Tampere University of Applied Sciences

To Wyoming and Beyond: TAMK Global Education

Customer Journey to Marketing Plan

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BACHELOR'S
December 2020

Degree Programme in International Business

ABSTRACT

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The Global Education Department with TAMK Edu would like to expand its client base within the United States (US). They currently have only one client, University of Wyoming. The US is a large country with a multitude of different universities. This study aims to give insights into how to reach potential clients within the targeted market and which current professional development offerings are most desired at the present time. Professional development of educators is required at all levels within the US; therefore, a need and opportunity are both present.

Based upon data from an online survey, a buyer persona and customer journey were constructed. The buyer persona was a profile of the person that should be the target of marketing and other interactions. The potential buyer is a department head of a small university, less than 5000 degree students. They are rational in their decision making and skilled in teamwork, leadership, problem solving and critical thinking. The customer journey outlines the potential path from need arising to post purchase for the persona.

The recommendations based upon the findings were to use social media marketing and search engine optimization (SEO) to make the offerings from TAMK Global more visible within the US market. Due to the Covid-19 pandemic, it is not possible to network with potential clients in person at seminars, workshops and conferences in a face to face manner. It is for this reason than the digital means were chosen as the pathway. However, once it is possible to again attend the previously mentioned events, then TAMK staff should be sent to them in the US. Overall, the staff is in place at all levels to make this desired outcome a reality.

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CONTENTS

GLOSSARY or ABBREVIATIONS AND TERMS (choose one or other)

TAMK	Tampere University of Applied Sciences
cr	credit
UW	University of Wyoming
SNHU	Southern New Hampshire University
EOU	Eastern Oregon University
SEO	search engine optimization
US	United States

1 INTRODUCTION

For centuries wandering scholars have enriched their own and other societies through the sharing, teaching and learning of ideas and techniques (Razzano 1996). Today this practice is alive and well. The highly mobile world of today enhances the ability of scholars to move about globally both physically and virtually. While the normal mode of transportation centuries ago was by pack animal, foot or ship, today, it is by plane, car or forms of public transportation. In addition, a person just 30 years ago needed to physically be at the site of a meeting for the most meaningful communication to take place; however, online virtual meetings, where the participants are able to exchange documents in real time, see each other via video with audio and conduct a meeting with all of the essential elements, now occur each and every day.

1.1 Finnish Education Export

Finland has one the highest ranked education systems in the world. (Aedo, Alasuutari and Välijärvi 2017; Williams and Leahy 2018; Jackson 2016) It is no wonder that the Finnish government created an entity in 2015 for the purpose of education export called Education Finland (Education Finland 2018). According to Education Finland (2018) their goal is "LINKING FINNISH EDUCATION EXPERTISE WITH INTERNATIONAL PARTNERS" through multiple partners including private companies, vocational establishments and higher education institutions across Finland. Essentially, they try to find the best partners for potential clients based upon their expressed needs, desires and wishes. In addition, it is all inclusive from early childhood education through university level education and also encompasses professional development across a multitude of professions.

1.1.1 TAMK Global Education Department

Tampere University of Applied Sciences established TAMK Oy in 1995, which predated the government initiative by 20 years (Finder.fi 2019). TAMK EDU has two sales departments, Kotimainen (Domestic focus) and Global Education (Foreign focus). The Global Education department has an extremely wide reach with many global partners. China is one of the main export destinations, which is evident given the fact that the office is home to three native Chinese speakers. Several group from all over Europe are also currently clients. Recently, the African market has really began to open as well with major deals in Egypt and Kenya. In addition, South America is host to partners in Brazil and Chile with potential in many other countries. Many countries in Europe have also benefitted from the export of TAMK education through the department.

When one looks at the partner profile of TAMK Global, North America is lacking in clients. Mexico, currently, is most promising with many leads and discussions for potential deals, but the large country to the north, USA, is still largely an untapped market with few leads and only one partner, University of Wyoming (UW). Thus, the focus will be on this market specifically focused upon the higher institution level.

2   Theoretical Framework

This section represents the plan for the research into the US market for TAMK Global. This section will look at how this topic will be explored as well as what the outcomes (customer profile, customer journey map and marketing plan) that will be derived from the data gathered.

2.1   Thesis Topic

The US market will be analysed looking for the best size of institution as potential partners. In addition, the US will be broken into eight regions to better target those institutions. It is important to find areas that TAMK EDU can successfully implement programs that will benefit the institutions and local communities that they serve.

A questionnaire, Appendix 1, will be used to gather initial data from the organizers of the UW partners. An online survey will be used to gather data from various people at multiple institutions in a variety of states. The online survey will allow for respondents to provide more information when needed in regard to their answers. Data collected will then be used to formulate an action plan for a greater expansion into the US market that targets a certain size of higher education institution potentially within a certain region as well as to create a buyer persona and customer journey map for said customer persona.

Creating a buyer is a useful tool for a company to use once they have identified their ideal customer, but what is it? A buyer persona is the ideal hypothetical customer based upon data that was collected in relation to a certain product or

service (Scheer 2018). It helps to focus the marketing efforts by providing the target customer's characteristics, behaviours and goals (Patel 2017). Essentially, the buyer persona should mimic the ideal buyer that a company is seeking and is a common practice among successful companies (Dopson 2019). The customer journey map is a tool that shows the sequence of events that the persona or any customer would most likely go through from need arising to purchase in order to obtain the product or service a company is offering (Norton and Pine 2013). The buyer persona and customer journey will be discussed further in other chapters.

2.1.1 Customer Journey

The customer journeys for the University of Wyoming and Southern New Hampshire University, a client of Tiimiakatemia in Jyväskylä, will be analyzed. The purpose will be to create a buyer persona and customer journey map for said persona. The purpose is to outline the type of customer that would be open to Global Education services and then map out a plausible journey that would result in obtaining services. In addition, when coupled with the data from the questionnaires, it could provide information as to what type of educational institution should be targeted in a marketing campaign. The US is host to a variety of higher education institutions and finding the right type of institution has the potential to boost the success rate of securing clients as well as maximizing the benefits for all parties. Once the type of institution has been identified, then the target programs will be introduced to the decision makers and key communicators within them. Each program has the ability to be customized to the needs of potential clients; however, discovering these needs is a critical part of the dialogue after initial contact. The

goal of TAMK EDU Global is to enhance not only the educational institution, but the community that it is within as well.

2.2 Thesis objective, purpose and research questions

The goal of this thesis is to look at the current partnership with UW as a potential model for a program that will expand the reach of TAMK EDU more into the expansive US market. The limiting factor will be that the UW program is centered around teacher education of both preservice and active educators. The following questions will be used as the basis for the thesis and research:

How can TAMK EDU tailor a teacher education product for the US market based upon customer needs?
   a. What are the areas of need that TAMK EDU could fulfill?
   b. How large of a university should be targeted for the services?
   c. Which region should be targeted based upon survey results?
   d. What does the customer journey map look like in obtaining services?

The overarching question sheds light upon the main purpose of this thesis. It is a broad, yet, focused question that lends itself to using the UW partnership as a baseline for data. The needs of UW can to some extent be extrapolated to other US universities; however, it is imperative to look at the needs through the lens of multiple universities to arrive at a viable program. The goal is not a one size fits all program, but rather a flexible program that can be tailored to meet the needs of potential partners. It is necessary though that a baseline program be established, so that there is something to work from during negotiations.

The first secondary question addresses the areas of need found using the Blank´s (2006) Customer Development Model. One needs to know what the needs of a potential customer are before they can successfully fulfill said needs. A customer must have needs and the vendor must be able to meet those needs to form the

most successful partnership possible. Once the areas of need are established, a program based upon those needs can be created for delivery.

The next secondary question focuses upon the need to find the correct type of university for the services developed in accordance with the primary question and first secondary question. Bridgestock (2015) explains the five types of universities in the US: public (state) universities, community (junior) colleges, private not for profit universities and colleges, liberal arts colleges, and private for profit universities and colleges. In addition, universities are labeled as small (less than 5000 students), medium (5000-15000 students) or large (more than 15000 students) as defined by CollegeData.com (2019). It is essential to find the right type of partner when selling and each type of institution has its own needs that could potentially be fulfilled by a program from TAMK EDU. Understanding the needs in the context of the customer is a key element to answering the question as well. The emphasis will be on the size of the university rather than the type of university. The decision to go with size was based upon feedback from people at universities within the US. The decision to go with size rather than type also made sense from the perspective that saying you work at a private for-profit university may automatically put a certain bias towards an individual. The degree that students receive from many such universities is basically an expensive piece of paper that is worthless in the realm of academia and the job market due to the degree not being universally recognized by other higher education institutions, nor by potential credible employers within the job market (Nguyen 2015).

