4.7 Services Marketing

Service Industries are everywhere and it is a growing sector in employment in the economy in many western countries. The public sector, such as hospitals, military services, the police and fire and postal services, schools and universities are all functioning in the service sector. Distinctive characteristics of services are: intangibility, inseparability, variability and perishability. You can tangibilize the intangible by using imagination and marketing. It could be company's positioning strategy to make services tangible using following marketing tools: 1. Place, 2. People, 3. Equipment, 4. Communication material, 5. Symbols, 6. Price. Good service marketers can transform the intangible into concrete benefits and experience. (Kotler & Keller 2012, 377-378, 380)

There are different categories of **Service Mix**. Kotler & Keller (2012) mention five categories of offerings: 1) Pure tangible good (no services at all, only a concrete product), 2) Tangible good with accompanying services, 3) Hybrid (equally goods and services), 4) Major service with accompanying minor goods and services, 5) Pure service (primarily an intangible service). According to Kotler & Keller (2012) the **Marketing Excellence** with services requires excellence in three areas: **external, internal, and interactive marketing**. External marketing is the normal work such as preparing, pricing, promoting the service to the customers. Internal marketing means training and motivating the employees to serve the customers well. Interactive

marketing is about employee's skill in serving the client, customer service. Service companies with excellent results know that positive employee attitudes will promote stronger customer loyalty. Strong customer orientation can also increase the job satisfaction and commitment among the service employees. Companies should provide a training programme and provide support and rewards for excellent service performances. However, the employee job satisfaction needs to be regularly audited. This figure below illustrates the causes of customer failure in services. (Kotler & Keller 2012, 378-382)

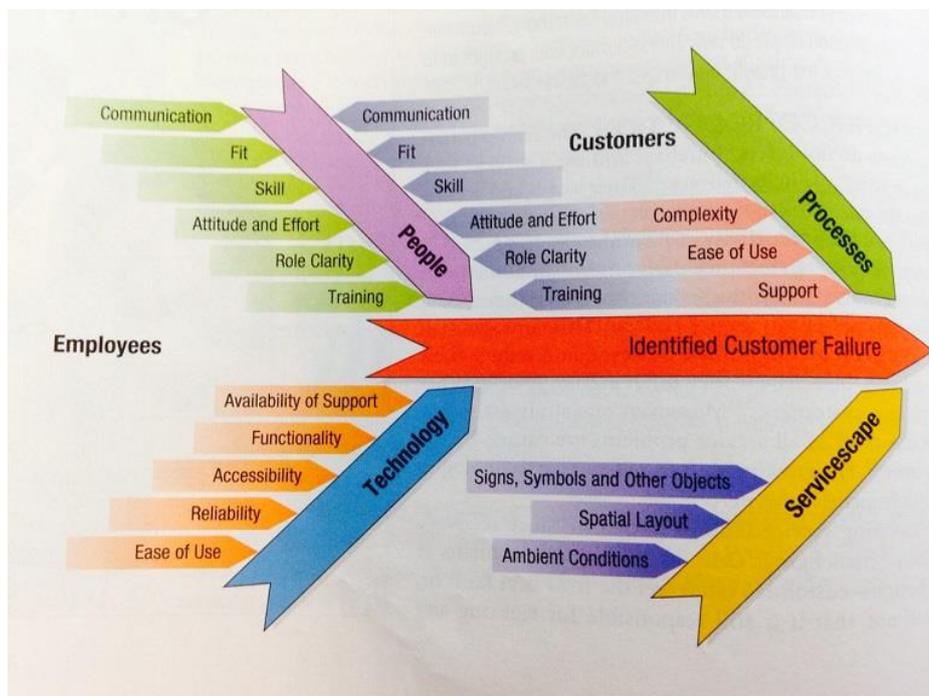


FIGURE 5. Root Causes of Customer Failure. Services Marketing. (Kotler & Keller. 2012, 386)

To achieve marketing excellence with your customers, according to the top service companies, you need to share a strategic concept, a history of top-management commitment to quality, high standards, profit tiers, and systems for monitoring service performances and customer feedback. Top service companies are “customer obsessed”. They know their clients and their needs and how to satisfy them. Top-management needs to be 100% committed, both in financial performance and in service performance. The best service companies give only high quality and have high standards. Delivering services that maximize both customer satisfaction and company profitability can be

really difficult. Top service companies have monitoring systems and audit their service performances regularly. Companies that encourage disappointed customers to complain and give feedback have been shown to achieve higher revenues than companies without a systematic approach for service failures. (Kotler & Keller 2012, 386-388)

How to manage customer expectations? Customers have many expectations, which come from their earlier experiences, word of mouth, advertising and comparisons of their perceived service with the expected service. Truly successful companies not only satisfy the customer's needs, but also offer something more to surprise and delight them. Delighting customers is already exceeding the expectations. The **Service-Quality Model** highlights the main requirements for high level service quality. Some direct quotations from the book written by Kotler & Keller in 2012, page 395.

There are five gaps in the service that cause unsuccessful delivery of service:

1. Gap between consumer expectation and management perception.
2. Gap between management perception and service-quality specification
3. Gap between service-quality specifications and service delivery
4. Gap between service delivery and external communications
5. Gap between perceived service and expected service

Researchers have identified five things in service quality based on this Service-Quality Model. Here they are listed in the order of importance:

1. Reliability
2. Responsiveness
3. Assurance
4. Empathy
5. Tangibles

Based on these five factors the researchers have developed the **21-item SERVQUAL scale**. This table underneath is made by the researcher, but quoted directly from the book. (Kotler & Keller 2012, 396)

<p>RELIABILITY</p> <p>Providing service as promised Dependability in handling customers' service problems Performing service right the first time Providing services at the promised time Maintaining error-free records Employees who have the knowledge to answer customer questions</p>	<p>EMPATHY</p> <p>Giving customers individual attention Employees who deal with customers in a caring fashion Having the customer's best interests at heart Employees who understand the needs of their customers Convenient business hours</p>
<p>RESPONSIVENESS</p> <p>Keeping customers informed when services will be performed Prompt service to customers Willingness to help customers Readiness to respond to customers' requests</p>	<p>TANGIBLES</p> <p>Modern equipment Visually appealing facilities Employees who have a neat, professional appearance Visually appealing materials associated with the service</p>
<p>ASSURANCE</p> <p>Employees who instill confidence in customers Making customers feel safe in transactions Employees who are consistently courteous</p>	

4.8 Analyzing the current situation

Company Analysis

According to the legislation on universities of applied sciences, the main task of a UAS is to provide higher education leading to professional expertise for working life. In addition, a university of applied sciences should support economic and cultural development in its region by conducting applied research and development, and by carrying out and promoting artistic pursuits. The educational provision of TAMK focuses particularly on well-being and health, business, and industrial production, with special emphasis on promoting learning and creativity. (TAMK 2015)

A significant part of the studies is carried out in authentic work environments - as project work, a commission for a final thesis, and through practical training periods of several months. The direct contacts that students will make with companies and other organisations will give a realistic insight into the demands of the professional field that they are entering, and concrete experience of work life norms and practices. Collaboration with working life is also possible through applied research and

development (R&D) projects. By participating in the R&D projects, students will develop their professional competence and make valuable contacts. TAMK equally benefits from the R&D projects; the knowledge gained from this close engagement with innovative organisations feeds straight back into improved course contents for the students. (TAMK 2015)

TAMK ensures that the education it provides is as up-to-date as possible by getting input from multi-lateral advisory boards. These advisory boards have members from all sectors of working life, and thus provide a deep well of information about the current situation and future employment and development needs of businesses and other organisations. This information is invaluable input for developing curricula and planning courses. Versatile learning environments support learning in various study phases: we have high-grade libraries, well-equipped laboratories, studios, auditoriums, IT classrooms, and facilities for both team work and self-study. All students get free access to the internet and they can freely use the computer classrooms. (TAMK 2015)

4.8.1 SWOT analysis of TAMK's international summer school

In the SWOT analysis the researcher analyzes the (internal capabilities) strengths, (internal factors) weaknesses, (external circumstances) opportunities and (external circumstances) threats of TAMK in relation to the summer school.

<p>STRENGTHS: empty premises in the summer (May-beginning of August), highly qualified teachers, international teachers, skilled and international non-teaching staff, several teaching methods, good learning platforms, strong international experience, lots of activities and events in Tampere in summer time, Finnish summer and nature, city of Tampere</p>	<p>OPPORTUNITIES: summer season, possibility to try several areas and lots of variety, some functional study environments, new teachers and new staff, mix of fixed staff and non-permanent extra staff, Unipoli co-operation together with UTA and TUT, courses in the countryside or field trips (to St.Petersburg, for example), safe and efficiently functioning country and city</p>
<p>WEAKNESSES: large organisation with bureaucracy, not agile organisation in quick change and decision-making, very crowded premises at daytime (20 Aug-15 Dec and 15 Jan-30 Apr), not all staff members speak or write English, not all staff members are customer-oriented and with international and</p>	<p>THREATS: lots of competition, not enough skilled teachers for summer time due to the long holiday season in Finland, over-pricing, expensive country to live, not enough co-operation with other institutes in Finland and internationally, not enough service-minded and flexible international staff working in the holiday sea-</p>

<p>service attitude (uneven quality of services), very little and late marketing, nobody responsible for summer school, poor resourcing (HR), not a holistic view to summer school</p>	<p>son, weak marketing, weak resourcing (not fixed human resources), no budget, no holistic view for summer school</p>
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4.8.2 Porter's 5 analysis of TAMK's international activities

In the following, the researcher analyzed TAMK's summer school in relation to the Porter's 5 analysis, using the Five Forces tool. The Porter's Five Forces tool is a simple, but very powerful tool for understanding where power lies in a business situation. This is useful, because it helps you to understand both the strength of your current competitive position, and the strength of a position you are considering moving into. With a clear understanding of where power lies, you can take fair advantage of a situation of strength, improve a situation of weakness, and avoid taking wrong steps. This makes it an important part of your planning toolkit. Conventionally, the tool is used to identify whether new products, services or businesses have the potential to be profitable. However, it can be very illuminating when used to understand the balance of power in other situations. (Mindtools.com 2015)



FIGURE 7. Porter's Five Forces. (Mindtools.com 2015, Investopedia, Porter 2015)

Five Forces Analysis assumes that there are five important forces that determine competitive power in a business situation. Here the researcher applied them to analyse the situation at TAMK.

- 1. Supplier Power:** TAMK sets their prices on a much higher level this summer than earlier without any market research or benchmarking. Earlier years (2013-2014 trials) the summer school courses did not make profit, but loss. The researcher's opinion is that, by acting this way, TAMK actually put itself outside the market with too high prices in some summer school offerings. Now most of the courses were not organised in the summer 2015, as a matter of fact only 2 courses were organised in summer 2015.
- 2. Buyer Power:** This depends on the buyers and customers and where TAMK wants to target. If TAMK would target to Omanese and customers from United Arab Emirates (UAE) and Brazil, the price would not be so critical as it is with European or African customers. Omanese and UAE customers demand 24/7 all inclusive high class tailor-made packages. They are really demanding in customer service and it would demand much more from the human resourcing of TAMK than what is realistic to reach at this very moment. Furthermore, many European and African students are not able to pay so high prices of summer school as in the offering for summer 2015. Only the Japanese were willing to pay 900 eur for the 2-week summer school course, Tampere- St.Petersburg.
- 3. Competitive Rivalry:** If TAMK could offer something special to a group of people, tailor-made, then TAMK would have the advantage against the competitors. TAMK has experience in the Brazilian, Omanese and UAE groups, both adult vocational teacher students and younger Bachelor students. TAMK has a lot of competition on "normal" courses, class teaching, but not many others offer, for example, entrepreneurship studies or tailor-made solutions to vocational teacher education in English. Many offer Finnish language and culture, but the demand is high there, so both TAMK and UTA got their summer school courses full.

