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Thi Phuong Anh Dinh

VIETNAM AS A POTENTIAL MARKET FOR COMPANY A- A VOCAL INSTITUTE  
FROM DENMARK

Thesis

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<p> <b>Author(s)</b>          DINH, THI PHUONG ANH       </p>	
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<p> <b>Commissioned by</b> Case Company A       </p>	
<p> <b>Abstract</b> </p> <p>         This research aims to discover if Vietnam would be a potential market for the three-year course of Company A, by answering three research questions on market situations, market demands, and export strategy.       </p> <p>         The research first provides the firm with an overall picture of the Vietnamese music education market through secondary data, which is extracted from trustworthy and scholarly sources. The author then analyzes primary data obtained from interview-based qualitative research with an attempt to offer insight into customers' demands on the three-year course. Recommendations are given regarding possible future actions for Company A, along with an export strategy proposal.       </p> <p>         As a result, the information from the research assists the case company with decisions related to market entry engagement in Vietnam.       </p>	
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# 1 INTRODUCTION

## 1.1 Case company and study background

Company A is a vocal institute from Denmark. It is one of the biggest independent vocal institutes in Europe. The firm A has operations in 25 countries, including but not limited to Finland, Sweden, Germany, the United Kingdom and the United States of America.

The case company offers a wide range of products and services (as listed in Appendix 1) with the core value lying in its vocal technique knowledge and teaching system.

The main focus of Company A is on a three-year course besides the current launching of the firm's application for iPhone and iPad. Suitable applicants for the course are singers and teachers over 25 years of age, who have already had a career in music and/ or music education. The aim of this course is to provide participants with the tools and knowledge to achieve individual goals in music, regardless of the music background or genre. With the completion of this course, a student is recognized as the institute's authorized singing teacher and can start teaching singing based on the institute's singing techniques. This course is currently available only at the institute in Copenhagen, Denmark (Company A's official website 2018).

It is imperative to pay attention to the competitive value of the services and products that the case company offers. With the case of Company A, the highly qualified set of vocal techniques and a different approach in understanding how the voice works are what distinguish the institute from other places that also offer music education. An understanding of vocal techniques would help explain the importance of this competitive advantage. To be more specific, vocal techniques are the skills that voice users (singer, actor, speaker, etc.) utilize to gain optimal control of the vocal cords and other related muscles. At the moment, there are two main styles of vocal techniques: classical and

contemporary. Under the category of contemporary vocal techniques, there are a variety of singing styles, as well as available researches on the voice. There is not yet an optimal set of vocal techniques in the world. The vocal methods developed by Company A have been tested, discussed and improved by various singers and professional vocal consultants for many years (Company A's website 2018).

The topic of this thesis concerns firm A as the institute has not yet been in Asia. Vietnam might be the first potential Asian market to enter. Besides, another reason for the choice of this thesis topic is related to the author's personal interest and know-how in music in general and in music education in particular.

## **1.2 Objectives of the research**

The aims of this study are to assist Company A in deciding whether to enter the Vietnamese market or not, along with providing recommendations for some steps to take in the near future.

In order to provide the company with insightful information, there are questions that need to be answered in this project:

- What is the music education market in Vietnam like at the moment and what are the future trends?
- How high is the demand for the three-year course and the vocal techniques in Vietnam?
- How does the export plan look like?

## **1.3 Methodology**

The research methodology includes primary research and secondary research. The first question is answered with the use of secondary research; the second one uses information from primary research, while the third research question utilizes both methods. Secondary information was gathered from books, previous studies, reliable online sources and Vietnamese magazines. Primary information is gathered from interviews.

#### **1.4 Thesis structure**

The first part of the research reviews the overall picture of the Vietnamese music education market. Through analyzing the information, the author points out some of the potential opportunities and challenges for Company A in the Vietnamese market.

The second part of the thesis attempts to draw conclusions on the decision to engage in market entry regarding the three-year course. This is done with a survey among a chosen group of participants from different backgrounds in the Vietnamese music industry. Finally, suggestions on market entry and export strategy will also be given.

## **2. MUSIC EDUCATION IN VIETNAM**

This section covers the general information about the Vietnamese market with the use of a PESTLE analysis. Furthermore, an insight on the current situation of the Vietnamese music education industry is also provided through Porter's Five forces method.

### **2.1 Business environment in Vietnam**

One of the useful tools to analyze an external environment for a company when going to another market is PESTLE. The framework indicates six factors to consider during the market researching process: Political, Economic, Social, Technology, Legal, Environment (Turner & Paul 2010, 3). Each of these factors will be examined below.

#### **Political factors**

As the head of a communist country, the Vietnamese government has monopoly power to make decisions on the national level (Vietnam government portal 2018). This could be an advantage for the country due to the fact that internal conflicts during the decision-making processes will be avoided. However, there are also disadvantages since corruption in the Vietnamese public sector is relatively high, ranking 107<sup>th</sup> out of 175 countries in the least-corrupt- nation rank made by Transparency International (2014). The corruption rate has decreased significantly during the last ten years (Figure 1).



Figure 1. Vietnam corruption rank (Source: Trading economics 2018).

Another disadvantage of being a communist country for Vietnam is that the freedom of speech is sacrificed. In particular, the lack of speech freedom in the press and online restricts all public opinions under control of the government's monopoly power (Human Rights Watch 2016). In a research done by RSF organization on the freedom of speech in 2018, Vietnam ranks the 175<sup>th</sup> in the total of 180 countries.

### **Economic factors**

As an emerging economy in Southeast Asia, Vietnam has come from being one of the poorest nations in the world due to the aftermath of the Vietnam War, to a lower-middle income country (World Bank 2018). In particular, Vietnam has a GDP of 223.86 USD Billion in 2018, in which the service sector accounts for 42% (558,608 VND Billion). At the moment, Vietnam has some of the highest GDP growth in Asia (Trading economics 2018). The GDP growth rate of Vietnam has lately been high (Figure 2).



Figure 2. Vietnam GDP growth rate (Source: Trading economics 2018).

The economy is expected to grow by 6.6% in 2019 (Focus Economics 2018) and the government’s goal of per capita GDP is to have it increase from \$2546 in 2018 to \$18,000 by 2035 (Export.gov 2018).

What is more, Vietnam is urbanizing at a rapid rate of 3.4% per year (World Bank 2012). In 2017, 34% of the population resided in urban areas (as shown in Figure 3), mostly in Hanoi and Hochiminh cities (World Bank 2011).

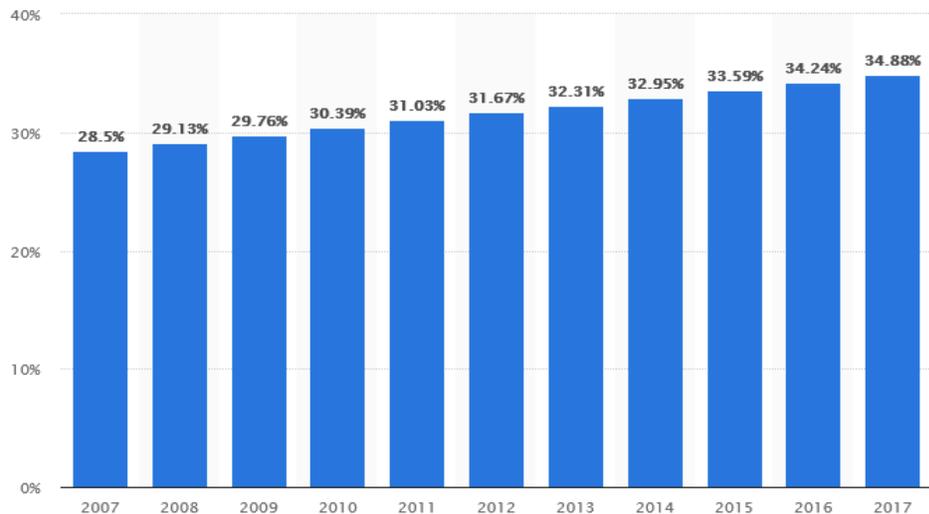


Figure 3. Percentage of population living in urban areas in Vietnam 2007- 2017 (Source: Statista 2018).