The final secondary question looks at the survey results for each region as defined by the Bureau of Economic Analysis (Abadi 2018). The fact that each state

within the US has different regulations regarding education with roughly 92% of educational funding coming from state, local and private sources (www2.ed.gov 2017) could have an impact as well, but for the purpose of this study, the size criteria is sufficient as a starting point. It will therefore potentially be easier to work with institutions in certain states; however, the type of institution can be further delved into once a size parameter has been established. The United States is a large country with many universities and looking at all criteria is a much broader and more involved study.

2.3 Concepts and theory

The main concept that will be implemented during the course of this thesis is the Customer Development Model put forth by Blank (2015). It is antithesis of the "Build it and they shall come" model in that it assesses for customer need prior to product development. It also aims to align all areas (marketing, sales, human resources, research and development, finance, board and upper management) into a more focused unit that puts the needs of customers at the forefront of products and services that are brought to and/or conceived for market.

Cleverism (2015) uses Blank's theory and explains it in a different way as seen in the figure below. It is a straightforward way of thinking of the Customer Development Model. The visual description truly shows that customer development is both circular and linear in nature. It is also not something that ever has an ending. You need to keep moving forward to keep current customers while at the same time attract new ones.

The Four Steps To The Epiphany

CUSTOMER DISCOVERY → CUSTOMER VALIDATION → CUSTOMER CREATION → CUSTOMER BUILDING
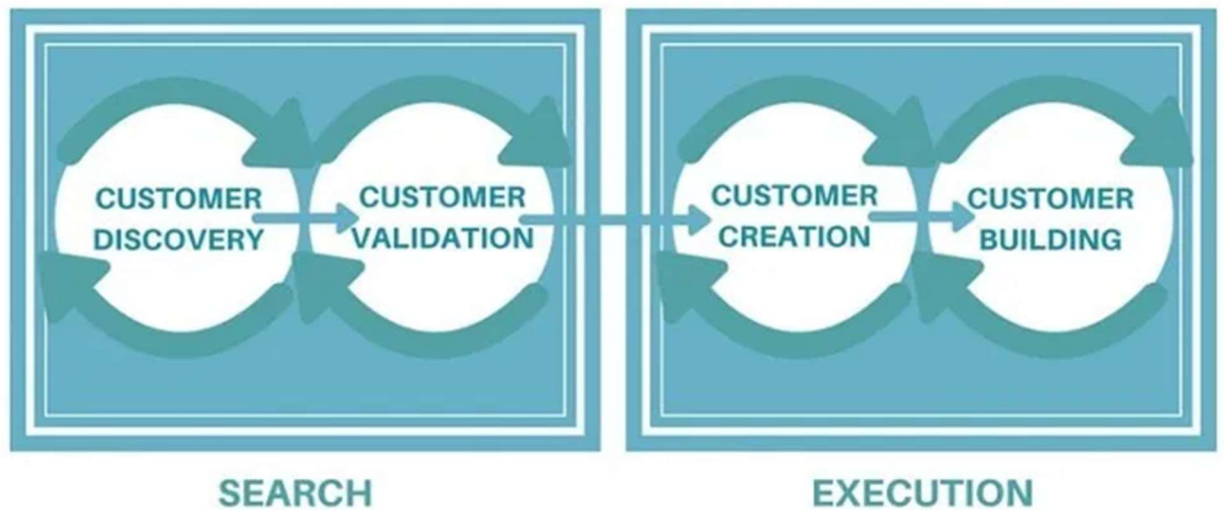
SEARCH   EXECUTION

Figure 1. The Four Steps to the Epiphany (Cleverism 2015)

When one looks at the search box, it is evident that the art of customer discovery and customer validation is a never-ending circular process. Customer discovery leads into customer validation. A customer cannot be validated if they have yet to be discovered. Burch (2019) put forth that the hunt for customers is at the core of all businesses as is the ability to keep them once they are found because customers are the only thing that generate revenue, all other things cost.

Puri (2018) defines customer discovery as a three-step process:

1. Talk to your target customers first before you build anything

2. Create low-touch, high-impact feedback loops with customers

3. Build MVPs (Minimum Viable Products) and test ideas in increments

Customer discovery is one of the keys to business success, the other is retaining customers once they are discovered (Burch 2019). As one can see the build it and they shall come model had been replaced by one where companies more actively seek out customers. The customer has moved from being a passenger to the driver in the Customer Development Model.

The customer validation is represented visually in Figure 2. It is purposed as a linear process; however, one could argue that each phase is in itself circular in nature and must continually be reassessed and revisited for maximum effectiveness. The model is from Blank (2015), but it was found at MaRS Startup Toolkit (2019) with a nice breakdown of each phase that was clear and concise.

Four phases of customer validation

Figure 2. What are the Four Phases of Customer Validation? (Blank 2015)

The first phase, preparing to sell, can be broken down into what you learned from the customer discovery, what is the value proposition and developing a sales roadmap based upon the discoveries and value proposition (MaRS Startup Toolkit 2019). The roadmap is adaptable to further research. This initial roadmap is just a preliminary one to get started and move towards the next phase of customer validation.

Once the preparations for selling have been met, it is time to sell the product to visionaries. For the case of this thesis, University of Wyoming is a visionary. They were the first US based university to partner with TAMK EDU other than for exchange purposes. Two cohorts have already visited the TAMK campus for a one-week session and a third is scheduled to arrive in mid-January. The obstacles to fulfilling the maximum learning capacity that occurred with the previous cohorts have been acknowledged and the program has been modified accordingly. These

modifications also changed the three aspects within preparing to sell. The circular process in action.

After the first two phases have been accomplished, determining your position in the mind of current and potential customers becomes the focus. It is important to keep the needs of customers in mind. How the product helps them meet their needs is what is relevant at this stage. (Blank 2015) Where do you fit in relation to the competition and doing nothing in regard to a solution for each potential customer's needs? It is the most important question to be able to answer at this stage of business development with Customer Development Modeling. (MaRS Startup Toolkit 2019)

According to Blank (2015) and MaRS Startup Toolkit (2019), the final phase, verifying your validation process, centers around answering the following three questions:

1. Did you sell enough to validate your value proposition?
2. Have you identified a profitable and sustainable sales and business model?
3. Did you develop sufficient insights to scale your business?

The next course of action depends upon the answers to each question. One must listen to the data and be willing to accept what it is telling them. Using the data to implement change is a key in the process as well. Positive changes can occur that will potentially allow a person to make the project more viable and profitable. Another aspect that will be a focus is creating an experience to sell rather than just a product or service. Humans are emotional in nature and appealing to those emotions in a positive way through multiple channels is one of the best ways to sell products and services (Lemon and Verhoef 2016). The journey that one traverses to obtain a product or service is at times more important than the product or service itself.

Lemon and Verhoef (2016) also stress that the number of touch points of the modern-day consumer can further enhance this emotional journey from the period of time that a need or want arises to the completion and aftermath of the purchase. The journey is not a flat line of emotions as one goes through the entire process, but one filled with peaks and valleys along the way. While the company tries to predict the path, each customer has a semi-unique progression through the six stages of a customer journey: 1. Need, 2. Research, 3. Decide, 4. Adopt, 5. Use and 6. Recommend (Sweetwood 2016). The emotional highs and lows play a large part in pushing the potential forward and whether they become repeat customers that advocate for the brand via social media and word of mouth or one-time customers that devalue the brand through the same channels.

2.4 Working methods and data

The data collection will occur in two ways: 1) an online questionnaire and 2) literature regarding the subject matter. The first method will allow the researcher to gather information and feedback from the lone US-based client of Global Education at TAMK and obtain information from another US-based university that is a client of Tiimiakatemia in Jyväskylä as well as gather information from a variety of higher institution lecturers.

The second aspect of the research will focus on literature to push the research forward and guide the process of arriving at a customer profile. The ultimate goal of the research is to show that TAMK Global services can be expanded to other universities in the US. Many services are offered and finding the best ones to enter the market is a key component as is finding the right sized institution within certain regions.