- 4. Threat of Substitution:** Some customers prefer online studies, which are not depending on the place and time. People can save money, no extra travelling or accommodation is needed in those cases. TAMK could also offer online studies for the summer school, but not for free. People might substitute almost any course with another type of course. But if TAMK would offer something really unique, that would be more difficult to replace. Also the unique setting in offering, for example, tailor-made courses or with excellent social programme in the fascinating city and nature around Tampere, could attract more people to TAMK rather than somewhere else in Finland. Most of the students wish to meet and get to know other students from other countries, socialise and, therefore, the social programme is very important to all participants and young people.

- 5. Threat of New Entry:** TAMK has not put any input to the development and marketing work of summer schools. TAMK hired one trainee, one TAMK bachelor student to do the practical work of the summer school. No development work or benchmarking was done before setting the new prices and course offering. If our competitors or other universities in the Tampere Region will put more effort and human resourcing on their summer school development, TAMK is clearly out of business and market. No extra effort on marketing, social media or human resources was done. One email and a delayed internet page update is simply not enough. TAMK is in a stage of trial and practising for the 3rd year now - when it comes to the summer school marketing, development, planning and offering.

4.9 Marketing of Higher Education

Despite the decline in 2012, Finland is still among the top ten OECD countries in terms of the PISA results. Over the years, these results have enhanced Finland's favourable educational reputation internationally. The Finnish education system is well known for its equality, one of the key principles being that all people must have equal access to high-standard education and training regardless of their socioeconomic background and geographical location (Ministry of Education and Culture, 2014). Current weaknesses in

Finland include the level of internationalisation, the commercial development of which has been rather slow. More people with a higher education background are currently moving away from Finland than are moving in (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015).

Despite the unique characteristics of the Finnish HE system, as a result of the Bologna Process that started in 1998 and included the establishment of the European Higher Education Area (EHEA) and the Diploma Supplement document, the Finnish degrees are now more comparable and compatible within the European university context. The on-going process will probably increase both co-operation and competition within the European higher education, and they could strengthen the European competitiveness. (Ministry of Education and Culture. 2014)

5 EMPIRICAL RESEARCH

5.1 Results from the summer school students

The questionnaire to the students can be found in the appendix one (1). The researcher managed to get answers from both summer school courses, 1) Tampere-St. Petersburg course and 2) Basics of the Finnish language. Most of the students answered alone to the 10 questions in the questionnaire, some did it in pairs. The result was 100% answers in the classroom of both courses as the researcher went to the classroom to meet the students. You can see the results separately per course. Most of the students in Tampere – St. Petersburg summer school were from Japan as the Basics of the Finnish language course was total international mix of people from different countries and continents. Here below you can see the answers from two different groups from Tampere - St. Petersburg course in teamwork in tables as a warm-up before answering to the questionnaire.

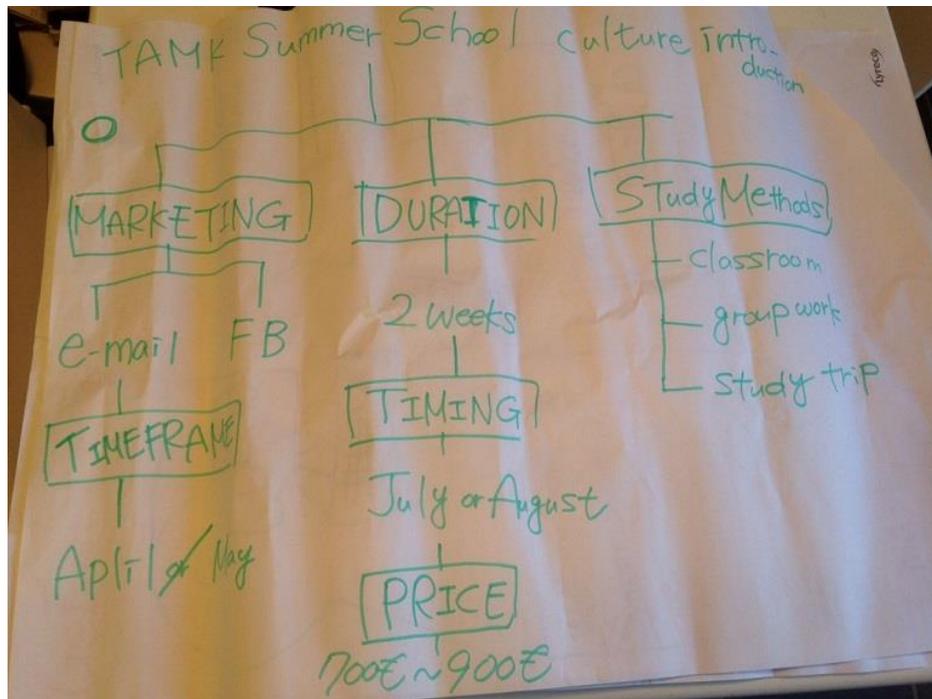


FIGURE 6. Group work in Tampere-St. Petersburg course.
(Photo taken in August 2015 by the researcher Helsky-Lehtola, U)

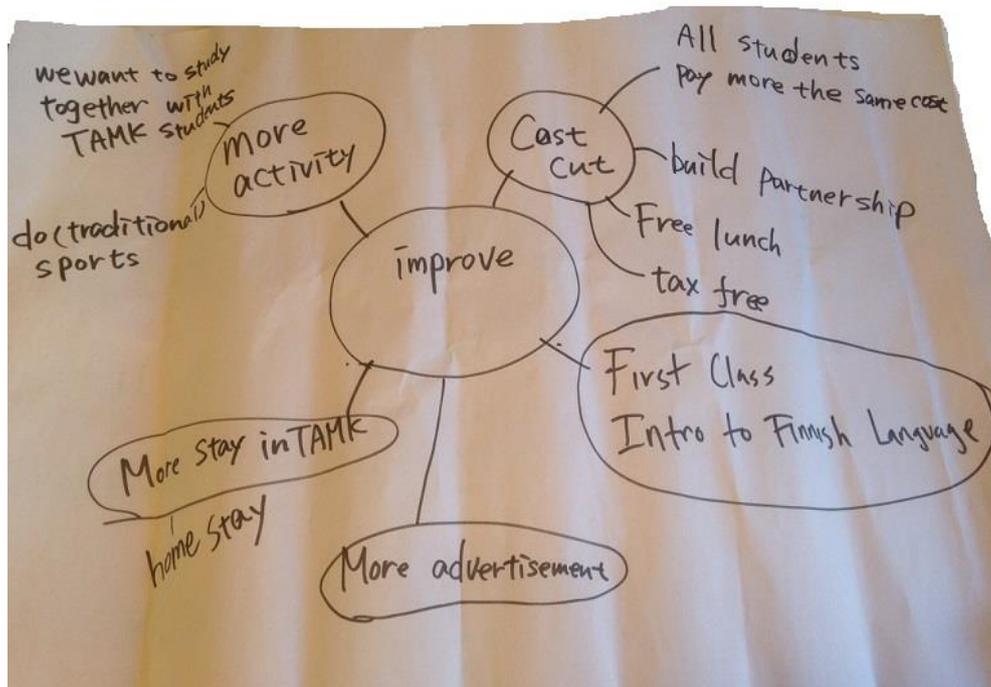


FIGURE 7. Teamwork in Tampere-St. Petersburg course.
(Photo taken in August 2015 by the researcher Helsky-Lehtola, U)

5.2 Results of the summer course Tampere – St. Petersburg summer school

The researcher contacted the teacher of this course in May 2015 via email. The researcher informed the students about the interview in their closed Facebook group in July. A group of international students at TAMK of this course were interviewed on 11 August 2015. Most of the students were from Japan as the American teacher of this course had personal contacts to this particular Japanese university. The students could answer to 10 questions on paper. The response was 100% as the questions were asked on their summer school course, in a classroom, not on free time. In total, 17 answers were collected.

In question number one (1), the background information was asked, gender, age and nationality. Answers were given by 5 male and 12 female students. The average age of the students was 20,8. The nationalities in this student group were: 12 Japanese, 1 Finnish, 1 Taiwanese, 1 Saudi, 1 German and 1 Nigerian.

The question number two (2) dealt with the marketing channel. *“How would you like to get the information and marketing material about TAMK’s summer school?”*

The best marketing channels to reach this group are: **1) Facebook, 2-3) www.tamk.fi and option i) people, friends**, study pals and as the fourth option a) email. The answers received were from a) to j), but this result does not actually show the options, which did not get any votes. Zero (0) votes were given to LinkedIN, Youtube, Instagram and Whatsapp.

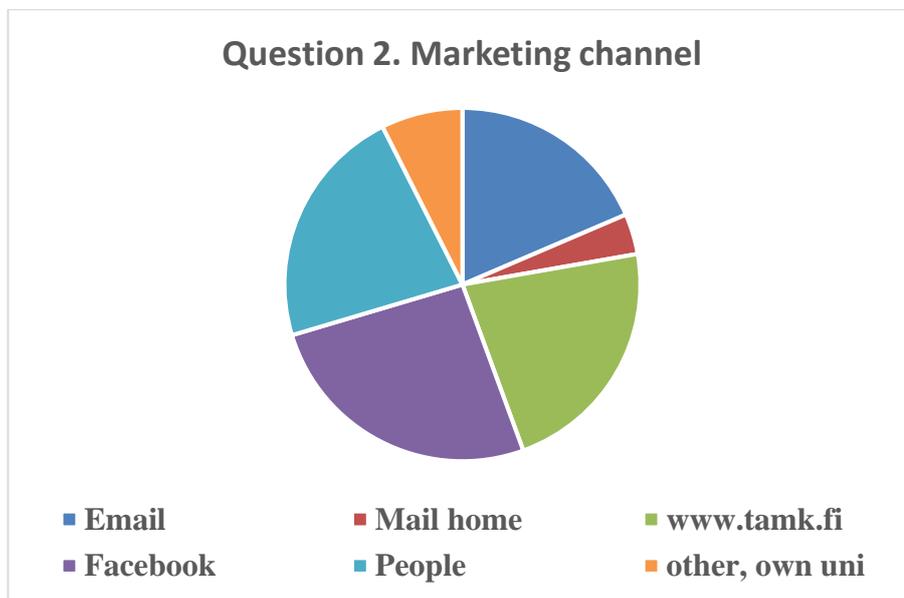


FIGURE 8. Answers to the marketing channel about TAMK’s summer school.

In the question number three (3) the researcher asked about the duration of the course. *“What is the suitable duration of a summer school course?”* This chart displays the answers and it is easy to see that the overwhelming majority answered 2 weeks.