An increased concentration of people living in urban areas stimulates economic growth and poverty reduction (World Bank 2011). Figure 4 illustrates in detail how economic growth and urbanization rates develop in the same direction, not only in Vietnam but also in other countries in Asia.

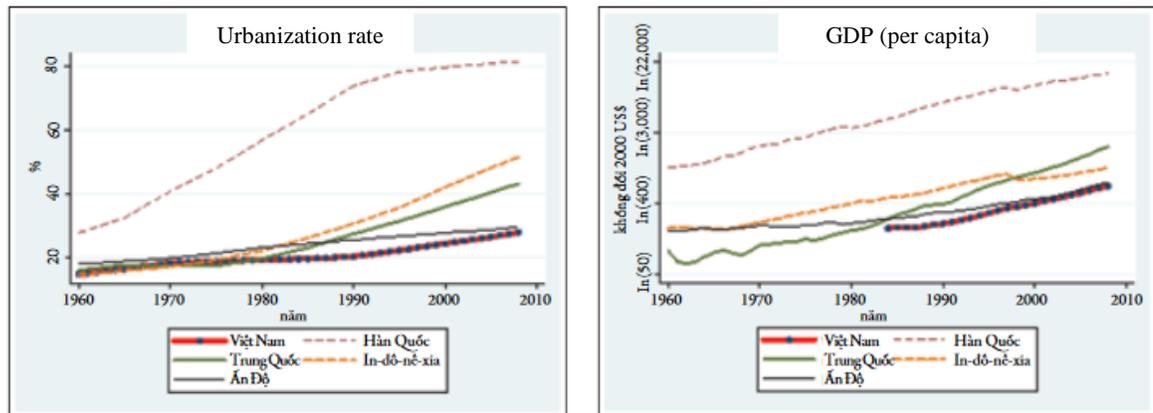


Figure 4. Urbanization and economic growth rates in Vietnam, China, Korea, Indonesia and India 1960- 2010 (Source: World Bank 2011).

Vietnam is predicted to become at least 50% urbanized and move towards the middle-income country status by 2025 (World Bank 2011). In 2014, the number of middle-class income households was 12 million. With the rapid rate of urbanization and economic growth, this number is forecasted to rise to 33 million by 2020 (Am Cham Vietnam). As a result, there will be more and more opportunities in entertainment, restaurants, housing industries and so on (World and Vietnam Report 2017). Moreover, if Vietnam could keep growing economically while balancing the growth with environmental sustainability and social inclusion, the nation could reach upper-middle class status by 2035 (World Bank 2016).

### Socio- Cultural factors

Vietnam ranks 17<sup>th</sup> globally and 7<sup>th</sup> in Asia in terms of countries with the highest population (95.5 Million in 2017) (Trading economics 2018). The population growth rate is

estimated at 0.93% (Wikipedia 2018) and the population will reach around 98.40 Million in 2020 (Trading economics 2018).

### Technological factors

According to Vu Duc Dang- formal Vice President of Vietnam during his speech in Vietnam ICT summit (2015), Vietnamese technology growth is in the top five in the world with a significant rate of 16%.

Internet usage has increased significantly and steadily since 2003 (E-marketer 2013). In 2018, internet users accounts for 42.5% of the population (Statista 2017), of which 73% is from 15 to 34 years old (E-marketer 2013). Figure 5 illustrates the exact statistics and the future trends of internet usage until 2022.

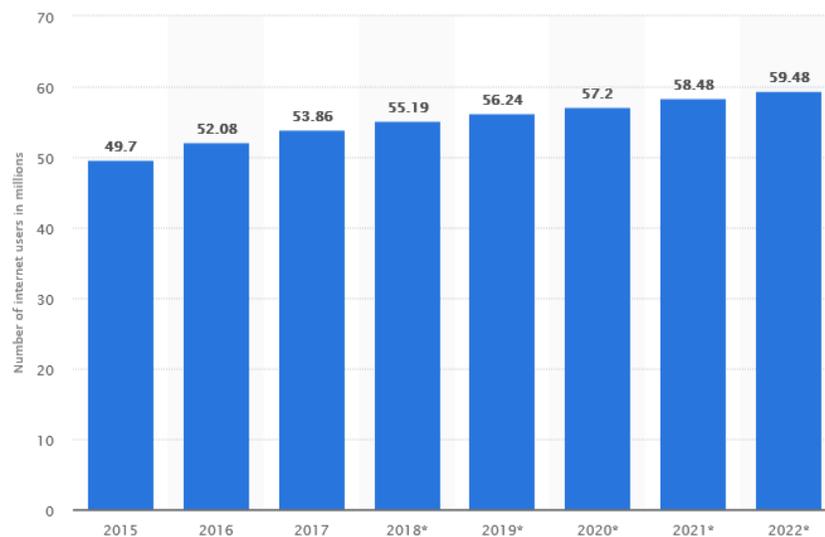


Figure 5. Number of Internet users in Vietnam from 2015 to 2022 (in millions) (Source: Statista 2017).

Furthermore, 93% of the population owns a mobile phone of some type; 55% own a smartphone. Less popular devices are laptop or desktop (46%) and tablet (12%). Android devices are more popular in Vietnam than IOS with a rate of 70%. Other types of phone account for a 10% share in the mobile-device market (Ad Combo 2017).

### Legal factors

Laws in Vietnam are made by the National Assembly and are inherited from the Communist legal theory and French civil law system (Duytho 2017). International Treaties also play an imperative role in the Vietnamese legal system after being ratified by the National Assembly (Oxford Business Group 2018).

Regarding tax law, there are several common taxes that most business activities and investments in Vietnam will be subjected to: corporate income tax, value added tax, import/export duties, personal income tax, insurance contributions, environment protection tax, withholding taxes and so on (Van 2018). Some of the most important tax rates are listed in Table 1.

Table 1. General taxes in Vietnam (Source: Dinh 2018).

<b>Taxes</b>	<b>Rates</b>
Corporate income tax	20%
Value added tax	10% (standard) 5% (for essential products/ services) 0% (for exported products/ services)
Withholding taxes	10% (royalties) 5% (general services) 5% (interests) 1% (goods)
Personal income tax	5-35% (for Vietnamese citizens) 20% (for non-residents, on incomes in Vietnam only) 0.1%- 10% (on other incomes world-wide for Vietnamese residents)
Capital Assignment Profit tax	20%
Social Insurance	18% (employer), 8% (employee)

Health Insurance	3% (employer), 1.5% (employee)
Unemployment Insurance	1% (employer), 1% (employee)

Moreover, Vietnam and the European Union have agreed on a Free Trade Agreement (FTA) since 2015, in which included an elimination of over 99% of tariffs. The Vietnam-EU FTA also covers many other aspects such as intellectual property rights (IPR), sustainable development, investment and so forth. According to the treaty, Vietnam will apply recommendations of the World Intellectual Property Organization on the protection of IPR, specifically in copyrights, trademarks, undisclosed data and information, patents, designs, geographical indications (European Commission 2018). However, there is a need to strengthen IPR enforcement (gov.uk 2016).