It could be useful to see if any of the current programs would align with the needs of the respondents. A question on the survey will ask respondents to check all current program offerings by TAMK Global that interest them. The findings from the question could be followed up upon which in turn could provide a starting point as mentioned previously.

Southern New Hampshire University (SNHU) is not a Global client but a client of Tiimiakademia in Jyväskylä. The researcher got to know the two-key people through hosting them for a day at Proakatemia for the KV Tiimi and Tiimi Akademia. They could also provide valuable information. The researcher will also reach out to them for baseline information. While they are not TAMK Global clients, they are clients of another Finnish institution that works with many of the Proakatemia coaches and teams. SNHU has a goal to implement a Proakatemia style entrepreneurial education program within the next two years. It would be a massive change from the lecture and book-based business education that predominates the US market. The process is very similar to the Teacher to Coach program offered by TAMK EDU. The teachers at SNHU will undergo the change from a teacher to a coach and as part of the process will be guided by coaches from Tiimiakademia.

The success of the program being implemented at SNHU could also greatly impact TAMK as it moves forward with a bachelor's degree at Proakatemia with English as the language of instruction due to students being involved with the Teacher to Coach program that is offered by TAMK EDU. If Tiimiakatemia and SNHU are successful, then it shows that the program has a place in the US market. Clients in Brazil, Chile and the UK have benefitted greatly from this program.

Peter Perttula of TAMK EDU Global is hopeful that the Teacher to Coach could become the flagship export to the US. While a student at Proakatemia, Peter helped setup a similar program at a business school within a university in England providing him a unique perspective in the teacher to coach transformation.

Currently, Proakatemia has exchange programs with a university in Switzerland and England. Both of those programs were set up with the help of Proakatemia staff and students. In the future other educational institutions that have a similar program which Proakatemia helped setup may be added as well. The exchanges can be for a few weeks up to a semester. In addition, the Teacher to Coach program is centered around groups spending time at Proakatemia and learning the methodology and practices from both coaches and students. Participants in the program see it in action and also partake in leading a training session.

However, the Teacher to Coach is but one program offered and might prove to not be the correct one for the market. Unfortunately, the success or lack of success of the program will not be available for analysis for this thesis, but it could be the topic of a future thesis for a student at Proakatemia or within the International Business program on the main campus of TAMK.

It will be useful to look at their customer journey and compare to the journey that brought University of Wyoming to TAMK Global. Looking at the customer journey of both universities will allow the researcher to develop a buyer persona and create a possible customer journey map for that persona. The reasoning being that creating a customer experience will enhance the potential effectiveness of acquiring new clients (Norten and Pine II 2013).

Another person that the researcher will contact for baseline data is a teacher at a university in Nebraska. The researcher took a course from her at Tampere University this past summer and she had several of her students from Nebraska with her as well. They all participated in the course and had other cultural-based requirements for their Finnish stay as well as the normal course work. The teacher is originally from Finland, but she has lived within the US for many years. She is a project manager of the highest skill and used to working with international groups. Her feedback and knowledge would be a valuable asset.

The literature will focus upon Blank's Customer Development Model as an extension of the baseline data gathered from sources. In addition, literature about the US school system and educational reform will also be studied. A comparison of the US and Finnish educational systems may also be of use to the researcher; therefore, it is possible for literature in these areas to be studied as well.

Customer experience through a customer journey map will also be explored as a way to create value for clients. The journey that one goes through to obtain goods or services is crucial to any long tern business relationship. The goal of a business is to create recurring customers, rather than constantly seeking out new customers each and every time. Existing customers in this age of social media are also key in building a brand and obtaining positive relationships and referrals. Once the baseline data and literature review has been accomplished, it will all be analyzed to see what the data and literature reveal. The research questions will be answered in one way or another and it is possible that new data will need to be mined as well. The goal is not to get a certain answer, but it is rather to find

what the data says is the best way to expand the clientele within the US and potentially Canada as well.

2.5 Thesis process

The initial tasks will be to research the literature and look at the customer journey of the aforementioned universities. Then, it will be to create and distribute the online survey. The data from the completed surveys will also potentially drive the literature review in unexpected ways, which is a good thing. It shows that the research is uncovering different ideas than were originally thought of during the planning process. Once the data has been gathered, it will be analyzed to look for how to potentially market the services of TAMK Global. This data will in turn help in creating a buyer persona and choosing which programs or programs should be marketed first.

The review of literature will essentially be used to help guide the thesis method-ology, look at the US education system and create a buyer persona and customer journey map. It is also a way to gather information to compare the US and Finnish education systems. This could be beneficial in looking for a weakness in the US system that is a strength in the Finnish system. It could be a potential selling point to clients. However, it must be data driven, supported by the findings from the online survey and most importantly realistic.

Finally, it is possible to look at the initial research questions and provide some potential answers and recommendations. Using the research as well as the per-sona and customer map created based upon it will enable the researcher to rec-ommend certain types and sizes of education institutions in a variety of regions

within the US as potential clients. The ultimate goal being a more focused and clear entry strategy for the marketing and acquisition of more US-based clients. North America is largely untapped at the moment, but the potential is huge. The key is figuring out how to market, where to market and what program to market to the vast audience of potential clients.

3 Initial Findings

The US education will be explored a bit in this section followed by establishing a need for the services offered by TAMK Global Education. If there is no need, then there is no reason to pursue the US market. Understanding the US education system will only enhance the possibility of entering the market more successfully.

3.1 US education system

The US education system is based upon a model that incorporates three levels of authority in an umbrella fashion. The overriding riding authority is the US Department of Education representing the federal level, below that is department of education for each individual state and finally there is the local school districts at the bottom (Beatty and Ferreras 2018). The overarching policies are established at the federal level and then it is up to states to interpret them and set forth further policies for meeting them. Finally, the local school districts have a school board that enacts policies locally based upon state interpretations and federal guidelines.

The Common Core State Standards Initiative that started in 2009 was put into motion to unify state standards and as of 30 August 2020 a large majority of states, 41 out of 50, have at least partially adopted them (Common Core 2020). Ultimately, the goal was to create stands in English Language Arts and Mathematics that would be adopted by states as their educational standards for those subject areas. Prior to common core each state had its own standards in all subject areas. In addition, each state created its own standardized test to measure a student's ability to meet the educational standards, which could make it

difficult to compare scores nationally and on a state to state basis. A common core test was developed to help with this ambiguity. It was mandatory for all third to eighth graders and eleventh graders to take a standardized test at least once annually or the state would not receive any federal funding for education (Dickinson 2019). Therefore, the tests were essential.

The overall structure of the US education system is seen below in Figure 3. It is very similar to the Finnish education system in many ways. The biggest differences occur starting after middle school.
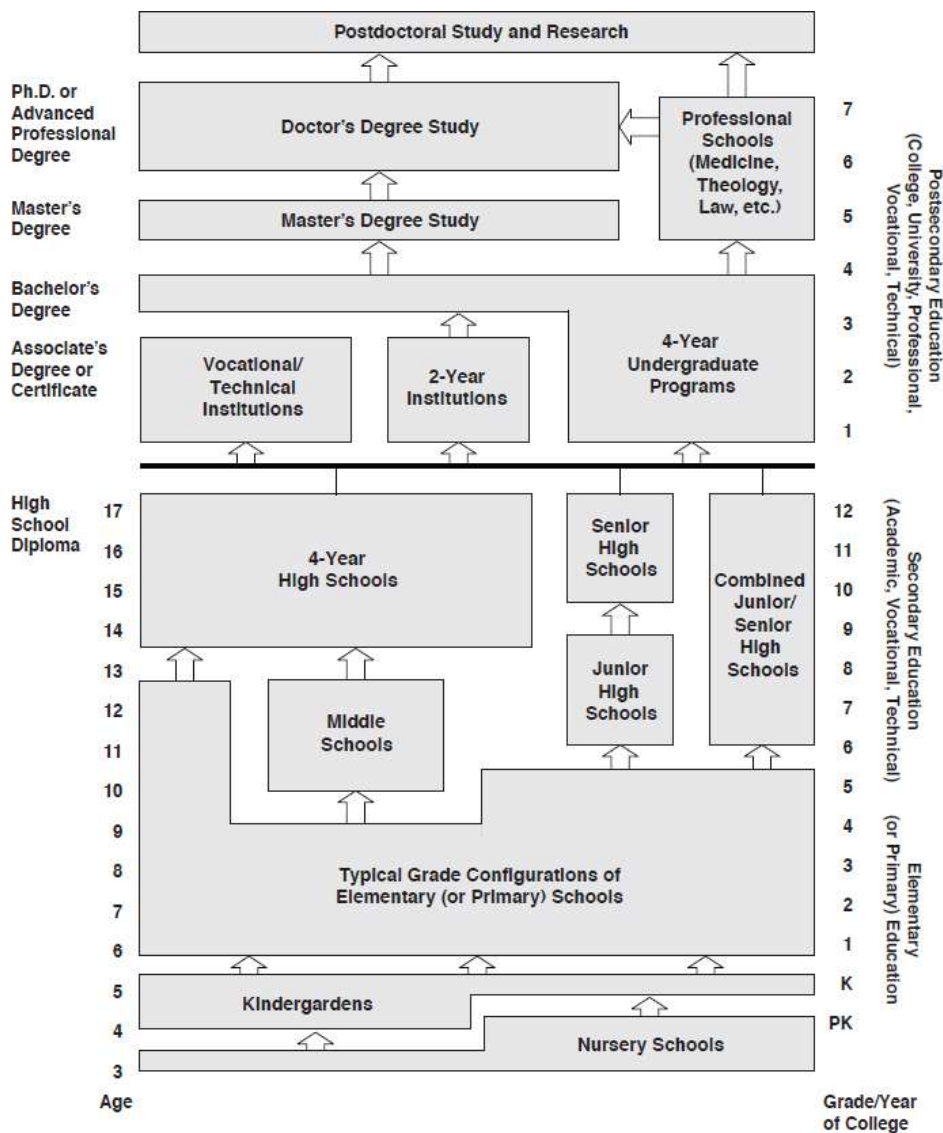
Figure 3. US Education System (Snyder and Dillow 2015)