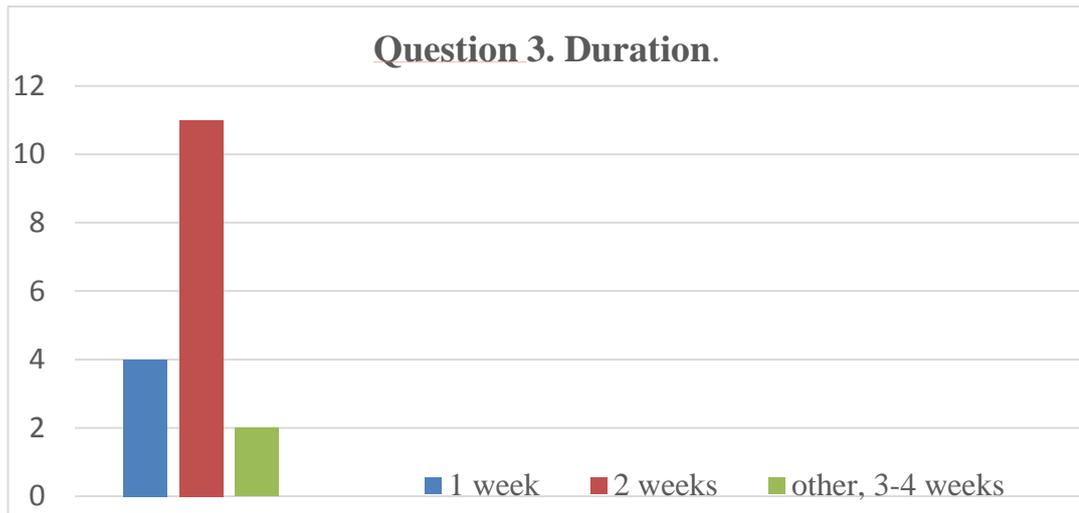


FIGURE 9. Answers to the question about the duration of a summer school course.

In question number four (4) the researcher asked about the timing. *“When is the best time to study in TAMK’s summer school?”* The students could answer 1-2 options between a) May, b) June, c) July, d) August, e) September. May did not get any votes. The other votes are seen in the chart. It is clear to see that the overwhelming majority of the students wants to study in the summer school **in August**.



FIGURE 10. Answers to the question about the timing.

In question five (5) the researcher asked about the Social and Evening Programme. “*Would you be interested in a mutual evening and social programme? For example, in a sauna evening by a lake, Finnish outdoor games and sports, a trip to a forest to pick some berries and mushrooms or having a walking tour in a national park?*” **All answered yes**, which shows 100% positive attitude and the need for the mutual evening and social programme.



FIGURE 8. Students of summer school 2015 with their American and Japanese teachers on the field trip in St. Petersburg, Russia.

In question number six (6) the study methods were asked. “*What kind of methods in teaching/studying do you prefer/like?*” There were several options from a) to j) and the students could answer several options. The most popular study methods in this group were: **1) field trip, study trip, 2) group work, 3) classroom lectures and 3) visiting companies.**

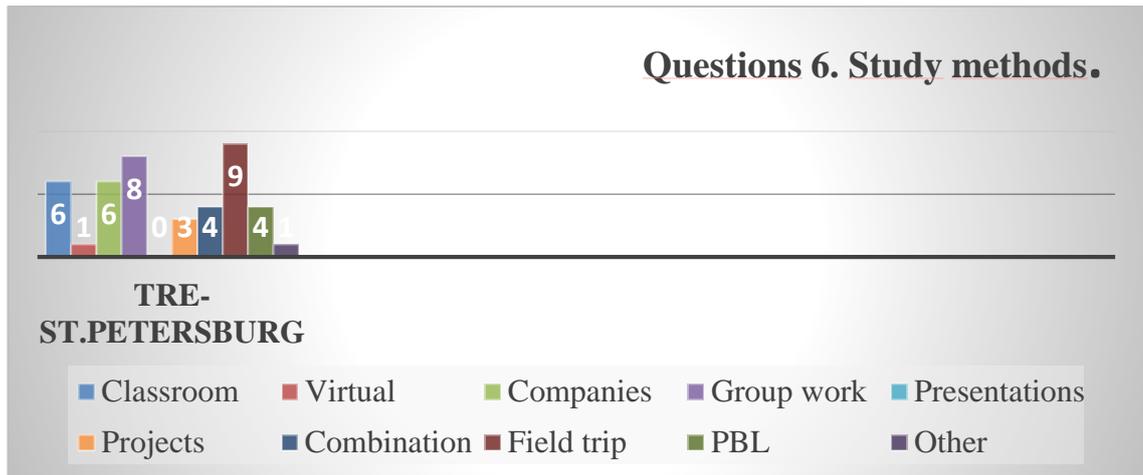


FIGURE 11. Answers to the question about the study methods.

In question seven (7) was the **suitable price level** investigated. “*How much would you pay for a summer course of 1-2 weeks all inclusive (a package including teaching, material and social programme)?* An **average price** totalled **589 eur**. Most of the Japanese students answered near to near course price (900 eur), but other answers varied more from 100 to 900. Some of the young Japanese students answered 20, which might indicate that they did not fully understand the question.

In question eight (8) the researcher asked about the **contents of the courses**. “*What are the courses/topics you are interested in?*”

Here are all the answers (no particular order) from this summer school course listed:

- Cultural differences between Finland, Russia and Estonia.
- Culture
- Tourism and Hospitality in different cultures, economics
- Sightseeing
- Design, especially architecture and advertisements
- Architecture, education
- Welfare
- Marimekko, group work
- Finnish companies
- Field trip, study trip
- Culture
- Business
- Culture, social

- Architecture, lifestyle
- Sauna
- Economic development
- Culture, economy



FIGURE 9. Students of summer school 2015 doing a group work.
(Photo taken in August 2015 by the researcher Helsky-Lehtola, Ursula)

In question number nine (9) the researcher asked as an open question the students about the **reasons**. “*Why would you choose TAMK’s summer school of many choices?* Here are the direct answers in the numbered order from the students of this course:

1. *Because August is the best month to do something and I wanted to go abroad. (Japanese answer)*
2. *It is because this is the only programme coming to Europe at my university. (Japanese answer)*
3. *I am interested in Finland so long time. I thought that I am glad to go to Finland and learn there. (Japanese)*
4. *I study at TAMK, but the same reason I applied here: good reputation, level of education. (Finnish degree student)*
5. *Comparatively cheap, good peace and order, interested in culture of Northern Europe (Japanese answer)*
6. *I am interested in Finnish culture, food, lifestyle and tourism. I want to learn about the education system of Finland. (Japanese)*
7. *I am interested in Finland. The level of Finnish education and welfare is high.*

8. *I thought I want to know about Finland more. (Japanese)*
9. *I would like to go to sauna and eat Finnish food. (Japanese)*
10. *Only option absolutely of my university in Nigeria. But the programme I believe would do great with proper planning. (Nigerian)*
11. *I want to go to Northern Europe. I feel the content is a good impression. (Japanese)*
12. *I wanted to see Finland few years ago already. (Japanese answer)*
13. *I want to study social, culture or economics of other countries, because it is concerning the architecture I am studying. (Japanese)*
14. *Because I want to go to Europe, it includes my university program. (Japanese)*
15. *Because I want to go to Russia and make international friends. (Japanese)*
16. *I wanted to see Finland. (Saudi)*
17. *Interesting programme (Russia and Finland), get to know both countries, meet other cultures in the group. (German)*

As it is easy to see from the answers, there is mostly no specific reason given why to choose TAMK or studies in Tampere. Most of the answers tell about their wish to visit Finland and to enjoy the Finnish culture. This means that TAMK and Tampere Region are competing of the foreign students with other cities, regions and universities in Finland.

In question ten (10) the researcher asked an open question from the students about the **timeframe**. “*When would you like to get the information and marketing material about summer school offering and prices?* Here are the direct answers in the numbered order from the students of this course:

1. *February-May*
2. *2 months before*
3. *April-May*
4. *April*
5. *As early as possible*
6. *April-July*
7. *April*
8. *1 year ago*
9. *Before 6 months*
10. *6 months ago*
11. *The sooner the better, easier to plan, summer jobs, travelling etc.*
12. *Half a year ago*
13. *One year before the programme is held.*
14. *In April*

Most of the students in this course answered in April to this question. There were some who wished to have some information already 6-12 months earlier. Three persons did not answer to this question at all.

In the end of the paper, the researcher gave free word, an optional possibility to send greetings to TAMK. “*Other ideas, your message to the TAMK staff, you can write it here.*” Here are direct answers of the students:

- *I want to be in home stay (20 year old Japanese)*
- *Spread the word, include TAMK students in marketing of courses (24- year-old male Finnish degree student)*
- *I think I have had great time through this program. I hope a little cheaper (20 year old Japanese)*
- *Why are Finnish people anti-social? (25- year-old Nigerian male)*
- *The price is really high, especially for normal students who do not get money from the university/studentship. The English level is too low in the class, and therefore it is difficult to get deeper into different themes discussed in the class. (German student, 23-year-old female)*

Many of the Japanese did not answer to this question. The researcher thinks the answer from the Finnish male degree student is rather interesting and it should be seen as an option to do some marketing – from student to student and in co-operation with some classes, for example, English language degree students of Tourism and International Business.

5.3 Results of the summer course Basics of Finnish

The researcher managed to meet and see all the students of summer school for Basics of Finnish on 11 August 2015. The researcher informed about the interview in the Facebook group of students in this group. The interview was not conducted, but the students could answer to a questionnaire in a paper format. It took about 15 minutes to fill in the questions. The researcher managed to have 21 students in total to answer to the 10 questions, so the response rate was 100% on this course as well.

In question number one (1) the background information was asked, gender, age, nationality. There were 7 male students and 14 female students in this group. The average age of the group members was 23,6. The group was really international and multicultural. There were students from the following countries: Germany (7), Namibia (3), Tanzania (2), The Czech Republic (2), Mexico (2), Italy (1), Slovakia (1), Russia (1), The Netherlands (1), Austria (1).

Question number two (2) handled the **marketing channel**. *“How would you like to get the information and marketing material about TAMK’s summer school?”*

The best marketing channels to reach this group of Finnish language course are:

1) email, 2) www.tamk.fi, 3) Facebook. Much later in the results appear 4) people, friends, study pals etc. LinkedIn and Instagram did not get any votes, so they are not shown in this chart.

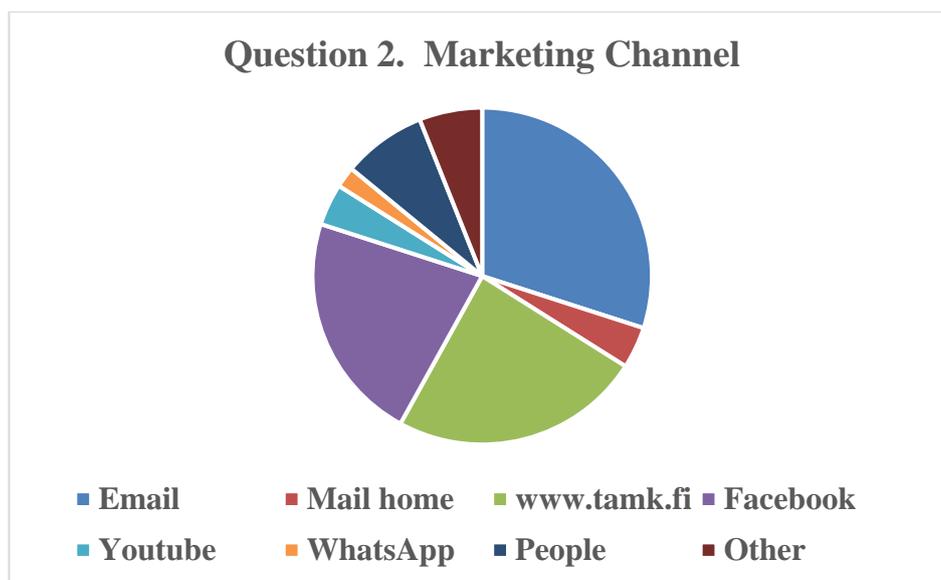


FIGURE 12. Results to the question 2 about the marketing channel among Finnish language course.

In question number three (3) the researcher asked about the duration. *“What is the suitable duration of a summer school course?”* Choose only one option. The most popular duration clearly of a summer school course is 2 weeks in 15 answers out of 21. Only one answered for one week is the most suitable duration of a summer course, but 5 answered other, mostly wishing for even a longer course.