Employment law in Vietnam is based on the Labor Code, which took effect on 1 May 2013. Labor law sets rights for employees and employers in regards to job agreement, working contract termination, social insurance, working hours, minimum wage, strikes and overtime (Dinh 2018).

Foreign firms are required to obtain a professional license to occupy the services/ products in the field of education in Vietnam (Export.gov 2018). The licensing policy for international schools to operate in Vietnam includes details regarding investment requirements for foreign schools planning to open facilities in Vietnam, assurances of teaching and infrastructure quality, conditions and related paperwork to open an agency for the international school (Thuvienphapluat 2018). Depending on the purpose and operating plan, different regulations and capital investment fees will be applied. Some of the investment rates for building and establishing the branch of a school can range from 740 euros/student to more than 37 Million euros. In case there might be a need for an agency office in Vietnam, Company A is expected to have legal status, clear educational goals, agency's operational regulations according to the Vietnamese laws, and the agency's location, which are safe and secured (Thuvienphapluat 2018). During operation time in Vietnam, investors are also obliged to supplement the applications with assessments and certifications from a variety of agencies; this is a costly and time-consuming process (Thanh Nien News 2015).

Various efforts have been made and are going to be made by the Vietnamese Government to improve the legal system, especially for the purposes of stimulating economic growth and making Vietnam a potential destination for foreign investment (Oxford Business Group 2018).

### **Environmental factors**

All individuals and businesses in Vietnam are obliged to follow the Law on Environmental Protection, to raise employees' awareness about the environmental concerns, as well as to pay environmental tax and environmental protection fees (Ngo & Triet 2017). The exact tax rates will be decided by the Vietnamese government for each tax period (J. & O. 2011).

## **2.2 Music education in Vietnam**

The Vietnamese Government considers education and training as the top national policy. That policy has been concretized into the musical education. The Vietnamese music education system has existed for about 50 years and is described through different educational levels, including primary, intermediate, college, undergraduate, graduate and postgraduate education. The music education system could also be divided into public and private sectors. The public sector includes public schools and universities (Figure 3). In the private sector, music education exists in the form of personal training coaches, international institutes and art centers (Nguyen 2018).

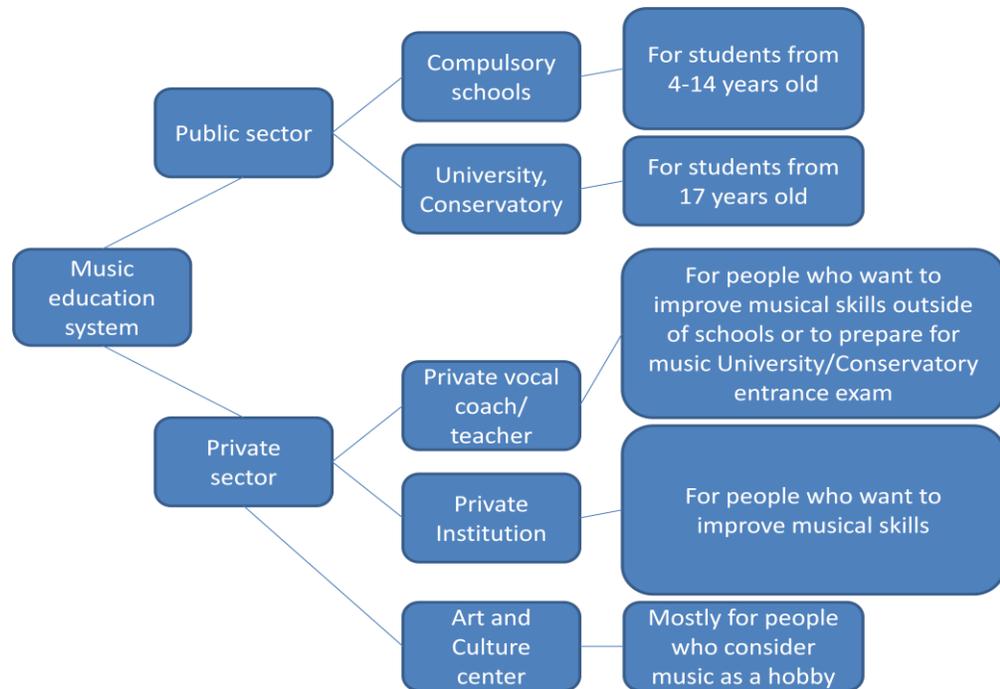


Figure 2. The Vietnamese music education system (Source: Nguyen 2018).

Vietnamese students are taught music as early as during kindergarten, following with nine years of general music training in primary and secondary schools. Music is not taught in high school. However, after high school, students can choose to study in Music University, Conservatory or other Music Institutes. Afterwards, master degrees in Music and Music Trainee Programs are also available (Nguyen 2018).

In Hanoi, Haiphong and Ho Chi Minh city, there are around 20 universities and conservatories where music programs are available (Hoctruongnao 2018). Some of the most reputational ones include: Vietnam National Academy of Music (Học viện âm nhạc quốc gia Việt Nam), Military University of Cultural and Arts (Đại học văn hoá nghệ thuật quân đội), Conservatory of Ho Chi Minh City (Nhạc viện thành phố Hồ Chí Minh) and Conservatory of Hue City (Học viện âm nhạc Huế). The teaching methods and syllabuses in public schools are considered to be highly academic and based on traditional teaching methods. According to Mr. Tran Hoang Duc, Deputy Head of the Vocal Department in Conservatory of Hue city, one of the main areas requiring improvement in the current Vietnamese music education is the ability to provide students with practical skills besides singing, such as performing, artistic choices, public speaking and so on (Hoi nhạc si 2013).

Students who choose to enroll in University Music Program usually follow a teaching career or a singing career in Vietnamese tradition music (Interview with Huyen 2018). Students' musical style orientations from the private sector are varied; however, the two main styles are traditional and contemporary (Interview with Viet 2018). More and more students, especially youngsters, who come to study in private music centers, have the need to study contemporary singing styles (Interview with Thuy 2018).

### **2.3 Vietnamese music education industry**

It can be challenging to achieve a complete picture about a foreign market without being aware of the industry's competition, potential entry, the power of supplies, the power of customers and the threat of substitute products (Cadle & Turner 2010, 6). Hence, Porter's Five forces is a common tool used to provide exporters with the essential market information.

The method of Porter gives insight about the chosen market based on five elements (Cadle & Turner 2010: 7):

- Competition: examines the company's position in the market compared to industry competitors.
- New entrants: Are there barriers to entry and how big are they?
- Substitutes: Are there substitutes available and what is the position of the company compared to that of the substitute suppliers?
- Buyers: How much choice do buyers have?
- Suppliers: How many suppliers are available?

#### **Competition**

There are two possible approaches to identify competitors, demand-side based and supply-side based approaches. The first approach analyzes brands and products that could satisfy

the same group of customer needs; the second one identifies companies with similar products, services, technologies, resource base and so on. It is also imperative to determine not just the company's direct competitors, but also indirect ones. To be more specific, a firm's direct competitors compete in the same industry with the same products/ services in the same exact way, while indirect competitors satisfy the same customer group and needs in a different way (Czepiel & Kerin 2010).

Using the first approach and considering the target customer group that Firm A would like to draw attention to the three-year course. Indirect competitors for Company A's three-year program in Vietnam would be University's Postgraduate programs, international institutes and private vocal coaches.

Over the past few years, socialization in Music training has become a trend in Vietnam. In particular, socialization in music education means that more and more people have the need to approach musical training. As a result, thousands of private music training institutes have been established. Particularly, in Hanoi, the capital of Vietnam, the number of private music schools are up to several dozens, including but not limited to Hoang Cung Art Center, Magic Music, S-Music, Kid Music. Teachers in these schools are often educated in Music Universities in Vietnam. The teaching syllabuses are based on a university's or on reputational vocal coaches' programs (Nguyen 2018).