Once middle school is completed, students in the US go to high school; whereas in Finland they have the choice of high school or vocational school. Essentially, all students are put on the college tract starting in ninth grade. Universities look at grades and standardized test scores from ninth to twelfth grade as well as standardized entrance exam such as the SAT or ACT (Anderson 2016). A vocational/technical institution or community college (two-year institution) largely fills the role of a Finnish vocational school, but it does so only after high school. As can be seen by the image, five different postsecondary educational institutions exist: college, university, professional, vocational and technical. The focus for this was the university and college level.

3.2 Need for professional development at university level

According to Teacher.org (2020), it is required that teachers at every level participate in professional development activities on a yearly basis. It is evident that teachers are required to be lifelong learners. Therefore, the need for services like the ones offered by TAMK Global has been established. The online survey had a combination of multiple choice, rating scale and Likert scale questions. The survey was delivered in a variety of ways. The first was via directly emailing a link and QR code to key people, the second was these people potentially sharing the link and QR code with others and the third was via a post within Facebook groups that were made up of US university educators.

The first question of the online survey that accompanied this study further confirms this need due to the fact that no respondents said that they rarely or never participated in professional development activities. The full results can be seen in Figure 4 below.
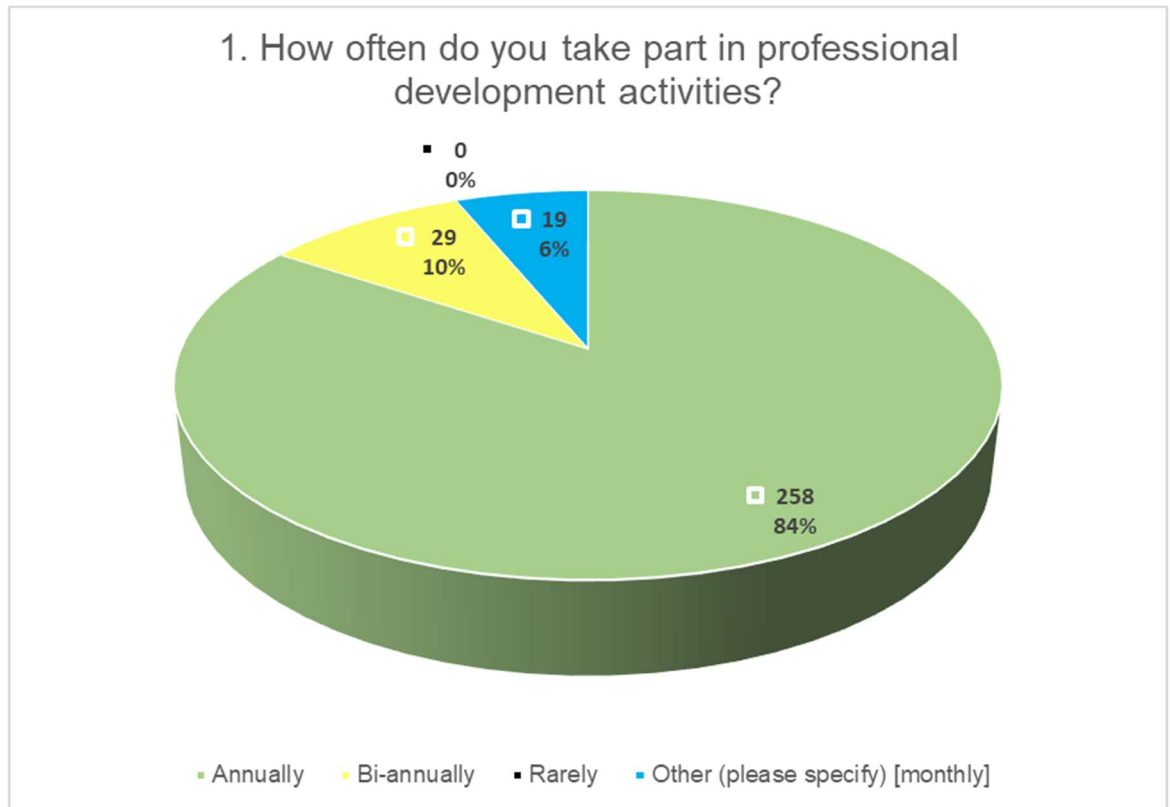
Figure 4. How often do you take part in professional development activities?

The overwhelming majority (85%) chose annually, followed by bi-annually (10%) and monthly (6%). However, all respondents (100%) took part in some form of professionally development during the school year. Some universities required an annual plan while others had a 6-month or monthly plan required, which further shows that there is need for professional development opportunities for university teachers. It stands to reason then that offerings from TAMK could fulfill some of those needs.

3.3 Target

The second question of the questionnaire asked the respondents who chose the type of professional development that they attended. The following were given as choices: head of department, committee that you are not a part of, committee that

you are a part of, you alone and other. The results derived are shown in the figure below.
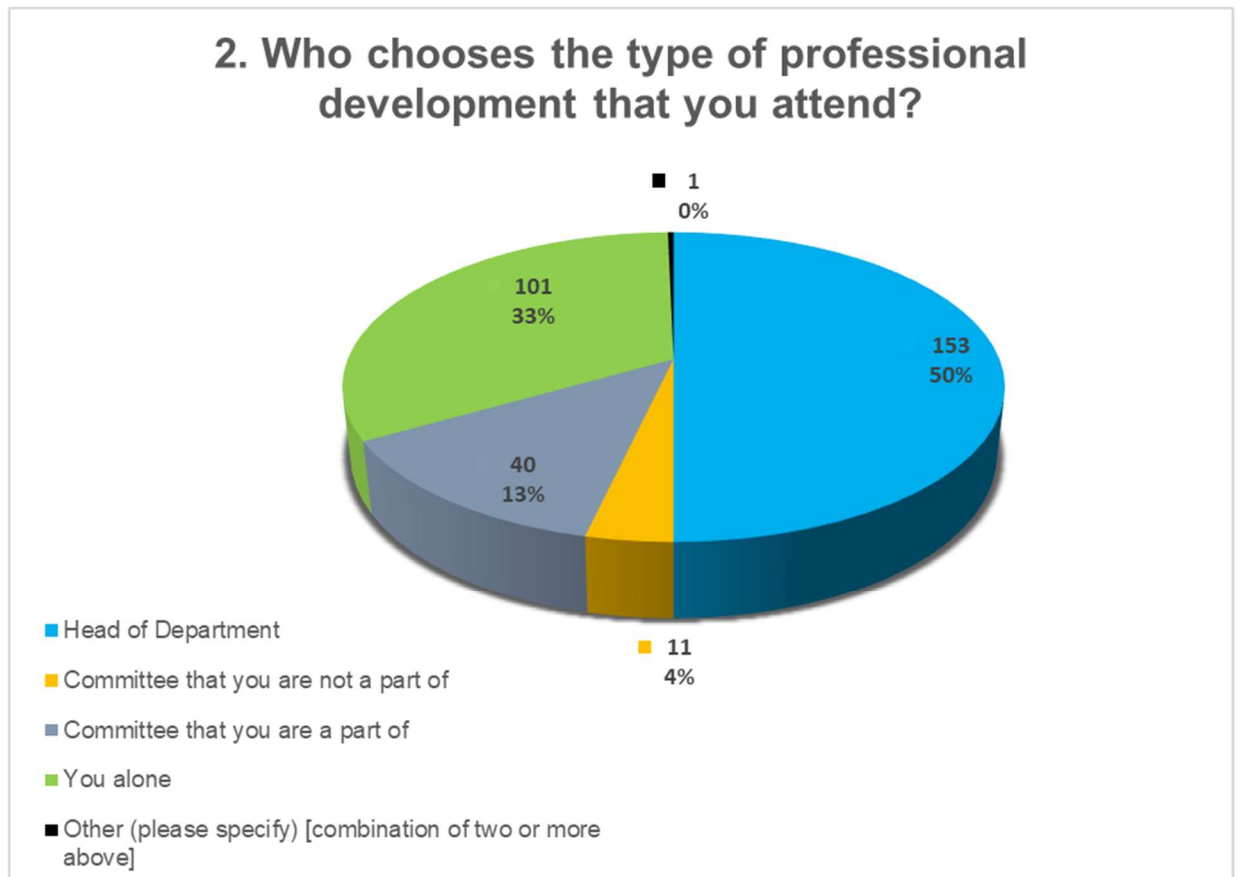
Figure 5. Who chooses the type of professional development that you attend?