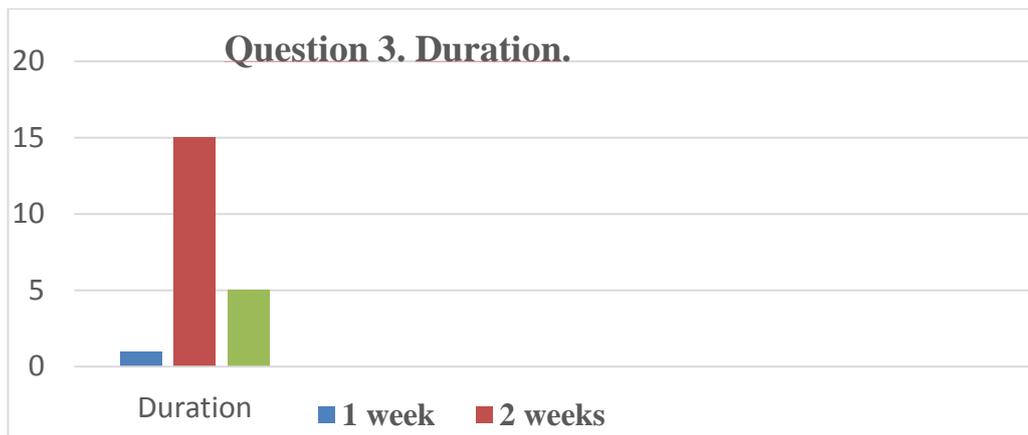


FIGURE 13. Answers from the Finnish language course to question 3 about the suitable duration of a summer course.

In question number four (4) the researcher asked about the timing of the summer school. *“When is the best time to study in TAMK’s summer school?”* The students could choose one or two options. June did not get any votes. Most popular time clearly was **August** with 21 answers, then the second most popular time was July with 6 answers. September got 4 votes and May only one.

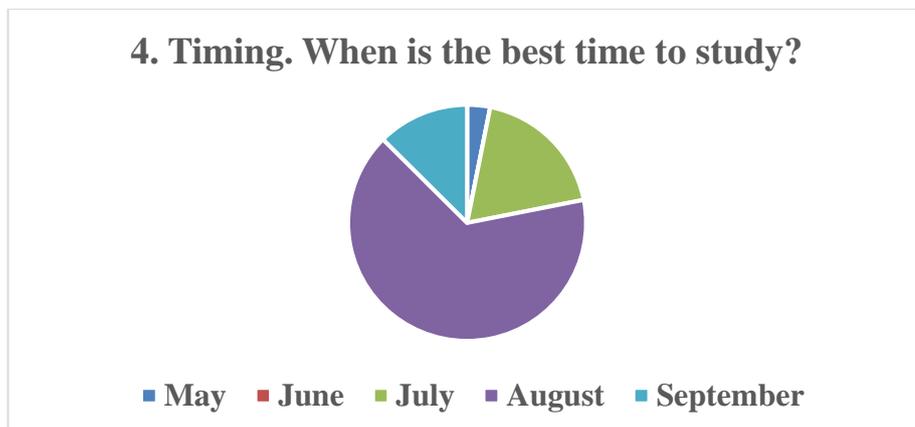


FIGURE 14. Answers from the Finnish language course to the question number 4 about the timing.

In question five (5) the researcher asked about the Social and Evening Programme. *“Would you be interested in a mutual evening and social programme? For example, in a sauna evening by a lake, Finnish outdoor games and sports, in a trip to forest to pick some berries and mushrooms or having a walking tour in a national park?”*

All answered yes, 100% positive.

In question number six (6) the researcher asked about the study methods from the students of the Finnish language course. “*What kind of methods in teaching/studying do you prefer/like?*” The most popular methods are: **1) classroom lecture (19 answers), 2) combination of different teaching methods (17 answers), 3) visiting companies, company cooperation (10 answers)**. Group work got 9 votes, a field trip got 8 votes, presentations 7 votes, project work 6 votes and the rest less than six.

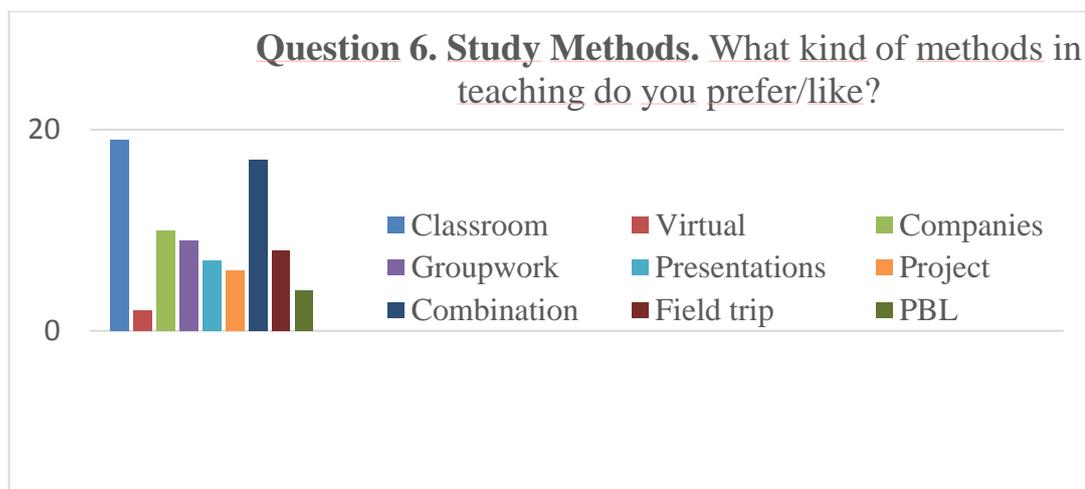


FIGURE 15. Answers from the students of the Finnish language course to question 6 about the study methods. (PBL=Problem-based learning)

In question seven (7) was the **suitable price level** investigated. “*How much would you pay for a summer course of 1-2 weeks all inclusive (a package including teaching, material and social programme)?*” From the students of the Finnish language course as an **average price** came out **221 eur**. In some of the answers there were additional comments about the social programme that it needs to be really good for the price or the social programme should be paid in Tampere or be optional, not being obligatory for all the students.

In question eight (8) the researcher asked about the **contents of the courses**. “*What are the courses/topics you are interested in?*”

As you can see from the answers, the most popular contents of the courses would be

Finland- Finnish culture and language-related. Here are all the direct answers (no particular order) from this summer school course of Finnish language listed:

- *Information technologies and International business*
- *Finnish culture and nature*
- *Languages, also computer science in practise*
- *Language courses, French, Spanish, German*
- *Finnish course, Finnish business world*
- *Languages, history & culture & economy of Tampere*
- *Nature, language and culture of Finland*
- *Finnish, IT (Information Technology)*
- *Finnish, also spoken Finnish*
- *Sports, culture*
- *Tourism, Business Marketing*
- *Food, Nature, Language, Culture*
- *Language, Culture*
- *Engineering, Business, Management, Language*
- *Language, Finnish environment, Finnish culture and traditions*
- *Finnish culture*
- *Finnish media and design/art*
- *International relations*
- *Finnish Tourism*
- *Finnish language, Nature of Finland, forests*

In question number nine (9) the researcher asked as an open question the students of the Finnish language summer course about the **reasons**. “*Why would you choose TAMK’s summer school of many choices?* Here are the direct answers in the numbered order from the students of this course:

- *Timing. It is before TAMK’s orientation week. (German answer)*
- *Good learning environment. We get privileges like printing cards. Learning is not only informative, but also fun, because we do activities. (Namibian)*
- *Tampere is lovely, school seems competent (Austrian answer)*
- *Because of Finland, so excluded other countries. Then TAMK, because my school advertises/promotes TAMK. (Dutch answer)*
- *Finland is near my home country Russia. It costs not so much.*
- *Because of Basic of Finnish language course. Just suitable before leaving to study in Helsinki. Neat place Tampere! (German answer)*
- *It is in Finland. Activity and social program (German)*
- *Combination of study and activity program. (German)*
- *Because of the summer school content. (Mexican)*

- *Very innovative, fun and variety of teaching methods and activities. (Namibian answerer)*
- *Meet new people. Learn a little bit of Finnish. Do something extra, that normally I would not do. (Czech answer)*
- *To learn Finnish, because I want to live here. (Italian)*
- *Easy sign in and good schedule. (Mexican)*
- *It is among the best universities in the world. (Tanzanian-Namibian)*
- *Language, activity with people from different countries. (German)*
- *Going to start my studies here as exchange student. (German)*
- *Because I am going to study here. (German)*
- *Availability, familiarity, good programme and people. (Slovak)*
- *Studying here through Erasmus program next semester. (Czech)*
- *Because of the best and quality education provided at TAMK/Finland. (Tanzanian answer)*
- *Because it is the only change I had to join TAMK, but it is a good university. (Tanzanian answer)*
-



FIGURE 10. Social programme in the Varala Sports Institute with the summer school students in August 2015. (Photo taken by the researcher Helsky-Lehtola, Ursula)

In question ten (10) the researcher asked an open question from the students about the **timeframe**. “When would you like to get the information and marketing material about summer school offering and prices? Here are the direct answers (no specific order) from the students of this course:

1. *At the beginning of the Academic Year for the coming summer school.*
2. *About half a year before it starts.*
3. *Before spring.*
4. *5 months before.*
5. *4-6 months before the course starts.*
6. *Every time if you can find them in TAMK's homepage.*
7. *6 months before the summer school.*
8. *Spring.*
9. *At least 3 months ahead.*
10. *Preferably one year ahead or at least 6 months before.*
11. *At least one month before.*
12. *In February.*
13. *6 months before.*
14. *Not before 4 months ago, because when you study abroad you first have to wait for the confirmation.*
15. *March.*
16. *At least 5-6 months in advance.*
17. *March-April.*
18. *Exactly after we have applied to have more time to save money.*
19. *Before sending the application to TAMK.*

It is easy to see from the answers that most students wish to get the information very early, for example, six months earlier or in the winter, when the summer school is in August. One person did not answer to this question and one person understood the question wrong as the answer was: *"Email and Facebook"*.

In the end of the paper, the researcher gave free word, an optional possibility to send greetings to TAMK. *"Other ideas, your message to the TAMK staff, you can write it here."*

Here are the direct answers of the students from the Finnish language course:

- *Maybe a guide in the first day for bus tickets and housing stuff. Optional free time activities on weekends. Maybe one hour between the lunch and activities to repeat the course stuff and home work in computer classes.*
- *Very good support from TAMK staff!*
- *Good activity programme*
- *Summer school was a nice experience! Everything was well organized.*
- *I have enjoyed summer school, thank you for all your efforts ☺ Keep up the good work!*
- *Introduce deeply people in the Finnish culture.*
- *The school was very well planned and scheduled. Thumbs up!*

- *Thanks for this summer school, both education and free time programme are very good.*
- *More time for Basic Finnish studies/course.*
- *We should have more practical learning.*

5.4 Results of the exchange students, potential customers

Here are the answers from **39 students** and results of the questionnaire on 20 August 2015 conducted to potential customers, potential target groups. These students come to TAMK in August in order to spend the exchange year in Tampere and to study as exchange degree students at TAMK. They, however, did not choose TAMK's summer school. In some of the answers some students mentioned that they did not hear about the summer school. The researcher wanted to find out the same facts as from the summer school participants, but also why did they not choose TAMK's summer school in August (question 11) before they start their exchange studies at TAMK.

In question number one (1) the background was asked, gender, age, nationality. There were 6 male students and 33 female students in this group. The average age of the group members was 21,6. There were 14 nationalities in total, mostly Europeans.