Furthermore, private vocal coaching is also an available option for all individuals in music field ranging from music enthusiasts to professionals. There is no specific number of how many vocal coaches there are in Vietnam since private teaching in Vietnam has a spontaneous characteristics. Anyone who considers oneself qualified to be a vocal coach could become one without the need for a teaching license. Often good private vocal coaches are reputational teachers from universities or well-known singers.

Both of these teaching forms are not yet under any quality assurances. It is considered an imperative task by the Vietnamese authorities to gain control over the teaching and learning quality of these institutes and private trainings. Recommendations are to organize annual seminar and frequent professional trainings to improve teaching capacity and know-how for vocal teachers (Nguyen 2018).

International music education in Vietnam was considered by Vietnamese people a semi-professional education system (Nguyen 2018). One of the reasons for it might be that the Vietnamese professional music education system focuses much more on the academic foundation of music, such as music theory, rhythm, history, solfège and so on. However, the advantage of this education system is its high applicability and the ability to be up-to-date with modern vocal methods from countries of more advanced music education in the world.

Moreover, there are several international institutes operating in Vietnam that could compete for the same customer group with somewhat similar products/services. One instance is Soul Academy, an institute developed by the famous Australian-Vietnamese singer, Thanh Bui. The institute has gained popularity in recent years for offering one of the most modern, effective and practical vocal programs for students who are looking to improve singing ability and musicality. Soul Academy's vocal teaching method is based on Trinity College London's Curriculum and institute's own syllabus "SOUL Vocal method" (Soul Academy's website 2018).

What is more, vocal institutes overseas should also be taken into consideration since the three-year course is only available abroad. Along with Company A, there are two other reputational vocal institutes that satisfy the same customer group: Sing Like You Speak Institute and Estill Voice International.

The techniques and services that vocal institutes like Soul Academy, Sing Like You Speak or Estill Voice use might be as effective as the ones developed by Company A in satisfying customers' needs. Nevertheless, they are different at the core and could even act complementary to each other. Therefore, Company A's competitive advantage over the current competitors is its highly updated and innovative vocal techniques and teaching methods.

### **New entrance**

In order to determine how high the risk of new entrants is, some factors should be taken into consideration, consisting of brand loyalty, cost advantages, government policies, and

capital investment. The higher these barriers are the most difficult for new companies to enter the market. (Corporate Finance Institute 2018).

As discussed in section 3.2, Vietnamese students tend to find trustworthy study places through friends' recommendations. Moreover, singing is like a sport, which takes practice; it is integral to figure out suitable vocal methods and be consistent to see results. Therefore, a great way to build brand loyalty in Vietnam is to make sure that customers have outstanding experiences and improvements with the products/services, so that they would more likely recommend a company's business to other people and return for more. This cycle of customer loyalty building requires time and effort.

Besides, educational institutions based in Vietnam are able to offer courses at cheaper prices than new entrants due to the lower labor and material costs.

Overall, there are some challenges to entering the Vietnamese education market. In particular, it takes time and effort to build a loyal customer base for new entrants. Moreover, as explained in Section 2.1, the paperwork process might take a lot of time and money. Depending on the company's plan, a minimum investment rate might be out of the budget for many newcomers, and some of the existing companies might have cost advantages over them.

### **Substitutes**

The demand for improving singing skills in Vietnam is predicted to continue to grow (Nguyen 2018). This fact will attract more investors to the Vietnamese music education industry.

On the other hand, the service the case company offers different values from that of other businesses in the same industry. Some of the values come from Company A's unique approach towards vocal usage and teaching. It impossible to replace the service totally.

Moreover, one usually learns more than one singing style in their learning journey; sometimes singing techniques complement each other to benefit the student. It is not

necessarily a case of one singing style replacing another (Interview with Company A 2018).

Therefore, this force does not threaten the institute in the near future.

### **Bargaining power of customers**

This force examines the power of customers in affecting prices and quality. The demand for singing courses is going to increase as socialization in music education develops. Meanwhile, the number of new music centers also grows equally strong (Nguyen 2018). In the case when supply and demand are both high, the allocation of goods is at its most efficient (Heyes 2018). Additionally, the firm has different values to offer to customers, which gives Company A more power over consumers.

### **Bargaining power of suppliers**

At the moment, the three-year course is only available in Denmark. The institute is in total control over pricings since there is no other suppliers to have power over.

## **2.4 Opportunities and challenges for Company A in Vietnam**

### **2.4.1 Opportunities**

Vietnam is forecasted to be one of the fastest growing economies in the next few decades (Gov.uk 2016). The nation has a large and young population of 90 Million which will continue to rise.

A significant growth in the last decade of GDP per capita and the focus of Vietnamese families on education as a traditional value is creating lots of demand for high quality

education (Export.gov 2018). That demand combines with the fact that more and more Vietnamese people are looking for education abroad (Export.gov 2018) is a great opportunity for the case company. More than 110,000 Vietnamese students are studying abroad, and 2.7 billion euros are spent a year on tuition and living expenses (Thanh Nien News 2015).

Besides, improving education and training services belong to one of the top priorities for the Vietnamese government, international cooperation is also encouraged to participate in order to fasten the process and emerge the Vietnamese education with the global standards (Export.gov 2018).

The institute's syllabus could act as a complementary knowledge to current vocal teaching methods (interview with Company A's representatives 2018), especially to the traditional methods in Vietnam. In addition, all singers benefit from experimenting with different singing methods. Therefore, there are possibilities for the institute to develop cooperation relationship with its competitors. "Coopetition is expected to increase the profits of those organizations acting together" and "such alliances help to improve products and services for consumers and customers in the value chain" (Walley 2007). In other words, it is a win-win situation for both the case company and competitors. Firm A gets more customers and recognition in the Vietnamese market, the competitors have ability to improve the quality of current services with more diverse content. This cooperation will also eventually benefit singing students and the Vietnamese music education.

#### 2.4.2 Challenges

When going abroad, any businesses will face certain challenges. Those challenges could be due to differences between the foreign market and the domestic one or complicated issues concerned with the imported country. In case of Denmark and Vietnam, one of the biggest differences between the two countries is corruption rates. On the scale of 0 (extremely corrupt) to 100 (very clean), Denmark ranked number 1 with a score of 92 and Vietnam scored 31 at the 119<sup>th</sup> position (Transparency International 2014). This indicates different

ways of operating business between the two countries, which might be challenging to adapt to for the Firm A.

Besides, copyright enforcement in Vietnam is still weak, which might become problematic in the long run for Company A. A scenario could be that once a student gains the teaching authorization to teach the vocal techniques after the three-year course, this student then returns to Vietnam to start teaching. The techniques then might become public knowledge, and other teachers might start teaching them without the right. Moreover, if Company A exports the book or the phone application to Vietnam, the products could possibly be downloaded and distributed illegally. In those cases, copyright could potentially be infringed.

Without a proper marketing campaign, The institute's service might get mixed up with thousands of other music teaching institutes existing in Vietnam. Besides, since there are not yet many similar types of vocal institutes operating in Vietnam. Being one of the first ones in the market is a great opportunity but also challenging to prove quality to the public, especially when international music institutes are considered semi-professional in Vietnam.