The responses were quite clear as to whom the target audience should be regarding a marketing campaign with half (50%) of the respondents declaring that their head of department made the choice. It is therefore logical to target department heads. The second most frequent response was "you alone" which could indicate that they were a department head or that they could choose for themselves. Committees were only utilized 17% of the time, which suggests that it is not a popular way to determine professional development for individuals and other (a combination) was chosen once. An obvious shortcoming of the question was not knowing whether or not the respondent was a department head. It would have made the correlation between the position and decision making more transparent. However, based upon the data gathered, it would be logical to target a

head of a department at a university, since they appear to have the pull in terms of their department's professional development activities.

3.4 Types of professional development

The third question was asked to determine the most popular types of professional development that the respondents engaged in during the past two years. The question allowed for the following nine choices: conference, online conference, workshop, online workshop, course, online course, action research, educational exchange and other. The respondents were asked to choose all the types of professional development that they had partaken in as it was assumed that most would have taken part in multiple types. The results are shown below in Figure 6.
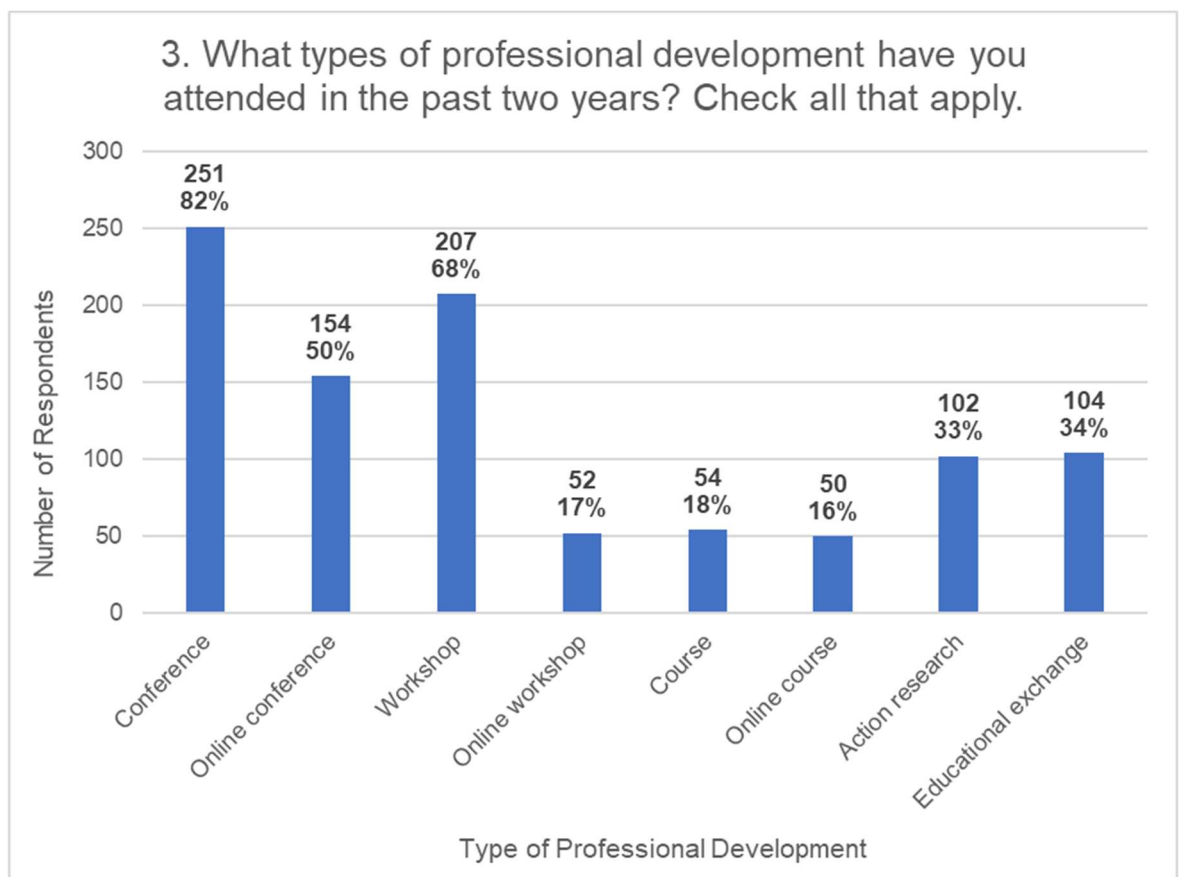

Figure 6. What types of professional development have you attended in the past two years?

The most common form of profession development were conferences (82%) and workshops (68%) followed by online conferences (50%). The next grouping consisted of educational exchanges (34%) and action research (33%). The least attended were courses (18%), online workshops (17%) and online courses (16%). The percentages are derived from looking at the number of responses for each category in regard to the total number of respondents.

3.5 Channels of information

The fourth question dealt with how university educator finds out about professional development opportunities. The choices for a response included more traditional methods (email, flyer, colleague and friend) to the more digital method of social media. The figure below displays the breakdown of the data.
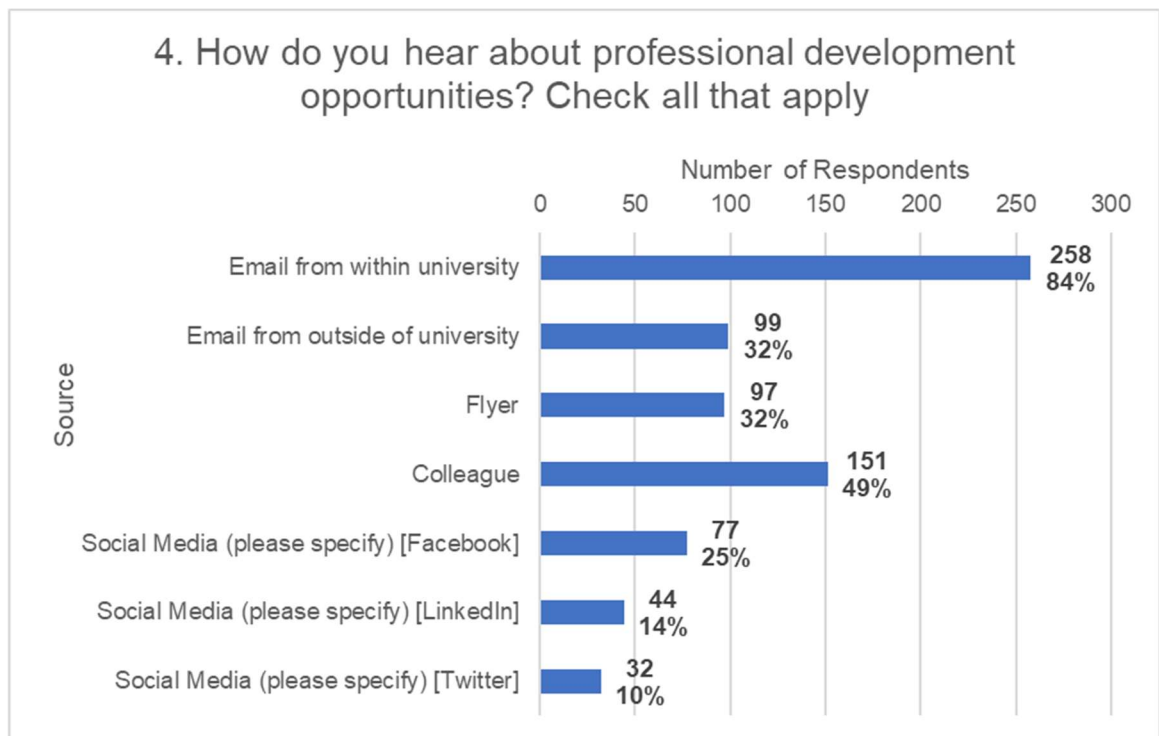