Question number two (2) was about the **marketing channel**. *“How would you like to get the information and marketing material about TAMK's summer school?” You can choose several options.* The best marketing channels to reach potential customers are:

- | | |
|--|-------------------------------|
| 1) Email (33 of 38) | 4) People, friends (14 of 38) |
| 2) www.tamk.fi (27 of 38) | 5) Youtube (7 of 38) |
| 3) Facebook (23 of 38) | |

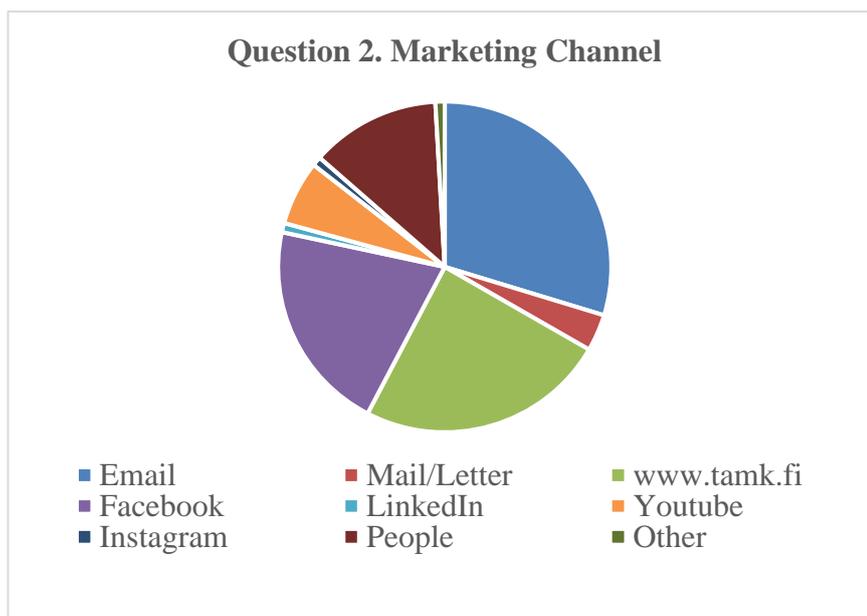


FIGURE 16. Answers (38 of 39 answered) from the exchange students to the question number two about the marketing channels.

In question number three (3) the researcher asked about the duration. *“What is the suitable duration of a summer school course?”* Choose only one option. The most popular **duration** of a summer school course is clearly **two weeks** with the majority of the answers (27 votes). Nine (9) answered for one (1) week and only three (3) answers wished for a longer duration.

In question number four (4) the researcher asked about the timing of the summer school. *“When is the best time to study in TAMK’s summer school?”* The students could choose one or two options. A **large majority** of the exchange students answered **in August** (29 of 39), July got 13 votes, May got one (1) vote, September got four (4) votes.

In question five (5) the researcher asked: *“Would you be interested in a mutual evening and social programme?”* 37 of 39 answered **Yes** to social programme.

In question number six (6) the researcher asked about the study methods from the exchange students. *“What kind of methods in teaching/studying do you prefer/like?”* Here are the most popular study methods. **1) Visiting companies, company cooperation (26), 2) Combination of different teaching methods (22), 3) Field/study trip (21), 4-5) Group work and Project work** got both 19 votes. Other options got 1-13 answers.

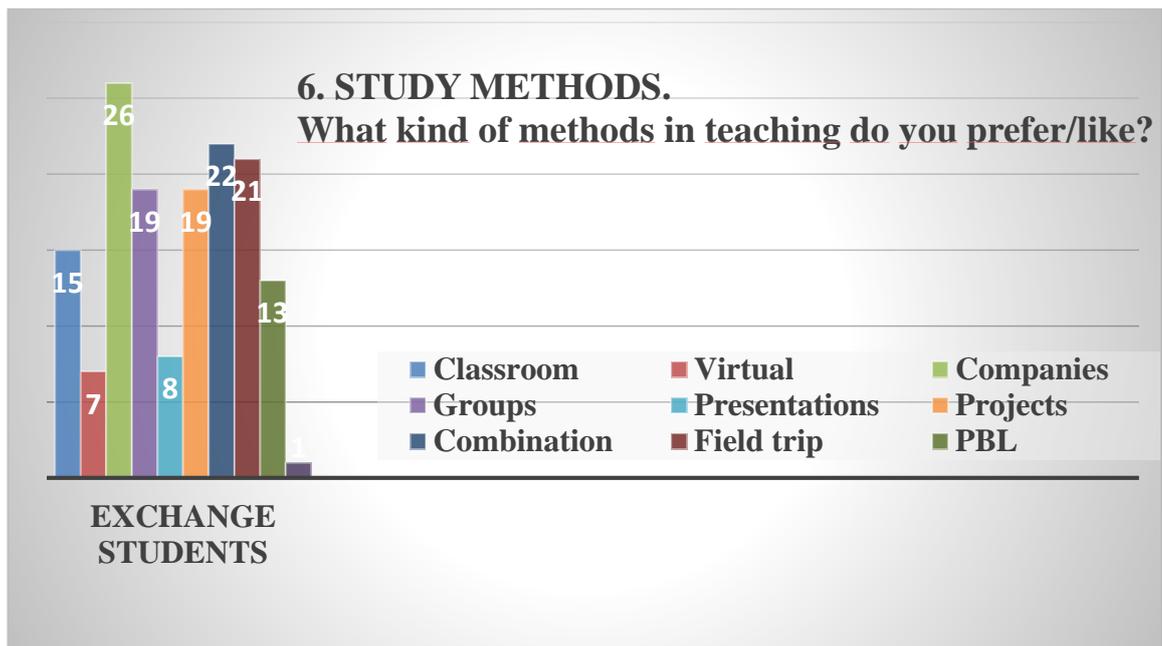


FIGURE 17. Answers from the exchange students to the question 6 about the study methods. (PBL=Problem-based learning)

In question seven (7) was the **suitable price level** investigated. *“How much would you pay for a summer course of 1-2 weeks all inclusive (a package including teaching, material and social programme)?* The result of an average price among the potential customers, incoming exchange students (35 answers) is **202 eur**. There were four papers, which could not be calculated with.

In question eight (8) the researcher asked about the **contents of the courses**. *“What are the courses/topics you are interested in?”* Here the answers were really mixed and scattered, but most of the answers began with “Finnish...”. The most popular answers were: Finnish culture and language, Finnish language for daily use, Finnish culture and nature. The other answers were: Finnish cuisine, introduction to future courses, music, media, arts, animation, business and marketing, tourism, social topics, sports, Finnish history, healthcare & nursing, quality management, environmental and sustainability issues, international business.

In question number nine (9) the researcher asked as an open question the students about the **reasons**. *“Why would you choose TAMK’s summer school of many choices?”* Here are the direct answers in no particular order:

“Easier to start studies after a summer course, depends on the topics, meeting people, unique way to discover Finland and Tampere, for portfolio/CV, new culture, new friends, from intensive course quick results, good references, close connection to the school, to get a better start to studies, could choose summer school if good tourism programme available, particular courses, interested in Finnish culture and Tampere is a nice place, experience something different and new, it is a good school, never been in Finland before, I want to know more about the culture, because of the town, because Tampere is really nice city to study and live, really nice infrastructure in Tampere, good school and it is well organized, good opportunity before starting the studies, to know more university people, well-known of great teaching, because I am interested in, to meet other exchange students, not so expensive price, because of the content, If the programme and time would good and suitable for me, because I study at TAMK, price, to know basic of language first, because of the country, because it is organized and modern, nature, city, country, if the price would be lower.”

In question ten (10) the researcher asked an open question from the students about the **timeframe**. *“When would you like to get the information and marketing material about summer school offering and prices? Most of the exchange students wished for the information in the spring time (March-April). Many answered also May-June or January or during the application time.*

In question eleven (11) the researcher asked: *“**WHY did you NOT choose TAMK’s summer school before your exchange studies begin at TAMK?**”* Here are all the answers in no particular order. It is easy to see from the answers that **the main reason** was that they actually **never heard about it**.

“Nobody gave me the information about TAMK’s summer school, holiday season, timing, I was not informed, No time, No time after internship, I did not know, I stay here for 10 months anyway, I could not leave my city earlier, I did not hear about it, I had to do my internship before, I did not have my residence permit yet, I had to work, I did not know about it, I had other plans, I had other things and no accomodation in Tampere yet, I did not get invitation, too expensive, I noticed the summer school just few weeks

ago, busy preparing everything for coming to Tampere, I did not have so much time, I did not hear about it, I was studying in my country, Because there is no course that interests me – I am a nursing student, so many things before Erasmus exchange so no time, I already booked holiday there, I did not know about it, I did not have money for summer school, I wanted to spend my summer at home before coming for 4 months here, I had just finished my exams at my home university, I did not finish my Italian exams yet and Italian summer begins at the end of July and summer school was not published from TAMK website or my email, Because exchange programme is always expensive and busy with many things before that, Because I could not apply, I was working, Did not fit to my schedule and too expensive, I did not feel the need to attend and I wanted to stay at home and with my friends as long as possible, I was doing my internship until middle of August, It was too expensive, I never heard about it, I did not receive any information, It is too difficult to arrange everything in advance and it was unclear if there will be a gap between the summer school and the start of semester, Because of exam period in my home university and no time.”

5.5 Results of the summer school of the University of Tampere (UTA)

The researcher decided to interview the other university in the Tampere Region, the University of Tampere (UTA). UTA managed to organise 10 summer courses out of 12 offered in 2015. In addition, UTA is our co-operative partner, but used to be a competitor in the region, too. UTA offers (Bachelor’s and Master’s Degree Programmes and Doctoral and Professional Postgraduate Degree Programmes. Here are the results I found out on 1 September 2015 in the open, deep interview with the project secretary of UTA’s summer school, Ms. Hanna Rissanen.

Planning the summer school and course offering:

This was the first year for the University of Tampere Summer School and the project secretary did not have any previous experience in organising summer schools. The planning of the summer school started already in the winter 2014. UTA nominated a planning group, The Academic Board to steer and monitor the organisation of the UTA Summer School. Additionally, a full-time project secretary started in December 2014 to

work for the summer school. All UTA Schools got the questionnaire about their interest on offering a summer school course. Two persons were in the planning from the beginning. Course offering and internal funding was decided in December 2014.

Resources for UTA´s summer school:

There was one full-time project secretary from December 2014 until the end of September 2015. Their further HR resources for the summer school consisted of one part-time permanent staff member and one trainee for a period of 3 months in the summer.

Course offering:

UTA wanted to offer university-wide offering, therefore, all the units were asked about their interest. In total, eight (8) UTA Schools offered courses for a summer school. Approximately 20 contact lessons per course were commanded, courses 5 ECTS, but Survival Finnish 2 ECTS.

Timing August 10-21 for the summer school:

June could have been a good option, if students would only attend the summer school, even though most universities worldwide still have a semester and exams on-going in June. August turned out to be the best time to reach the target groups, customers, just before they start their autumn semester. As one big objective was to offer the teaching for UTA´s degree students in the summer season. Students could accomplish their studies also in the summertime.

Two different pricing categories for UTA´s summer school:

The students external to UTA (not UTA degree or exchange students needed to pay for the courses. For the degree and exchange students, the summer school offering was free. People have understood the reason in pricing.

Funding for teaching, co-ordinating and planning of summer courses:

As this was the first year of UTA to launch the summer school, the target was not to make profit. The course fees (60 euro per one credit) were low on purpose for the first year. The University of Tampere provided UTA Summer School with a small amount of strategic funding for covering the expenses of organising courses in the summer 2015.

Feedback about the course offering and social programme:

The feedback was mostly positive and people were satisfied with the wide course offering. The Game Research was requested for the next year, too. The international aspect, globalisation and global health were also interesting to the participants. Additionally, some nature-related and outdoor activities were requested for the social programme.