### **3. FINDINGS AND RECOMMENDATIONS**

#### **3.1 Research method**

##### **3.1.1 Research and data analyzing method**

Depending on the type of study, a different research method is utilized. This research is considered an exploratory study, where there are open questions to be answered and a topic needed to gain insight about (Saunders & Lewis 2016, 174). Qualitative research is the method the author chose to use due to a number of reasons. Firstly, the ability to understand reasons behind the interviewees' point of view is gained when undertaking a qualitative research. This provides a more in-depth view on the topic. The second reason the author chose the specific method over quantitative research is because the three-year course only takes up to fourteen students per year world-wide. To be more specific, when the supply is low, it is enough when the demand is somewhat equivalent. Hence, the number of interviewees is not the most essential factor.

The research was carried out through interviews over Skype with eight Vietnamese participants. An interview with Company A's representative was also arranged. All the interviews happened from April 2018 to July 2018 (exact dates are in the References). Details on participants, approach methods and interview structure will be provided in the next two sections.

There are three common types of interview: structured interview, semi-structured interview and unstructured interview. These three types are categorized based on the levels of formality and structure used. Particularly, in semi-structured interviews, or often known

as a form of qualitative interview, the researcher uses a set of key questions surrounding main themes. This allows the interviewees to flexibly omit or add questions when suitable depending on circumstances (Saunders & Lewis 2016, 391). The interviews' average length is around an hour for conversation warming up, introduction of Company A, discussion about the topic.

During the data gathering process, the researcher has attempted to avoid threats to the study's reliability such as errors and biases coming from both the authors and participants; by making sure that the interview is carried out in a convenient time and place, and that the interviewer's own opinions do not affect the interviewees'. (Saunders & Lewis 2016: 203).

The data collected through the interviews are attitude and opinion variables, the type of data that require interviewees to put some thoughts on before providing (Saunders & Lewis 2016: 445). One of the most popular approaches to analyze this data type is called Thematic Analysis, where author attempts to find common themes between groups of data from different interviews. In order to recognize the relationship between those data sets, it is necessary to become familiar with the given data by producing transcripts of the interviews; as well as coding the data into different categories with similar meanings (Saunders & Lewis 2016: 579)

### 3.1.2 Customer profiles and approach methods

Target customer group for the case company's three-year course includes singers/teachers over 25 years old who have already professional experiences in music industry (Company A's official website 2018). Based on the above information, the author has attempted to reach out to seven interviewees who fit the description of target customers, along with another person who is slightly different from the mentioned information, in order to achieve a broader view on the topic. Details about participants will be listed in Appendix 3.

The process of finding participants for the research turned out to be challenging. As it is the music industry, where information is exchanged within the circle. Contact information of many potential interviewees are not public. Even when they are, emails, messages and phone calls are not answered. What is more, it is rare to find someone who would do the interview for free or without any other benefits. Some potential applicants do not want to be interviewed due to profession-related reasons. In addition, in the Vietnamese culture, personal connections in business is vital, which makes it challenging to find more participants when the author is not living in Vietnam in the time of this research. Regardless of the issues, the author managed to be in contact with a total of eight interviewees through personal connections and networking.

### 3.1.3 Interview structure

The questionnaire is designed for a semi- structured face-to-face interview which includes nine questions and divided into two sections. The first section concentrates on participants' personal background and goals. The other half focuses on interviewees' awareness about, as well as thoughts on the institute's activities and services. The full list of questions can be found in Appendix 2.

In the second section, the three-year course is the main focus. However, during the interview process, the author realized that interviewees are interested in knowing about the vocal techniques that the institute offer besides general information about the three-year course. Therefore, it is also vital to ask participants' opinions about the techniques themselves. Furthermore, if the interviewees are interested in the techniques, there is an opportunity that they would be open for other products and services from Company A as well.

### 3.1.4 Limitations

Due to the difficulties during the process of approaching interviewees, the sample size for the interview is small with eight participants. Each individual has own perspective on the topics. Nevertheless, the author has attempted to ask questions that give interviewees space to explain their behavior and opinions to get a deeper view on the subject.

Language difference is a challenge during process of transcribing audio materials from Vietnamese to English. Vietnamese language can be tricky in term of words' meanings. Some words can mean different things depends on expressions of the speaker. There are also “slang” words used by the interviewees, which could cause some confusions. In order to ensure the reliability of materials, the author has gotten confirmation from the interviewees on the content of the transcriptions.

## **3.2 Findings**

A variety of people coming from different backgrounds participated in the interviews: teacher and manager in music center, private vocal coach, professional singers and newly graduate from music school. Answers gathered from these interviewees reveal a variety of intriguing views on the topic. Some of them are the vocal teaching methods currently exist in the Vietnamese music education, learning behavior of singers and teachers in Vietnam, as well as opinions about the Firm A's vocal technique in general and the three-year course in particular.

### **3.2.1 Current available vocal teaching methods in Vietnam**

All participants have the same opinion that the general vocal teaching methods in Vietnam are highly academic and traditional. According to Huyen, who has studied in both private and public music education sectors in Vietnam, “The Vietnamese vocal methods have significant influence from that of Soviet Union”. It is considered vital by the older system to start building the foundation from traditional vocal techniques that have worked for

many centuries, including Legato and Staccato singing. This is unlike the more modern teaching style, which is to jump right into fixing the issues with the voice or in a song. At the moment, around 80-90% of all public music education units in Vietnam apply this type of teaching (Viet, singer based in Hanoi 2018).

Besides, the teaching syllabuses in most of the private and public sectors have a recyclable characteristic. Teachers who graduate from music teaching programs in universities continue to teach with same syllabus with what they were taught. The human resource for teaching in most private music center are graduates from these universities (Thuy, manager of Haiphong Art Center 2018). However, there have been some new private music institutes which bring the modern vocal methods influence to Vietnam, one of them include Soul Academy located in Ho Chi Minh city (Dat, a singer based in Hanoi 2018).

What is more, the private vocal coaching sector is where the vocal teaching methods really vary, the coaches have more freedom to teach based on any vocal methods. Many vocal coaches follow closely the syllabus from big music universities in Vietnam. Nevertheless, there are some vocal coaches with an open mind who choose to teach in a more modern way. Currently, Lan is one of the most popular vocal coach for this approach in Hanoi. In an interview, Lan stated, “in the beginning of my career as a private coach, I used to teach according to the syllabus from VNME where I graduated from. However, through time with more first-hand experiences, as well as being exposed to other techniques outside of Vietnam, I’ve gathered them and formed my own teaching methods”. Lan has plan to write and publish a book about his own vocal technique which he called “New method of vocal coaching”. He also intends to make a series of videos on this topic on Youtube.

### 3.2.2 Behavior of potential customers

Every interviewee has a different set of purchasing behaviors, goals and needs in term of taking vocal training lessons. In the interviews, some of the common learning methods mentioned include learning through working experiences, researching on the Internet, and

taking vocal lessons. The choice for each option depends on where the person is career-wise, financially, as well as on perspectives and beliefs.

Particularly, singers like Dat, who have already built some reputation in the Vietnamese music industry, would choose to study with private vocal coaches or to research online (Dat 2018). These singers also learn from experiences and more experienced people in the industry. For instance, Viet, who was participating in The Voice of Vietnam at the time of the interview, has “learnt a lot from the experience participating in The Voice of Vietnam and from meeting with more experienced singers”. Viet’s view on learning singing is that “it is not necessary to take singing lessons in order to learn singing, you could learn from just any possible situation, through works, experiences, meeting people in the field”. Nevertheless, Viet is open to try new techniques. On the other hand, Giang and Thanh Duc, singers who are working in a less competitive environment like city performing art group or any other socialized art organizations, do not have a need to invest much money and time in improving the singing skills. Their preferred learning method is by self-practicing and through hands- on experiences.