Figure 7. How do you hear about professional development opportunities?

It is evident that an overwhelming majority (84%) find out about professional development opportunities from an email within the university. However, it should

not be a surprise since it was established earlier that it is most common for the heads pf departments to have the most say in what type of professional development one attends. Overall, the more traditional forms of email, flyer and colleague had the advantage over any singular social media platform. Social media as whole though had a higher profile than emails from outside the university (32%), flyers (32%) and colleagues (49%) as 50% of the respondents had heard about opportunities through one platform or another. It would make sense for this percentage to grow as well since according to PEW Research Center (2019), 96% of Americans own a smart phone and Statista (2020) found that 79% of Americans, approximately 247 million, use at least one social media platform. Globally, according to Cooper (2020), 43% of social media users will use social media for work purposes. If you take this account, then that means that roughly 106 million people in the US will use at least platform for business purposes. Social media platforms have a place for the advertising of professional development opportunities and their role based upon the above numbers may increase dramatically in the future especially given the current global pandemic.

3.6   Proof of opportunities

Blank (2015), Burch (2019) and Puri (2018) all spoke of assessing a need and opportunity for a product or service prior to launching one. The online survey addressed these areas by asking respondents to rate their value of professional development, their likeliness of utilizing online professional development opportunities and choosing with offerings from TAMK Global if any that interested them as an opportunity to grow as an educator.

3.6.1 Value of professional development

It was established earlier that professional development is required of educators at all levels in the US, including university. While it is mandatory, the value placed on professional development might vary greatly among university educators and was addressed using the fifth question on the online survey. Respondents were asked to rate how much they value professional development from 0 (not at all) to 10 (essential) with the results being displayed in the bar graph below.
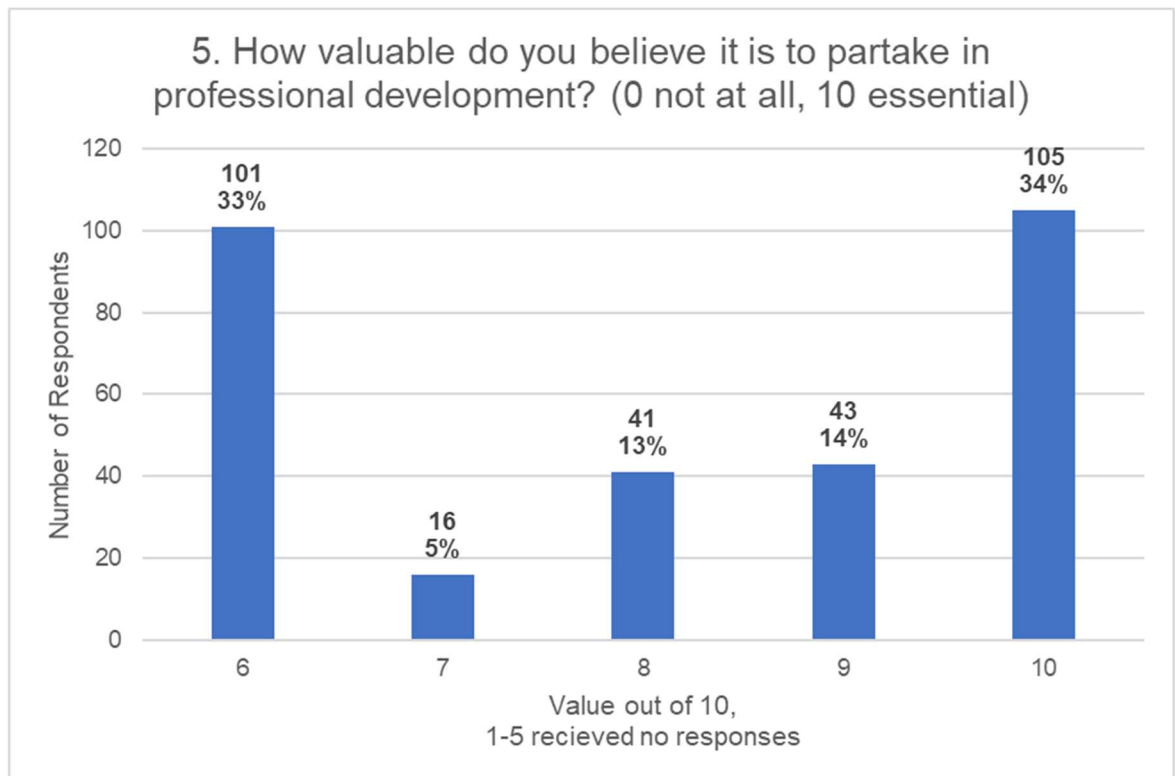
Figure 8. Value of professional development

All respondents found value in professional development activities illustrated by the fact that nobody chose any numbers from 0 to 5. A majority ((61%) chose numbers between 8 and 10 with 10 getting the most at 34 % (105 respondents). However, the score of 6 got the second most at 33% (101 respondents). It shows varied opinions about the overall value of professional development from being of average importance to essential but also further proves that an opportunity does exits TAMK Global to expand their clientele within the US.

3.6.2 Online professional development

According to the National Research Council (2007) both advantages and obstacles exist with online professional development. The advantages were flexibility and versatility, potential to build community among teachers and across groups, new possibilities for accountability and improvement of teacher retention by enabling teachers to become more directly involved in their own learning and professional growth. While the potential obstacles that they identified were knowledge about online technologies and programs, support from administrators, access to technologies, time, financial support, materials, and teachers' beliefs and practices. The question regarding utilizing online professional development opportunities produced very mixed results, which can be seen below.
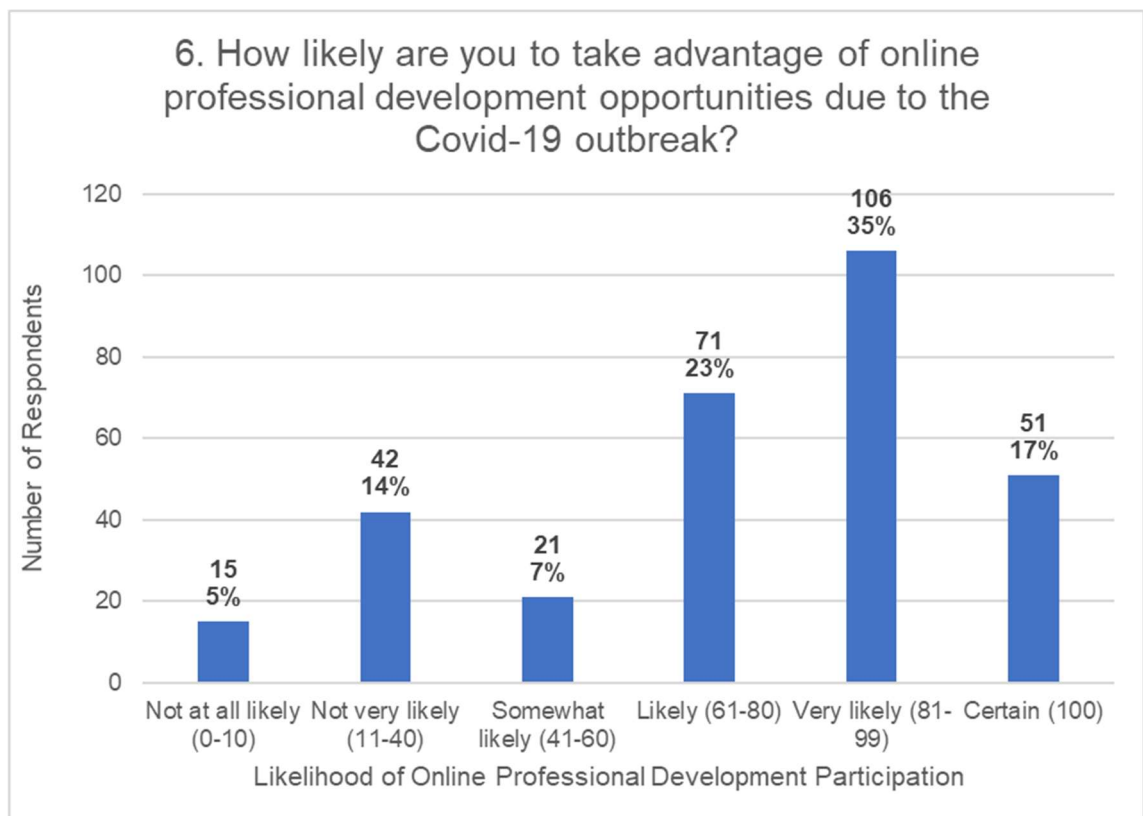