Most popular courses in 2015:

The most popular course measured by the amount of applicants was obviously the Finnish language course. The second popular course was “Making sense of globalization” organised by the School of Social Sciences and Humanities.

Opinion about the reasons for the success for UTA´s summer school:

According to the summer school project secretary, a good reputation of the university abroad, 200 Erasmus partners and other partners globally (large network), timing optimised for the new exchange students made the success of the first UTA Summer School possible. Even the paying customers (not UTA degree students or UTA exchange students) liked the price level of 60 euro / 1cr. UTA´s degree students wanted to study in the summer - one of the reasons may have been that many of the students did not manage to find a summer job.

Marketing channels and marketing used for UTA´s summer school 2015:

The Internet pages were launched in the beginning of January 2015. The first edition of the brochure was finished in the first week of January and was taken to the UTA partners in China by a UTA delegation visiting the Chinese partner universities. The very same brochure was also created in a PDF format for the internet and email distribution. Advertising via email was also sent in the winter to various email lists, international lists, inside the university to the student organisations and to international students, to the partner universities, to the mobility co-ordinators at UTA and to the course teachers.

A Facebook page was created in the beginning of the year, too. Links to the internet pages and Instagram account were created. The UTA summer school was not in

LinkedIN, and UTA did not invest anything extra for the Google search. They informed the students at the campus during various events organised. However, UTA did targeted marketing to the exchange students in March-April. The application period was the same for the summer school and the exchange (incoming) students. Another reminder email was sent to the exchange students who had not applied for the summer school by the end of April. All approved students to the English language Master programmes got a message about the summer school as well.

Furthermore, the TAMU Student Union sent emails to their email lists. Posters were at the campus since February and they were available in Finnish and English. The same graphical look was repeated in the emails, brochures, posters and on the internet pages. Emails reached the target groups very well.

Some figures about UTA´s summer school:

Amount of applications: 285 individual applicants, 350 applications to the courses, of them accepted 205 persons. The required motivation letter was a good idea to cut down the unqualified applicants. Teachers chose the accepted students. In total, 41% of the summer school students were UTA´s degree students. Accepted international Master students were approximately 30 and exchange students approximately 30. 24% of the participants were international exchange students and 20% were degree students. Paying customers were 12% of the participants, mostly from European countries. Finally 159 persons confirmed their participation to study. No show was not a problem. In total, 149 students finally participated in UTA´s summer school.

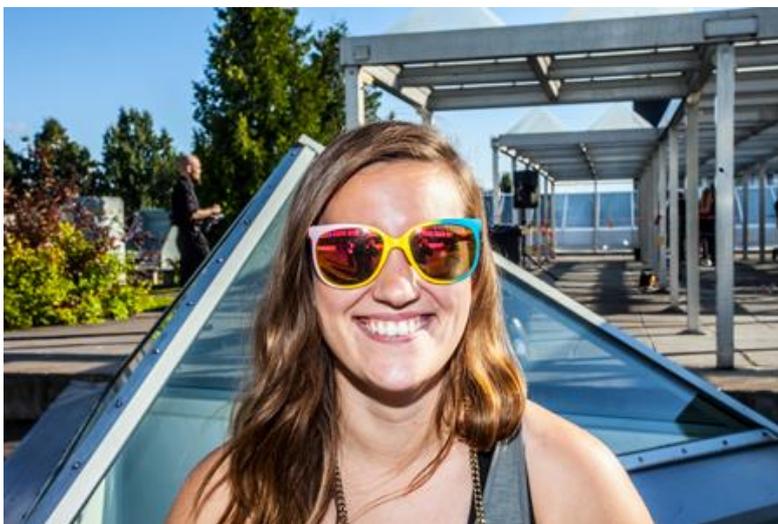


FIGURE 11. A summer school student of the University of Tampere. (University of Tampere 2015)

6 RECOMMENDATIONS AND CONCLUSIONS

6.1 General recommendations and proposals for action

In this chapter the conclusions of this study are drawn and discussed. In addition, some improvements and proposals for action are suggested. A list of concrete recommendations are given by the researcher.

RESPONSIBILITY AND RESOURCING FOR SUMMER SCHOOL:

First and foremost, there needs to be clear understanding who is responsible for the summer school organisation at TAMK. Additionally, it has to be decided whether it is conducted with the help of the UNIPOLI co-operation or on our own. The person in charge needs to have backup, a team, and support from the top management and at least one trainee to work for the summer school during the marketing time (October-July), during the actual summer school (July-August), and the after-marketing time (August-September), in other words, throughout the year. The Human Resourcing and Financial Resourcing should be done professionally, budgeting for the activity is absolutely essential. The responsible person cannot be a trainee nor can he or she be a changing resource each year. If the summer school is conducted together with other universities, a responsible contact person needs to be available in each HEI.

SUGGESTIONS FOR INTERNATIONAL CO-OPERATION:

As Utrecht is doing their summer school in co-operation with several European universities under the name of Utrecht, this is a model TAMK could also consider. TAMK could consider organising summer school together with other international partners. Here some questions of the researcher as suggestions for the management. The summer school could be named for example: Tampere-Munich summer school etc. or inside Tampere not TAMK summer school, but TAMPERE summer school.

1. Could the partners consist of the two other universities in the Tampere Region (UTA and Tampere University of Technology TUT)?
2. Could some foreign universities be TAMK's partners in summer schools?
3. Could TAMK organise a mutual summer school with its biggest and closest strategic partner, the Munich University of Applied Sciences (MUAS)?
4. Could some of the courses be organised as virtual courses or partly virtual, online, so some of the teachers could participate via the Adobe Connect video conference tool from abroad and course material could be available in Google Drive or other cloud services?
5. Could TAMK try to offer co-operation to Utrecht, if they accept us?
6. Could summer school be seen as a part of an International Conference in summertime?
7. Could TAMK organise a summer school together with some regional tourism companies? They would profit just as well and TAMK could use their marketing power and various networks.

6.2 Recommendations based on the answers in the questionnaire

MARKETING SUPPORT FROM INTERNATIONAL DEGREE PROGRAMMES:

“Spread the word, include TAMK students in marketing of the summer courses.”

(24-year-old male Finnish degree student). The researcher thinks the answer from the Finnish male degree student in the summer school course of Tampere–St. Petersburg is rather interesting and should be considered as one option to do marketing – from student to student and in co-operation with some named classes, for example, English language degree students of Tourism and International Business. The students represent the target groups, they are young and innovative and excellent in mobile and other technology needed to provide promotional material such as videos to youtube and testimonials.

TIMING AND MARKETING CHANNELS:

The most convenient time to organise a summer school is definitely the month of August. Also timing of the marketing activities is very crucial, most of the students wish to have information at least 6 months before the summer course, some wish to have the information even one year before the course. Therefore, TAMK should do

more marketing per email, Facebook and in www.tamk.fi pages. TAMK has made closed Facebook groups for the coming courses, but there is no own Facebook Page for the TAMK summer school, which would always be available for discussion, questions and information. Other social media channels did not occur very important in reaching the students and potential new students. To conclude, marketing is definitely a continuous process.

WHAT INTERNATIONAL STUDENTS WISH TO STUDY:

Based on the answers in the questionnaires to the students, I would recommend to offer following types of courses in the near future:

- Finnish language and culture, 2-3 weeks (very practical)
- Finnish business and culture, 2 weeks (incl. company visits)
- Finnish culture, habits, art (museum visits, the Moomins etc.)
- Finland-Russia business co-operation, 2 weeks incl. the trip to St. Petersburg
- Finnish tourism & food, or Finnish food & nature

SOCIAL PROGRAMME:

There needs to be lots of and various kinds of social programme available. The importance of the social programme is indeed very high based on the answers of students. Almost all the students also mentioned Finnish nature in their comments.

6.3 Recommendations based on the interview and comparison to UTA

Based on the interview at UTA with the project secretary, I recommend to consider the following facts:

PRICING: Suitable pricing at UTA was 60 eur/ 1 credit, free for degree and exchange students, two different prices did not cause any problems or questions.

REPUTATION: UTA has excellent reputation as TAMK too. Keep up the TAMK flag up! Same visual look with a touch of something that notices it is a summer school.

TIMING: Enough time for marketing, and the course timing in August is optimal.

MARKETING: Marketing is a continuous process, year round marketing is needed and somebody to be responsible for the holistic view and marketing management. Also campus marketing is important among degree and exchange students. UTA did lots of email marketing, campus marketing, and put more effort on Facebook than TAMK.

PLANNING & RESPONSIBILITY: UTA nominated a planning team, Academic Board to steer and monitor the contents and marketing of summer school.

RESPONSIBILITY & HR: There needs to be 1-2 persons responsible for the summer school and also a part-time web designer is needed to create the marketing material. The persons need to be sales and marketing oriented with excellent English language skills.

INVESTMENT & FINANCIALS: UTA gave a small “start-up funding” to run the summer school. Without budget and financial investment it is not possible.

6.4 Recommendations to marketing and marketing channels

MARKETING PLAN:

A marketing plan should be planned immediately with a “**small dream team**” to the summer school. The team would consist of the persons, who are efficient, goal-oriented, interested and specialists in international marketing, international services, summer school activities and who know TAMK’s offering very well. These people should be team players and have an honest and active contact to the top management.

A good team would be for example a) one marketing and sales oriented person, b) one international business and multiculturally oriented person and c) one marketing graphic designer/visual person. For example d) one of the former trainees, who have handled the practicalities in the summer school, could participate in this planning work too. Then there would be at least one young team member, who represents the target group as

well. e) One of the teachers, who have the summer school experience, could participate to the team too. Best size of the team is 3-5 persons. The team could be supervised by the Head of International Office, or VP for Services, or Head of Global Education.

MARKETING PLAN FOR THE SUMMER SCHOOL

consists of:

1. **Executive summary** (highlights, objectives, goals)
2. **Current marketing situation** (written in this thesis)
3. **Target market, customer analysis, positioning** (target markets need to be decided and then targeted, TAMK cannot embrace the whole world)
4. **Objectives and issues** (financial, marketing and societal objectives)
5. **Marketing strategy** (management board needs to decide and approve this, overall strategy, how marketing will affect other stakeholders)
6. **Marketing programme** (summer school products, pricing, marketing channels and distribution (emails several times, Facebook page, www.tamk.fi, campus marketing, testimonial and image marketing videos made by the students, blogging, writing stories), office services before and during the summer school, internal marketing (campus advertisements, posters, cooperation with the Communications Services, International Office and Schools of Degree Programmes)
7. **Financial and operational plans** (approval from the top management, total budget and budget/course, expected revenue and profit (total and per course), schedules, responsibilities, people/HR, assistance from the financial department, if needed, contact person in financial issues.)
8. **Metrics and implementation control** (evaluation, performance measurement)

TIMING OF MARKETING:

There needs to be guidelines and responsible persons who update the information year round. As the answers showed some expect information year round, most of the students wish to get information about summer school offering 6 months before the course. Dutch specialists on European summer schools recommend a planning phase of 12-18 months for summer schools with overlapping activities. Year round activities in marketing are needed to get enough students and make TAMK summer school attractive and even know to the world. The marketing material should be ready online in the beginning of November.