Moreover, due to the fact that more and more youngsters have the need to learn singing in a modern and practical way, in order to get to the level of their idols, international artists”. Thuy, who is now a manager in Haiphong Art Center, thinks that “it is really important for teachers to constantly improve the skill sets and be up-to-date with current trends in the market. As a result, Phuong, a singing teacher in Haiphong Art Center, is encouraged to constantly improve her own teaching skills and know-how. According to Phuong, Haiphong Art Center often organizes seminars to update teaching skills for teachers, which she attends.

On the other hand, the private teachers such as Lan get most of the information through Internet and books. Lan considers having an open-minded and up-to-date teaching syllabus extremely essential, “I often watch Youtube videos about Western and American influenced techniques”. Lan continued with explaining his method of gaining new knowledge: “I don’t understand English well so I learn by listening to the examples they give and actually applying on myself. After a while, I understand what they mean and start

using the techniques in my teaching”. Besides, he also reads books about vocal techniques and different ways to teach them.

### 3.2.3 Opinions about Company A’s vocal technique and the three-year course

None of the interviewees had heard about the institute and its products before the interview so a short introduction was needed.

Among participants who showed interest in the vocal techniques, Phuong said: “The vocal techniques are really modern compared to many music educational places not only in Haiphong city but also in many other cities in Vietnam”. At the moment, “only a small percentage, I’d say around 1%, of music centers in Vietnam teach singing with ‘mainstream’ ideas like Company A” (Viet). Joining the positive opinions about the Firm A, Dat added: “the vocal techniques are new and intriguing”. In addition, as a vocal coach, Lan thinks that “the ideas about the vocal techniques are really interesting, bringing them to Vietnam is going to be effective for music education here”.

People who are not interested in learning the techniques themselves also have positive feedbacks to say: “I think it is a really innovative way to think about singing” (Thanh Duc).

All participants have negative response towards the question about the intention to study the three- year course, with a variety of explanations. One of the reasons mentioned is about the preference in singing methods: “It’d be more suitable for younger people who are interested in the modern singing styles. For me I feel like I have found what works for me, the more traditional style, and I want to continue with it that way” (Thanh Duc). Having similar view on the topic, Huyen, a graduate from MUCA, added: “The techniques seem too modern for me and I don’t think have the need to adapt to it”. Another interviewee explained his view: “As far as I know of, in the world there has not yet been a ‘correct’ set of vocal techniques, everything is still conceptual and experimental. Company A’s vocal techniques, in my opinion, is another set of different language to talk about the similar parts

of the voice, and I happen to prefer other sets of language, but I'd probably try reading more about it the technique still" (Lan).

The rest of the interviewees are interested in learning about the techniques but are resistant towards the three-year course. Since the teaching language of the three-year course is English, it becomes a barrier for people without sufficient English language skills, like Giang and Thuy. As a matter of fact, compared to Denmark, which ranks third in over 80 countries on the English proficiency level, Vietnam is at 34<sup>th</sup> position with an average level (EF 2017).

Moreover, the Vietnamese music industry focuses heavily on the entertainment side of music; singers do not have to be really talented to stand out (Viet 2018). Therefore, singers who could already build some reputation and make a living out of music would not like to invest much time in long programs like the three-year course. Instead of the three-year course, they would like to join some programs with more flexible time schedule or learn on their own (Dat 2018).

Finance is another reason why the three-year course does not appeal so much to some of the interviewees. The interviewees did not reveal their salaries. However, according to Dat, "an average singer in Vietnam makes about 10 Million dong a month", which is about 400 euros. An average teacher's salary working for public schools in Vietnam is also about 400 euros (Jobstreet 2018). Salaries of teachers in the private section vary depending on their popularity. It would take an average teacher/ singer nearly five years of salary to pay for the tuition fee of the three-year course (around 21,500 euros), not to mention the living costs. In addition, at the moment, the institute does not offer any form of financial aid (interview with Company A's representatives 2018). The costs of time and money to study the program is a significant consideration to not only some of the interviewees but also to many other average teachers and singers in Vietnam.

### **3.3 Concluding remarks**

The situation and quality of music education services in the private sector in Vietnam are not under the control of any forms of authority. One could become a vocal coach with or without professional education. Since this is an issue that the Vietnamese government wants to improve upon, it could be an opportunity for Company A. To be more specific, the firm could thrive to enhance the general teaching quality in Vietnam with its researches and programs. However, the question about copyright issues in Vietnam should be raised again, since singing methods could be learnt and taught through words of mouth, sometimes without proper accreditation.

It is possible to improve singing skills without investing time and money on a long-period course like the three-year course. In fact, that is what Vietnamese singers and singing teachers, who are now active in the industry, prefer. Common learning methods include private vocal coaches, self-taught through books and internet, along with short courses. As a matter of fact, all of the respondents do not have intention to study the three-year course due to reasons related to language barriers, time and money. Even though each interviewee is of own preferred learning method and opinion, a common pattern is recognized among the interviewees; the more open-minded the person is the more likely he/she will be interested in adapting to foreign vocal techniques like Company A's.

This is one of the suggestions for the institute: if they want to consider exporting the program to Vietnam in the future, it would need to offer a scholarship and other types of financial aids or loans. Moreover, the techniques should be adapted to the Vietnamese language, as the tones in the language makes singing in Vietnamese significantly different from singing in English. If possible, the firm is recommended to offer opportunities to study the program in Vietnam flexibly.

On the other hand, the vocal techniques, which are the core of Company A's products and services, received lots of positive feedback. Even though the three-year course is not appealing to all of the interviewees, the techniques themselves still interest the participants. Compared to the traditional teaching and vocal methods applied in most music schools in Vietnam, Company A's methods are considered modern and intriguing. Phuong, a manager of Haiphong Art Center, thinks that "Vietnamese music education is lacking something modern and up-to-date like this technique". As there is a gap in the Vietnamese music

education and an existing need that could be filled, the institute should consider enter the Vietnamese market.

Nevertheless, since none of the interviewees had heard about Company A before the interview, raising awareness about the institute is the first step to take. There is a significant risk to make an entry to Vietnam with the three-year course at the moment since the awareness over the service and the demand for it in Vietnam is low. Another reason is the limited number of participants, which indicates the lack of interest and also highly hesitant attitude of people in the field towards new things. It is recommended by the author to enter the Vietnamese market with some other product/service first. The chosen product/ service should be translated into Vietnamese, more affordable, easy to access, and flexible time wise.

Other products and services of the institute that interviewees are open to include the shorter courses (1 day, 5 days and 3 months), the book and the phone application. This indicates that the target customer group for Company A in Vietnam is more interested in accessing the information needed to achieve individuals' professional goals in the most convenient way and as instantly as possible. Therefore, the most reasonable option at the moment would be a one-day seminar. It is also the most simple service to export for Company A due to the low costs and low complexity of the procedures. Moreover, Haiphong Art Center is already interested in organizing the seminar for Firm A (Phuong). This could also be a good chance for Company A to carry out further market research. One form of doing this is to hand out small surveys after each seminar. Following the one-day seminar could be a three-day seminar, phone application, book and other courses (shown in Appendix 1).

## **4. ENTRY STRATEGY**

### **4.1 Market entry**

There are three options of market entry available for international companies:

- Exporting
- Joint venture
- Foreign direct investment

In particular, a foreign marketer could ship the product overseas (exporting), partner with local company (joint venture) or build international presence (foreign direct investment) (Brady 2011, 80). Depending on how much the company wants to invest and how much involvement is desired in the foreign market, the market entry method varies. In Company A's case, the company does not want to build infrastructure in Vietnam in the foreseeable future, nor do they have the capability to invest much in the market (Interview with Company A's representatives 2018). Exporting is the most suitable market entry mode since it requires "the least investment, personnel and commitment and therefore is the simplest and the least risky market entry method" (Brady 2011: 80).