Figure 9. Likelihood of utilizing online professional development opportunities due to the Covid-19 outbreak?

It is evident from the chart of results that a majority (75%) are likely to certain to utilize online professional development due to restrictions put in place regarding groups of people meeting as a result of the Covid-19 pandemic. However, a small minority (5%) is not planning on utilizing online opportunities at all, which makes one wonder how they will participate in the mandatory requirement of professional development. It very well could have been a follow up question. The overall results are encouraging though. It further shows that a need for the type of online professional development opportunities that TAMK Global has begun to offer exists. Utilizing the many talents of the staff as well as the university facilities has led to successful online professional development in the past, these opportunities will likely increase moving forward due to the potential for increased demand for such services.

Using the advantages to build and keep US-based clientele, while addressing the potential obstacles will be a key element for TAMK Global. Building upon past successes will also be of paramount importance. As was previously stated, the staff and facilities are already in place to deliver the content globally. The content can also be delivered in multiple languages. It would be possible, for example, to deliver content in Spanish during an online Bilingual Education Conference which was asked by one respondent.

4 Marketing Plan

The marketing plan will in essence be based upon the customer journey of University of Wyoming and Southern New Hampshire University models of acquiring the services of Finnish institutions. It is from these that a new buyer persona will be derived, and their possible customer journey will be mapped out. The challenges posed by the current Covid-19 pandemic will all be addressed as a challenge that modifies the desired customer journey path. In addition, potential short-term and long-term projections will be explored.

4.1 Customer Journey

According to Norton and Pine II (2013), a customer journey is the sequence of events, whether intended or not, that customers complete to learn about, purchase and interact with offerings from a company whether it is a service or good. In essence, it is how the customer learned about the good or service, what the customer did prior to purchase, how the customer purchased the good or service and what was the follow up to the purchase of the good or service.

4.1.1 University of Wyoming

The customer journey for the UW starts in Hawaii. A representative from UW and a representative from TAMK were both attending an educational conference on the islands. Networking is constantly occurring during conferences and these two individuals began talking. It is from this initial interaction that the seed was planted for further communication and potentially working together in some capacity. once they went back to their home universities the work began to see what could

potentially happen. The initial interest eventually led to TAMK creating a program for UW that was customized to their needs and wants.

The UW has sent two groups of students with teachers to Tampere and were supposed to send their third group in January 2020; however, the Covid-19 pandemic forced them to cancel. During their time at TAMK in May 2019, one of the group's leaders stated that the objectives for UW were as follows:

> One is to help the students understand the quite different reform agendas pursued in Finland versus the US over the past half a century. In addition, we want the students to make connections between that long set of policy choices and what happens in schools on a day-to-day basis. Finally, we want to help students have a meaningful cultural experience, including a sense of Finnish history, some of the country's geography, and cultural norms and expectations.

The objectives did not change between the two programs in TAMK, but the second visit, May 2019, was enhanced to encompass some Finnish history, more school visits and more of an opportunity to interact with Finnish people of multiple ages. The perspective of a primary aged child is much different than that of a university coach. Utilizing the broad range of perspectives of multiple ages helped paint a more complete picture of Finnish education for the participapnts.

The customer journey went from networking, to fact finding while building a relationship, to customizing a program based upon needs and wants, to purchasing, to reflective feedback, to updating program to better meet needs and wants, to continuing program and then the last two steps were repeated for the cancelled January 2020 program. It is not the ABC (Always Be Closing) approach. It is much more humanistic as it all boils down to establishing a relationship that is based upon trust and mutual respect.

4.1.2 Southern New Hampshire University

The customer journey for SNHU was essentially explained by two teachers from the university to a group at Proakatemia in April of 2019. The university wanted to modernize their business program for bachelor's degree students and have it be more entrepreneurial-based rather than just theory-based. Essentially, they were looking to make the degree program much more practical and encompass a lot more learning by doing.

Their customer journey starts in the UK. They attended a conference where Chris Jackson of Bishop Grosseteste University was a speaker. He leads a team entrepreneurship business degree program that is based largely on the Proakatemia model. He, according to the SNHU teachers, talked all about team learning, learning by doing and having students be accountable by running their own companies. It was essentially what SNHU was looking to implement to a large degree.

They networked with Chris once he was finished to gather more information as well as ask about where to look for experts to help them on their way to establish a similar program. He pointed them in the direction of Tiimi Akatemia. They had several video conversations with a representative from Tiimi Akatemia and developed a relationship that bore fruit.

Once the initial interest and conversations had taken place, it was time for SNHU representatives to come to Finland and see the process first-hand. Their first stop

was at Proakatemia where the International Team hosted them for a day. They told the team about their process and also see teams at Proakatemia in action by joining a paja, getting a sales pitch and visiting Miela Designroom (A Finnish design shop ran by former and current students). Later, a representative from Tiimi Akatemia joined as well. He also talked about the process of creating a team-based learning environment for entrepreneurial studies.

The SNHU teachers spent the next four days in Jyväskylä with Tiimi Akatemia where their journey to realize a new program began to take shape. Upon last contact, the Covid-19 pandemic has put the program back at least one year. However, the goal is still to get it up and running. One of teachers stated that it will benefit both the students and the university. Students will get a more hands-on approach to business and the university will be able to attract students with the unique program.

4.2 Structure and Objectives of Marketing Plan

The marketing plan will utilize an online marketing approach that will showcase the most desired programs from TAMK Global. Respondents were asked which programs that they would be interested in based solely on the name. They were able to choose as many as desired or none at all. The flagship program, Teacher to (Educational) Coach, received very little interest; however, it could be due to a language and the fact that a university coach means something very different in the US. When one looks at the highest paid public employees by state only ten states out of fifty do not list a university American football coach or university men's basketball coach as its highest paid (Measom 2019). The overall results of each programs desirability are displayed below.