TIMING OF MARKETING ACTIVITIES:

- 1.9. - 15.10. Web designer / AD producing the marketing material
- 1.9 - 15.10. International degree student group producing a video (vimeo, youtube)
- 16.10.-30.10. Dream Team meet and approve the marketing material and channels
- 1.11. Ready marketing material online (if printed needed, printing 1.11.-5.11.)
- 1.11. - 31.7. Marketing time, updating all the time (PDF brochure, www.tamk.fi, FB, emails to lists, partner universities, old students)
- 1.10. - 1.9. Trainee in the summer school office
- 1.3. - 31.5. Application time for summer school (reminders per email, Facebook, youtube videos, campus advertisements in student events and in international office)
- 1.2. - 30.4. Active time to plan details of the courses, social programme etc.
- 1.6. - 5.6. Approvals/Confirmations to the participants of the courses
- 10.6. - 30.6. Course information in advance
- 1.6. - 1.8. Active coordination, emails, Facebook updates to the participants, checking the bookings for social programme, company visits, busses, food etc.
- 1.8. - 15.8. Summer school courses
- 15.8. - 25.8. Academic Year starts at TAMK
- Year round The responsible person(s) working together with the team, the holiday not possible more than 2 weeks in June-July, always somebody in the office on duty. Rest of the holiday in autumn-winter time.

MARKETING MATERIAL AND CHANNELS:

English language internet pages need to be clear to a foreign, potential student. All the **links to youtube videos/testimonials and brochures in PDF format** would be wise to have there and they should be easily found and accessed. Most important channels to reach the potential new students, exchange and degree students seemed to be **www.tamk.fi, email and Facebook**. Also through friends and their local university was mentioned in many answers in the study. The marketing material needs to be professional, therefore the services of a web designer is needed to produce the material in September-October. Marketing needs to start latest 1st November.

I would recommend to open **an own Facebook page for the summer school**. All the former participants of summer school, international degree students, alumni contacts should get promotion and marketing per email. Summer school marketing should be done **at campus** in the winter and spring in different events targeted to international students and Finnish students, who wish to get more international and study in English.

CLOSE MARKETING COOPERATION IN TAMPERE REGION:

Many students answered that they were interested in Tampere as a city and in Finland as a country, so the cooperation with Finnish and Tampere Region tourism officials like Tampere Event Office, City of Tampere, and TREDEA/Visit Tampere (= Tampere Region Economic Development Agency) is important too. Especially **Talent Tampere network** and programme by TREDEA <http://talent tampere.fi/> (**Linking Bright Business with Internationals**) concentrates also in integration and attraction issues of HE students. I am a volunteer Tampere AllBright Ambassador myself as a part of **Tampere All Bright Ambassador Network** (organized by TREDEA). In this network also the issues of integration, working and studying internationally and talent attraction in Tampere Region are discussed and developed. Tampere Region would get more tourists to Tampere in August and summer school would get more students – at its best this could be a win-win situation to the regional tourism, and to TAMK and other universities in Tampere. Most of the summer school students stay in Tampere to study a degree.

EXCELLENT EXAMPLES OF UNIVERSITY INTERNET PAGES:

In the book written by Torenbeek, J & Meurs, I. (2012) about international summer schools in Europe, you can find excellent example of success, Utrecht summer school in the Netherlands. Utrecht has great internet pages too. www.utrechtsummerschool.nl/

Oxford University internet pages are clear and easy to find information, so they could be mentioned as excellent example as it was mentioned in the book by Kotler & Keller (2012). <http://www.ox.ac.uk/>

6.5 Recommendations for further research

BENCHMARKING TRIP AND REPORT OF UTRECHT SUMMER SCHOOL:

I would recommend to make a benchmarking trip to The Netherlands, to Utrecht, where they have been organising summer schools very successfully for a number of years already. A deep benchmarking trip is wise to do to the Utrecht Summer School in The Netherlands as they are one of the biggest and oldest summer schools in Europe. It would be useful to know how they make the summer school services as profitable business. It would be very important to meet the entire summer school team there and interview the responsible persons. Furthermore, it would be a good idea to get a general picture of the whole university to see how the summer school activity is placed and positioned in the university.

Consequently, my suggestion is to make a 4-5 day benchmarking trip to Utrecht. The interviews, meetings and questions need to be planned and booked well in advance. A written report needs to be done and compared with the facts in the TAMK activities. In Utrecht, there were more than 200 courses in the summer 2005 in 9 fields and they have done summer schools since year 1987. In 2014, the Utrecht Summer School attracted around 3000 students from over 110 different countries. They seem to have a responsible director and staff working for the summer school throughout the year. Utrecht has very professional web pages including lots of information about the specific courses, but also about Utrecht, the university and the country in general.

You can also follow the Utrecht summer school offering and events in social media channels Twitter and Facebook. On the Facebook pages it was easy to find several vimeo videos of various courses, offering and their social programme. The video shows a number of teaching methods, such as teaching, laboratory work, team work, lectures, but also some freetime and social activities, lots of feelings and faces too. You can also subscribe to the Utrecht summer school newsletter through their internet pages. The Utrecht summer school as a group was found in LinkedIN social media channel, too. The Utrecht summer courses are organised in collaboration with 13 various international institutions from different European countries. All the course fees are seen on the internet pages. (Utrecht summer school 2015)

The Utrecht summer school is also mentioned as a great example in the book written by Torenbeek, J & Meurs, I. (2012) about international summer schools in Europe, where you can find great examples of success, such as the Utrecht summer school in The Netherlands.

I think it would be a great idea to participate also in their summer school via 1-2 courses in the summer 2016.

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INTERVIEW

RISSANEN, H., project secretary, UTA's summer school, Interview 1.9.2015, Tampere, Finland. Interviewer Helsky-Lehtola, U.

FIGURES:

FIGURE 1. New foreign students of all Universities of Applied Sciences in Finland. (Opetushallinnon tilastopalvelu 2015), September 2015.

FIGURE 2. Knowledge Claims, Strategies of Inquiries and Methods leading to Approaches and the Design Process. (Crotty, 1998 in Creswell's article 2003. Figure made by the researcher. 2015)

FIGURE 3. Markkinoinnin tutkiminen ja johtaminen (=Marketing Management). (Lahinen & Isoviita & Hytönen, 1995. 143. Drawing made by the researcher.)

FIGURE 4. Marketing Mix with 7 P's. (Marketingmix.co.uk)

FIGURE 5. Strategic fit. (Hooley, G, Piercy, N.F. & Nicoulaud, B. 2012, 28)

FIGURE 6. Mind map. Marketing Plan. Illumine Ltd. [Accessed 13.10.2015]
<http://www.mind-mapping.co.uk/wp-content/plugins/download-manager/cache/Simple-Marketing-Plan-2000x0.jpg>

FIGURE 7. Porter's Five Forces. (Mindtools.com 2015, Investopedia, Porter 2015)

FIGURE 8. Answers to the marketing channel about TAMK's summer school.

FIGURE 9. Answers to the question about the duration of a summer school course.

FIGURE 10. Answers to the question about the timing.

FIGURE 11. Answers to the question about the study methods.

FIGURE 12. Results to the question 2 about the marketing channel among Finnish language course.

FIGURE 13. Answers from the Finnish language course to question 3 about the suitable duration of a summer course.

FIGURE 14. Answers from the Finnish language course to the question number 4 about the timing.

FIGURE 15. Answers from the students of the Finnish language course to question 6 about the study methods. (PBL=Problem-based learning)

FIGURE 16. Answers from the exchange students to the question number 2 about the marketing channels.

FIGURE 17. Answers from the exchange students to the question 6 about the study methods.

PICTURES:

PICTURE 1. Holistic Marketing Dimensions. (Kotler & Keller. 2007, 8)
Important shifts in marketing practises is globalizing, which means increasing efforts to "think global" and "act local".

PICTURE 2. Marketing-Mix Strategy. (Kotler & Keller. 2007, 10)

PICTURE 3. Integrating Marketing Communications to Build Brand Equity. (Kotler & Keller. 2007, 280)

PICTURE 4. The Generic Value Chain. (Kotler & Keller. 2007, 24)

PICTURE 5. Root Causes of Customer Failure. Services Marketing. (Kotler & Keller. 2012, 386)

PICTURE 6. Group work in Tampere-St. Petersburg course.
(Photo taken in August 2015 by the researcher Helsky-Lehtola, U)

PICTURE 7. Teamwork in Tampere-St. Petersburg course.
(Photo taken in August 2015 by the researcher Helsky-Lehtola, U)

PICTURE 8. Students of summer school 2015 with their American and Japanese teachers in the field trip in St. Petersburg, Russia.

PICTURE 9. Students of summer school 2015 doing a group work.
(Photo taken in August 2015 by the researcher Helsky-Lehtola, U)

PICTURE 10. Social programme in Varala Sports Institute with the summer school students in August 2015. (Photo taken by the researcher Helsky-Lehtola, U)

PICTURE 11. A summer school student of the University of Tampere. (University of Tampere, 2015. www.uta.fi/admissions/summerschool)

APPENDICES

APPENDIX 1. Questions to the summer school participants, 11 August 2015

Questions to summer school students about TAMK's summer school

I am doing my Master's Thesis about TAMK's Summer School, "Marketing strategy for the summer school of TAMK". More information on TAMK's summer schools: www.tamk.fi/summerschools

1. BACKGROUND INFORMATION:

a) Gender: Male / Female

b) Age: _____

c) Nationality: _____

2. MARKETING CHANNEL. How would you like to get the information and marketing material about TAMK's summer school?

- a) email
 - b) mail to home address
 - c) internet pages of TAMK, www.tamk.fi
 - d) facebook
 - e) LinkedIn
 - f) youtube
 - g) Instagram
 - h) Whatsapp
 - i) through people, friends, study pals etc.
 - j) other, give your answer
-

3. DURATION. What is the suitable duration of a summer course? Choose only 1.

a) 1 week

b) 2 weeks

c) other (please explain),

4. TIMING. When is the best time to study in TAMK's summer school?

Choose 1 or 2 options.

- a) May
- b) June
- c) July
- d) August
- e) September

5. SOCIAL AND EVENING PROGRAMME. Would you be interested in a mutual evening and social programme? For example, in a sauna evening by a lake, Finnish outdoor games and sports, a trip to a forest to pick some berries and mushrooms or having a walking tour in a national park ?

Choose only one (1) please.

- a) Yes
- b) No
- c) Other, please write your own wishes _____

6. STUDY METHODS. What kind of methods in teaching/studying do you prefer/like?

- a) classroom lectures
- b) virtual courses
- c) visiting companies, company cooperation
- d) group work
- e) presentations
- f) project work
- g) combination of different teaching methods
- h) field trip, study trip
- i) problem-based learning
- j) other, please specify

7. PRICE LEVEL: How much would you pay for a summer course of 1-2 weeks all inclusive (a package including teaching, material, social programme)?

Please write here in EUR _____

8. CONTENTS. What are the courses/topics you are interested in?

Open question. Please write shortly. Name or content of the courses. Try to be as clear as possible.

9. REASON. WHY would you choose TAMK's summer school of many choices?

Open question. Give 1-3 reasons. Please explain shortly. Thanks.

10. TIMEFRAME. When would you like to get information and marketing material about summer school offering and prices? (open question)

OTHER IDEAS, MESSAGE TO TAMK STAFF, you can write here, please.

APPENDIX 2. Interview with the coordinator, project secretary of the summer school of University of Tampere (UTA), questions

1.9.2015 Face-to-face interview frame, questions to Ms. Hanna Rissanen, Project Secretary of Summer School in University of Tampere

1. When do you start planning the summer school offering, course selection etc.?
2. How many people are available as resources for the summer school, year round or part-time?
3. What kind of courses do you want to offer in the summer school?
4. Why did you choose August 10-21 for the summer school as timing?
5. Have you got complaints about 2 different pricing, not registered students from outside pay – and free for exchange and degree students of UTA and TUT ?
6. How do you find funding to cover the teaching, co-ordinating and planning costs of the courses? Is it important that the summer school makes financial profit?
7. What kind of feedback have you got about the course offering and social programme?
8. What were the most popular courses this year and lately?
9. What is your own opinion about the reason for success for UTA's summer schools?
10. Which marketing channels and ways of marketing do you use for advertising and marketing of summer school?