### **4.2 Marketing mix**

After making the decision to engage in exporting, as well as in target market selection, the next step is to develop an export marketing program (Brady 2011: 338). Setting objectives for the export strategy is imperative because it drives strategy formation. In the beginning

phase, Company A should focus on raising awareness and building an image in the Vietnamese market. Particularly, in the first promotional trip to Vietnam with the one-day seminar, the goal could be to reach 10,000 potential customers with a budget of 7,000 euros.

A marketing mix is a useful tool in the development of export strategy. The common way to execute a marketing mix is through the 5P's of marketing: Product, Place, People, Price and Promotion (Business.gov 2018).

### **Product/ Service**

It is integral for Company A to raise awareness about the institute and gain trust from the Vietnamese people with easy-to-access courses first, before expanding with services like the three-year course. Therefore, the one-day course is a reasonable choice. The one-day course has been organized in many countries. The main focus is to provide audience with a professional introduction to the institute's vocal techniques (Company A's website 2018).

In order for the one-day course to be effective in Vietnam, materials need to be translated into Vietnamese and a translator should be present during the lecture. Furthermore, the vocal technique should also be adapted to the Vietnamese tonal singing styles.

### **Place**

Through the interview, it is recognized that the more open-minded a person is, the more likely he/she will be interested in learning about Company A's products and services. Since "the Northern Vietnamese people are more reserved and the Southern Vietnamese are more open-minded" (Viet 2018), it is easier to focus on spreading the introduction of the techniques in the Southern part first. Hochiminh city is one of the biggest cities in Vietnam in the Southern part, with a population of 13 million in 2017 (Wikipedia 2017). It has also been the most attractive city for foreign investment in Vietnam (Wikipedia 2007). Besides, more and more people have an open mindset nowadays in the Northern part, especially among the young population. The prices to travel between cities in Vietnam are not high.

Therefore, it is worth it to organize seminars as well in the Northern part. The two other biggest cities in Vietnam besides Hochiminh city are located in Northern part, which are Hanoi and Haiphong cities (Wikipedia 2011).

It is recommended to collaborate with music universities and conservatories to organize the seminar, since they have the direct connections to a large number of potential customers. Some of the biggest music universities in Vietnam often invite music schools' representatives and artists from overseas to Vietnam to teach and/or perform. Some of them are: National University of Art Education, Conservatory of Hochiminh City, Vietnam National Academy of Music, Saigon University, Nguyen Tat Thanh University, Van Hien University, as well as Military University of Culture and Arts. Besides, Art centers and Music Institutes are also potential venues for the seminar. Among the Music centers and Institutes in Vietnam, four are known for hosting seminars and events: MPU School of Music, Haiphong Art Center, Hochiminh city Art Center and Student Culture House Hochiminh city. In fact, Haiphong Art Center has agreed to organize the seminar for Company A. Contact information about all the mentioned potential venues is listed in Appendix 4.

## **People**

Target customers for the seminars include voice users from all age groups and backgrounds who wish to receive a thorough introduction to Company A's vocal techniques. A maximum of eight places are available for active singers in the seminar, whose role is to actively apply the techniques and to demonstrate their learning experiences while the rest of the audience will be observing (Company A's official website 2018).

In the long run, if the company wants to organize a series of seminars and export courses and products, an agent in Vietnam could be established. This could be a local person who has the knowledge and skills to organize seminars at first. Then when there are more branches of exported products and services, more personnel such as local business managers, marketers, accountants and other staffs, might be needed.

These individuals could be recruited through online websites. For instance, careerbuilder.vn, vietnamworks.com and mywork.com.vn are some of the most popular recruiting websites in Vietnam.

### Price

In an interview with Thuy- the manager of Haiphong Art Center, it is advised to make the event entrance free for everyone. According to Thuy it will be really challenging otherwise since in Vietnam this type of seminar is typically free, especially when Company A is new to the market. Besides, the purpose of the seminar should be mainly to raise awareness about the case company's services and products in Vietnam.

A calculation of the overall expenses for a promotional trip to Vietnam resulted in 6960 euros in total, details are illustrated in Tables 2 and 3.

Table 2. Common expenses for the trip to Vietnam (Sources: Skyscanner, LinkedIn, Booking 2018).

Expenses	Euros	Details
Traveling	890	Includes: Denmark– Hochiminh city Flights (2 ways) Hochiminh city- Hanoi Flight Hanoi- Haiphong taxi
Food	100	
Hotel	280	20e/night/person
Others	200	Other occurring fees
Total	1470	

Table 3. General prices for advertisement and event organizing (Source: Interview with Thuy 2018).

Expenses	Euros	Details
Advertisement	30	Newspaper advertisement (1 time)

	55	Leaflets (2000 pieces)
	40	Leaflets delivery (cent/hour) x 4 hours x 2 days x 10 people
	185	Band roll, pano x 1
	370	Television advertisement (min/time)
Translator	70	Per day
Rent	370	Per day (includes tables, chair, water cups)
Rent of equipment	55	Computer, projector etc.
Security and other staffs	50	Per day
Total	5490	Total expenses for all seven events in Hanoi, Haiphong and Hochiminh city

These calculations have not yet included prices such as salary for Company A's representatives and staffs. What is more, there is an opportunity that the Vietnamese universities will rent out the place for free for educational purposes. To be able to stay under budget for this promotional trip, Company A should either negotiate with the Vietnamese music institutes about the rent or shorten the trip and reduce the number of seminars. Moreover, it is recommended to carry out several seminars in different parts of Vietnam to make the most out of the trip. The details are in section 4.3.

### **Promotion**

Promotion of Company A's first trip to Vietnam could be done in cooperation with event organizers (art centers, music schools or other seminar venues). One of the potential venues, Haiphong Art Center, has agreed to assist Company A in the advertising process, along with 30% of the rent of venues and equipment (Interview with Thuy 2018).

The recommended advertising mediums are venues' official websites, social media (with a focus on Facebook), band rolls, big newspapers in Vietnam, leaflets and television

advertisement. Advertisement budget will be divided among the destinations: Haiphong, Hanoi and Hochiminh city (Table 4).

Table 4. Advertising budget.

<b>Place</b>	<b>Advertising budget ( in euros)</b>	<b>Customers reached</b>
Hanoi	620	3600
Haiphong	340	200
Hochiminh city	2840	7900
<b>Total</b>	<b>3800</b>	<b>11700</b>

As the focus of this promotional trip is on Hochiminh city, most of the advertisement budget and effort will be spent there as a result. The calculation of the total budget for advertisements in Hochiminh city includes four times of one-minute advertisement on local television channels, four times of advertisement on two biggest local newspapers, band rolls and leaflets delivery in front of each event venue. As for events in Haiphong city and Hanoi, less mediums were utilized; such as there will be no television and newspaper advertisements. However, the necessary advertisements such as social media, leaflets and band rolls will still be carried out.

Table 4 also shows the number of customers could potentially be reached during this promotional trip. This is the result after several factors were considered. The number of students in music universities in Hanoi is around 1,800 students, in addition, there are around 200 teachers and staffs (National University of Art Education's website 2018). The estimated number of participants in a seminar organized by an Art Center such as Haiphong Art Center would be around 200 (Interview with Thuy 2018). Bigger Art Centers such as Hochiminh Art Center could hold double that amount (400 people) (Hochiminh Art Center's website 2018). There are around 22,000 students in big universities such as Van Hien University (Van Hien University's website 2018). Out of the total number of students, estimated number of people who would be interested in the event, including singing

students and singing teachers would be 2500. This number could be even bigger because it is possible to gather all the students in the school's main stage if the university gives permission.