APPENDIX 3. Programme for the Basics of Finnish language course as example.

Basics of Finnish, 3 cr 3 – 14 August 2015

Monday 3 August

09:00 Welcoming words & introduction to TAMK, Classroom B6-31b

Ms Kirsi Tolvanen, Head of International Services

Administrative issues

- Registration Form
- Computer passwords
- Lunch tickets
- International Student Guide
- Public transportation, journey planner & bus timetables

09:40 Finnish language, B6-31b

teacher Ms Marja Oksanen

- orientation to Tabula-learning environment (classroom B2-20)

12:30 Lunch (2,60€)

- Take out your Lunch Card /Student Card and show it for student discount

13:30 Tour of Main Campus (Johannes)

- Summer School Office (B1-58)
- Computer Helpdesk (B1-44)
- Campus Shop (B1-37)
- Main Library (G1 floor)
- Cafeterias (G0- & B0-floors)

Free time activity:

14:00 – 19:30 Viikinsaari Island Trip (www.visittampere.fi/place/456)

- Meet at Teiskontie Entrance at 14:00
- Walk/take a bus to *Keskustori* (= Central Square)
- Walk to *Laukontori* harbour (200 meters south of *Keskustori*)

- We get on board on *Suomen Hopealinjat* boat departing at 15:00



Tuesday 4 August

9:15 Finnish language, B6-31b

10:30 Break

10:45 Finnish language, B6-31b

12: 15 Lunch (2,60€)

Free time activity:

Pack/carry today: sports shoes or good walking shoes, towel, swim suit/trunks, jacket/sweater, cash

13:30 – 20:00 Kick-Bike tour, games and Sauna

Wednesday 5 August

9:00 Finnish language, B6-31b

10:30 Break

10:45 Finnish language, B6-31b

12: 15 Lunch (2,60€)

Free time activity:

13:00 Visit to Vapriikki Museum Centre

(Alaverstaanraitti 5, <http://vapriikki.fi/en/>)

- Meet at Teiskontie Entrance at 13:00
- We will take the bus to the city centre

- The museum centre consists of several exhibitions. We will have guided tour to two exhibitions (Tampere 1918 and Tammerkoski Rapids, the story of Tampere)
 - *Permanent exhibitions:*
 - *Finnish Hockey Hall of Fame*
 - *Innovations*
 - *Natural History Museum*
 - *Time to Play (toys)*
 - *Shoe Museum*
 - *Tammerkoski Rapids and the Story of Tampere*
 - *Tampere 1918 (civil war)*



Thursday 6 August

9:00 Finnish language, B6-31b

10:30 Break

10:45 Finnish language, B6-31b

12: 15 Lunch (2,60€)

Free time activity:

Pack/carry today: t-shirt or some other light clothing for the bowling, cash

13:00 – 16:00 Bowling tournament in Kauppi Bowling Alley

- Meet in the lobby, walk to the bowling alley

Friday 7 August

9:00 Finnish language, B6-31b

10:30 Break

10:45 Finnish language, B6-31b

12: 15 Lunch (2,60€)

Free time activity:

Pack/carry today: sports shoes or good walking shoes, jacket/sweater, cash

13:00 – 16:00 Walk to Pyynikki View Tower, (Nikesh) (Näkötornintie 20, www.munkkikahvila.net/?page=3)

- Meet at Teiskontie Entrance at 13:00
- Take a bus to *Pyynikintori* (= Pyynikki Square)
- Walk to Pyynikki (1,5 – 3 km, depending on the weather)
- You can see the whole of Tampere and beyond from the tower!
- The cafeteria has THE BEST donuts (= *munkki*) in Tampere!



Saturday 8 August

Free day

Info on Tampere: www.visittampere.fi

Trains: www.vr.fi

Long-distance busses: www.matkahuolto.fi/en



Pyynikki beach

Tammerkoski rapids

Tammela market

Sunday 9 August

Free day

Monday 10 August

9:00 Finnish language, B6-31b

10:30 Break

10:45 Finnish language, B6-31b

12: 15 Lunch (2,60€)

Free time activity:

Pack/carry today: sports shoes or good walking shoes, jacket/sweater, cash

16:00 → Flow Park (<http://www.flowpark.fi/tampere/?lang=en>)

Tuesday 11 August

9:00 Finnish language, B6-31b

10:30 Break

10:45 Finnish language, B6-31b

12:30 – 14:00 Finnish Food tasting

- Possibility to taste traditional Finnish dishes

Wednesday 12 August

9:00 Finnish language, B6-31b

10:30 Break

10:45 Finnish language, B6-31b

12: 15 Lunch (2,60€)

13:00 Time to prepare for Final Presentations

Free time activity:

Pack/carry today: sports shoes or good walking shoes

14:30 – 16:00 Nordic walking in Kauppi Forest

Meet at Teiskontie Entrance at 14:30

- We will walk together to Kauppi Forest, right next to TAMK



Thursday 13 August

Pack/carry today: sports shoes or good walking shoes, jacket/sweater, water bottle, cash

No classes (TAMK Staff Training)!

Free time activity

Afternoon in Särkänniemi Amusement Park (www.sarkanniemi.fi/en)

- Särkänniemi is open at 15:00 – 20:00
- Johannes and Nikesh will be at Särkänniemi Entrance at 15:00, you will get your entrance ticket / access bracelet from them
- Carry or buy your own snacks/food, there are restaurants and kiosks inside

Friday 14 August

9:00 Final Presentations, B6-31b

10:30 Break

10:45 Final Presentations, B6-31b

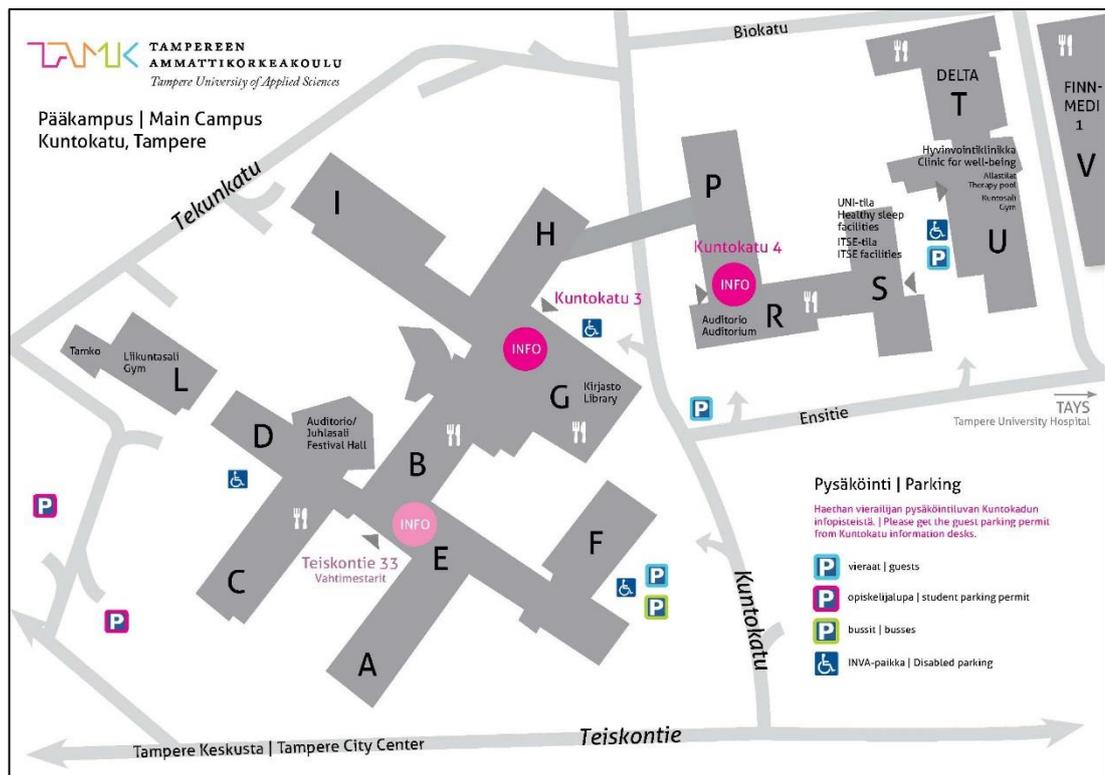
12: 15 Lunch (2,60€)

13:00 – 14:00 Certificates

19:00 – 22:00 Farewell dinner at Restaurant “Nepali Kitchen”,

Address: Itsenäisyydenkatu 2 (at the Railway Station)





More information:

Facebook: *Finnish Language & Culture 2014*

(<https://www.facebook.com/groups/696289113797426>)

Ms Marja Oksanen: Teacher

Tel. 040 800 4272, marja.oksanen@tamk.fi

Mr Nikesh Timilsina: Incoming Students' Office (B1-53)

Tel. 040 801 6842, summerschools@tamk.fi

Ms Camilla Kalevo

Tel. 050 567 5516, camilla.kalevo@tamk.fi

APPENDIX 4. TAMK's organisational structure, October 2015.



Owners of Tampere University of Applied Sciences (TAMK)

City of Tampere 87 %

Sastamala Municipal Education and Training Consortium 9 %

Town of Ikaalinen 1.5 %

Town of Ylöjärvi 1.5 %

Tampere Music College Foundation 0.5 %

Tampere School of Household Management Association 0.5 %

The managing director of Tampere University of Applied Sciences Ltd is President, Mr. Markku Lahtinen.

Management Group

TAMK's management group consists of Vice-Presidents and Directors of the following responsibility areas and operations:

1. Administration, President
2. Business Operations and Services
3. Education Services and Research & Development & Innovation
4. Higher Education Services
5. Development and Quality Management
6. Human Resources Services

Board

The general meeting on 5 May 2015 elected the members of the board of Tampere University of Applied Sciences Ltd: Jari Alanen, Heikki Alho, Linda Asikainen, Lauri Hietalahti, Matti Höyssä, Risto Ilomäki, Riitta Metsänen, Kalle Mäkelä, and Iris Suomela.

(TAMK 10.10.2015)

APPENDIX 5. Process and timetable of the Master’s Thesis.

APPENDIX 5.	PROCESS OF MASTER’S THESIS						Ursula Helsky-Lehtola					16.10.2015		
w= week	TIMETABLE AND DEADLINES YEAR 2015													
PHASES	winter	Jun-Jul	Aug	Sep 1-10	end Sep	Oct 8	w 42	w 43	w 44	w 45	w 46	47-50	w 51	
TAMK APPROVAL&THEME														
TAMK background info	■													
TAMK accepted theme	■													
THEORY & LITERATURE														
Collecting literature		■	■	■	■	■	■	■	■	■				
Theoretical frame, planning		■	■	■	■	■	■	■	■	■				
Research method chosen		■	■	■	■	■	■	■	■	■				
EMPIRICAL & INTERVIEWS														
Questions to target groups			■											
Interview at UTA 1.9.				■										
Writing UTA interview				■										
ANALYZING AND WRITING														
Analyzing collected data				■	■	■	■	■	■	■				
Writing collected data				■	■	■	■	■	■	■				
Writing chapters, contents				■	■	■	■	■	■	■				
THESIS SEMINARS 1-3														
Thesis seminar 1/3, 10.9.				■										
Thesis seminar 2/3, 8.10.						■								
Thesis seminar 3/3, 12.11.											■			
FINALIZING THE PROCESS														
Language checking										■				
Thesis to supervisor										■				
Apply for graduation										■				
Graduation trip with son										■				
Graduation Day 18.12.2015											■			
Master’s Degree 90 cr												■		
													TARGET GOAL	