In the long term, the institute should consider building a network of alumni. This network will help promote the institute. In addition, if some alumni become successful, more people will know about Company A.

#### 4.3 Schedule for Company A's promotional trip to Vietnam

This section aims to provide Company A with a proposal regarding the promotional trip to Vietnam. Particularly, the trip could last for a week, with a proposed time of 13.04.2019-20.04.2019. The middle of April is the time when Vietnamese students are not busy with final exams (in May). It is also when students start to have plans for the summer. All the advertisement activities for the seminar events will be carried out a month prior to the arrival date. Refer to Table 5 for the detailed schedule of the trip.

Table 5. Schedule for Company A's promotional trip to Vietnam.

<b>Time (2019)</b>	<b>Activities</b>	<b>Place of event</b>
Sat (13.04) - Sun (14.04)	Flight	From Denmark to Hochiminh city
Mon (15.04)	Seminar day	Conservatory of Hochiminh City
Tuesday (16.04)	Seminar day	Saigon University & Nguyen Tat Thanh University
Wednesday (16.04)	Seminar day	Hochiminh Art Center
	Flight	Hochiminh city to Hanoi
Thursday (17.04)	Seminar day	Vietnam National Academy of Music & National

		University of Art Education
Friday (18.04)	Taxi	From Hanoi to Haiphong city
	Seminar day	Haiphong Art Center
Sat (20.04)	Flights	Haiphong to Hochiminh city & Hochiminh city to Denmark

## 5. SUMMARY

The author has utilized information from both primary and secondary data to answer the three research questions and also fulfil the main request given by Company A, starting with presenting an overall picture of the Vietnamese market and specifically of the music education market in Vietnam. Some noticeable characteristics of the market are the fast-growing rate of the Vietnamese population and economy, issues about copyright and corruption in Vietnam, the differences between private and public music education sectors and so on. The information gathered from secondary research allowed the author to list out some possible challenges and opportunities for Company A in Vietnam.

Throughout the research, a conclusion has been drawn that Vietnam is a potential market for the case company based on analysis on market situations, along with potential customer behavior and opinions. However, Company A is highly recommended to enter the Vietnamese market with the one-day seminar first before considering the three-year course. The one-day course acts as a marketing tool for the institute as the goals of organizing these seminars are to raise customer awareness about the case company. This can also be an opportunity for Company A to check out market responses about the services and products the firm offers, as well as to connect with professionals and gain potential contacts.

Furthermore, the researcher also provides propositions on the export strategy and time schedule for the one-day seminar. Company A could also consider some recommendations from the author regarding products/services modulations, future need for personnel, exporting order of products/services and long-term marketing strategy.

For future researches on this topic, the researcher suggests investigating more on the opportunity of other products and services from the case company in Vietnam; such as the book, the three-day seminar and especially the phone application. Some of the interviewees have shown interest in the phone application as it could be accessed conveniently.

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### Courses and products offered by Company A

<b>Products/ Services</b>	<b>Availability</b>	<b>Customer groups</b>	<b>Prices</b>
Vocal technique Book	-Online -Book stores	Anyone who is interested in the vocal technique developed by the institute	€ 67
Phone application	Available for Iphone and Ipad	Anyone who wants a more interactive and organized experience of all available resources about the technique	-Demo: free -Full version: € 69,99
Three-year course	Copenhagen, Denmark	Experienced singers and teachers who are more than 25 years old	€ 21540
One-year course	Copenhagen, Oslo, Helsinki, etc.	Singers who want to improve singing skills	€5.271 €5.514(outside Denmark)
One-year continuous course	Copenhagen, Oslo, Helsinki, etc.	Singers/ Singing teachers who have already completed the Academy course, one- year course or three-year course	€ 4895
Vocal Academy	Copenhagen, Denmark	People who are over 18 years old and have read thoroughly the institute's book	€ 5.514
Five-day course	Copenhagen, Denmark	Vocalists over 18 years old, who want to solve technical singing issues in a quick and practical way and learn about the institute's technique intensively	€ 1070
One-day course	Many countries	Music enthusiasts who want to get a professional and intensive introduction about the vocal technique	Not specified yet
Private lesson	Online or in person	Vocalists and teachers who want lessons with the institute's authorized teachers	Teachers set own tuitions

## Questionnaire

### I. Music education

1. Can you tell me about basic information about yourself (name, age) and your current activities in the music field?

2. Please tell me about your music education background

3.

For teachers: What kind of teaching syllabus is your teaching based on (if any)? If not, please describe your teaching philosophy/methods?

For students: What kind of vocal techniques have you been practicing (if any)? If not, please describe you own methods?

4. What are your goals for future in terms of music learning/ teaching/ performing?

5. Do you frequently update your teaching/ studying methods? If yes then how?

6. Do you want to learn about other vocal techniques available outside of Vietnam?

If yes, what is your plan to do that?

Does finding information about your desired courses difficult?

What are some of your reasons to choose one singing course over the other?

### II. Company A

7. Have you heard of Company A before the interview? If yes, by which medium?

\* Followed by introduction to Company A and basic information about the techniques and services/products they offer.

8. What are your thoughts on Company A and its offers?

9. Do you think that the value provided by Company A, as well as its three-year course would be helpful to your own study in specific and to Vietnamese music education in general? And why?

**List of interviewees and backgrounds of respondents**

<b>Name</b>	<b>Age</b>	<b>Professional background</b>
Thanh Duc Ngo	37	Singer in the Haiphong city performing art group, based in Haiphong, has singing training background.
Ngoc Giang Pham	43	Singer in the Haiphong city performing art group, piano teacher, self-taught in singing.
Phi Lan Tran	35	Private vocal coach in “Tran Phi Lan- new method of Vocal coaching”, studied singing in Vietnam National Academy of Music (VNAM), bachelor degree Program. Base in Hanoi
Thu Thuy Pham	39	Current manager of Haiphong Art Center, retired vocal teacher, studied vocal in National University of Art Education, base in Haiphong
Quang Dat Pham	25	Singer and music producer, top 3 in Vietnam Idol, studied vocal and performing art in Military University of Culture and Art (MUCA), base in Hanoi
Vu Tien Viet	26	Singer, songwriter, participant in Vietnam Idol 2018, studied singing with private coaches and in VNAM for a year in the hobby side, base in Hanoi
Thi Phuong Bui	26	Singing teacher in Haiphong Art Center, studied vocal training in VNAM, base in Haiphong
Huyen Pham	23	Singer and singing teacher, studies in MUCA, base in Hanoi

**Contact information of potential venues for the one-day seminar**

<b>Schools</b>	<b>Email</b>	<b>Phone</b>
Vietnam National Academy of Music	info@vnam.edu.vn	(024) 3851 4969 3856 1842
Conservatory of Hochiminh City	vanthunhacvien@hcmcons.vn	(84 28) 38 225 841
National University of Art Education	spnttw@spnttw.edu.vn	(84) 024.38544468
Military University of Culture and Art	vnq.edu@gmail.com	0462663068 069522450
MPU School of Music	mpu@mpu.edu.vn	090 257 2778
Haiphong Art Center	thuthuyvhntctn@gmail.com	
Hochiminh City Art Center	<a href="http://nvhtn.org.vn/dwqa-ask-question/">http://nvhtn.org.vn/dwqa-ask-question/</a>	
Student House Hochiminh City		(028) 3835 1118
Saigon Univeristy	ttcntt@sgu.edu.vn	(84-8) 38.354409 38.352309
Nguyen Tat Thanh University	ttvtsinh@ntt.edu.vn	028 39 415 064 028 39 404 272
Van Hien University	info@vhu.edu.vn	028 3832 0333