7. Which of the following professional development opportunities interest you? (Check all that apply)
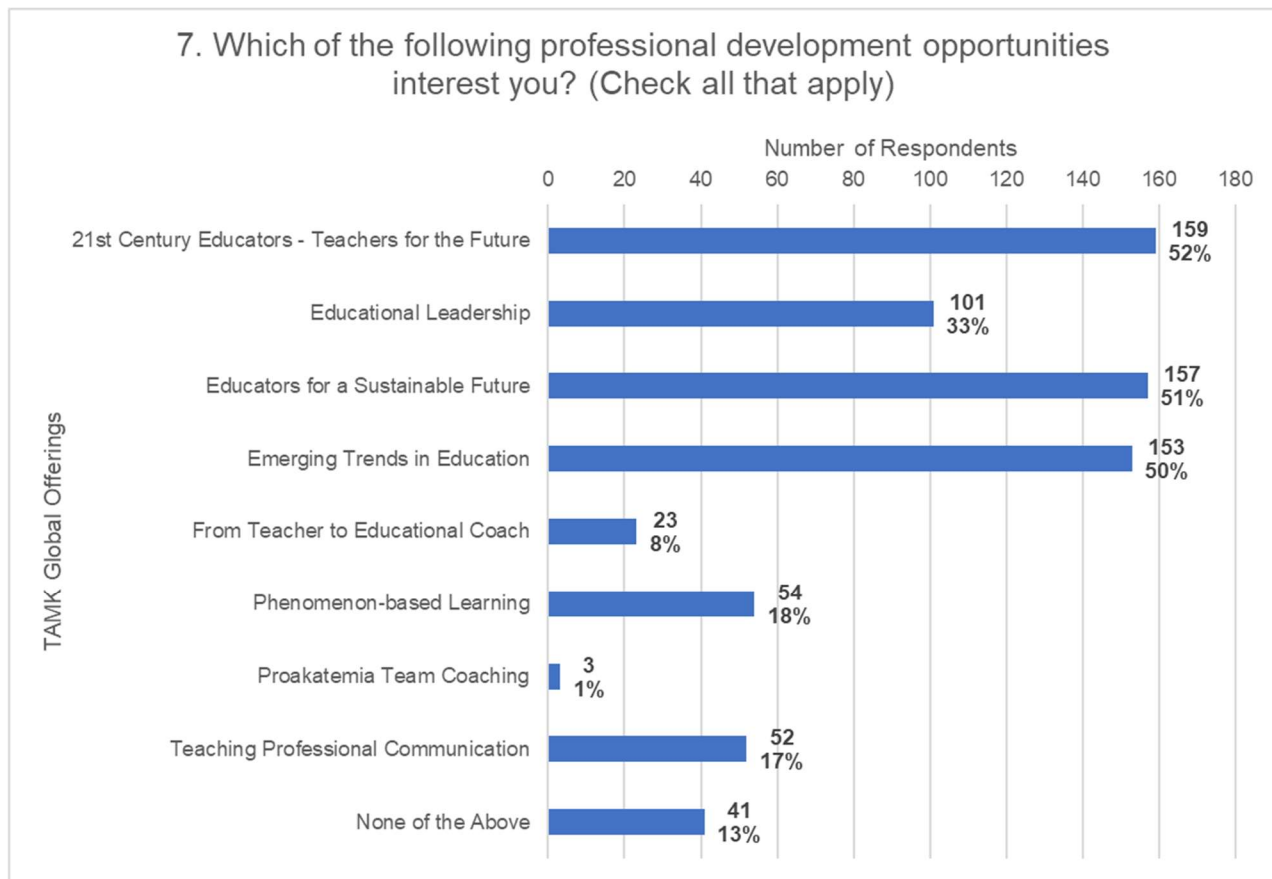
Figure 10. TAMK Global Programs

Three programs (21st Century Educators – Teachers for the Future, Educators for a Sustainable Future, Emerging Trends in Education) were clear favourites with each of them garnering at least 50% of respondents saying that they were interested in them. Education Leadership also had a lot of interest with one-third of respondents conveying interest in it. The two programs relating to coaching were the least interesting; however, it could be due to respondents not being familiar with what each program is all about. Therefore, it is logical to promote more heavily the top four programs, while educating about the two coaching programs.

4.2.1 New Customer Profile

A customer profile is essentially a profile of the ideal customer for a given service or product that is based upon data, not just intuition of the seller (Pingrey 2020). The customer cannot be considered ideal, for example, if there is no need for what someone is trying to sell them. Creating such a profile helps to focus the direction of marketing and engagement activities for potential customers (Kiteley 2017). Based on the data retrieved via the online survey a customer profile was created using the webpage uxpressia.com. The profile is essentially the ideal customer for TAMK Global as it pursues more US-based clients. Creating the profile of the ideal client will help focus the activities related to customer acquisition.
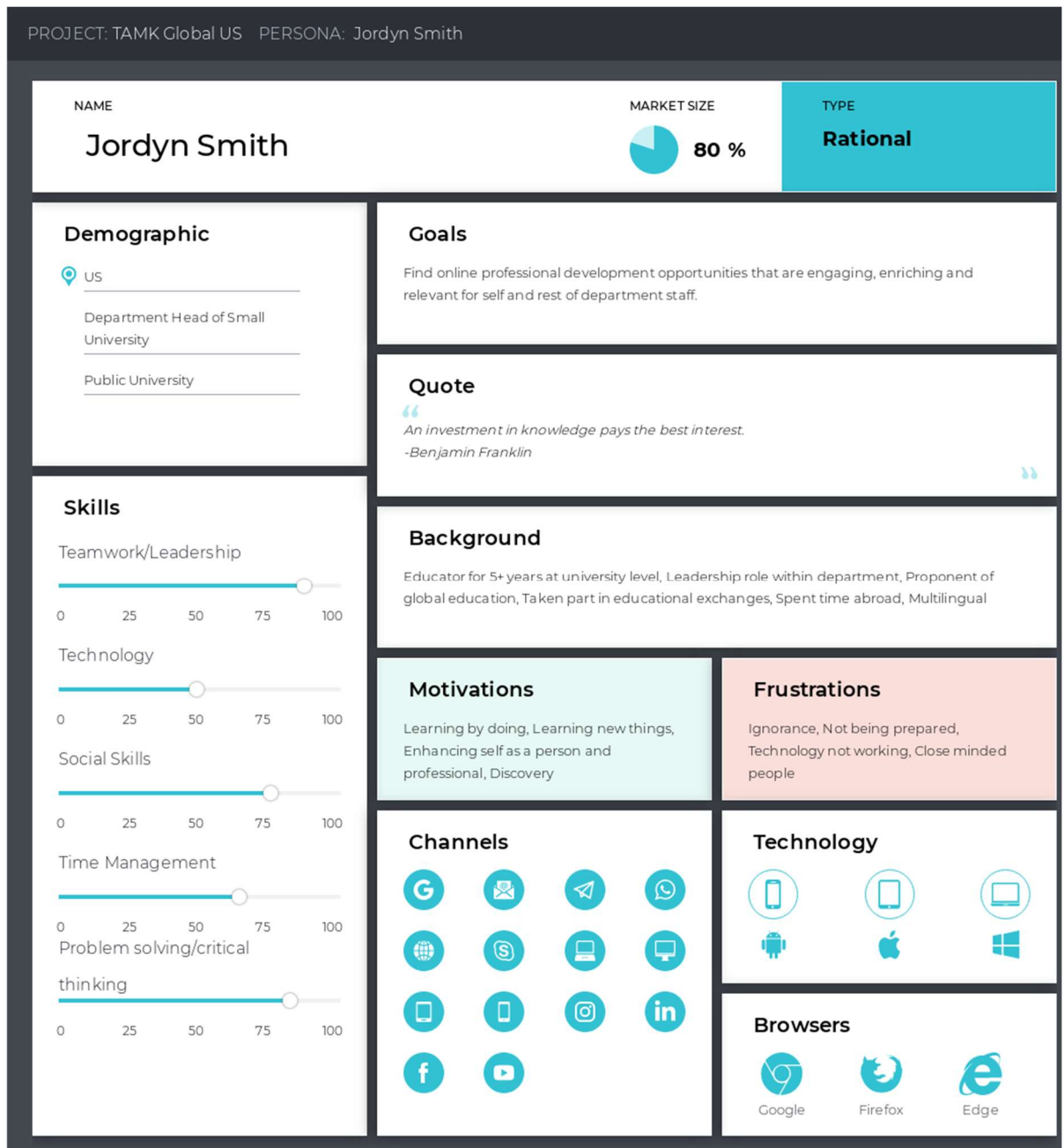
Figure 11. Customer Profile

The customer is a department head of a small university, less than 5000 degree students, that is highly skilled in teamwork, leadership, problem solving and critical thinking. They also have very good social skills and above average time management skills. In addition, they are highly motivated and are looking for professional development opportunities to benefit them as well as the rest of the department's educators. The name Jordyn Smith was given since it can represent

either a male or female as gender is not a key factor in this case. Jordyn is active on multiple social media platforms and also competent with basic technology such as browsing, email, video conferencing, messaging and using business apps like Microsoft Teams, Slack and Telegram. Jordyn is also a rational type meaning that searching for the best possible solution while checking multiple options for their potential benefit is the normal methodology involved in decision making.

While the demographic is listed as US, it may be useful to focus on the western states based upon the data from survey, Figure 12. However, a western states bias was potentially present due to the contacts of the researcher within the Far West region. It is for this reason that a certain region was not chosen as a focal point.
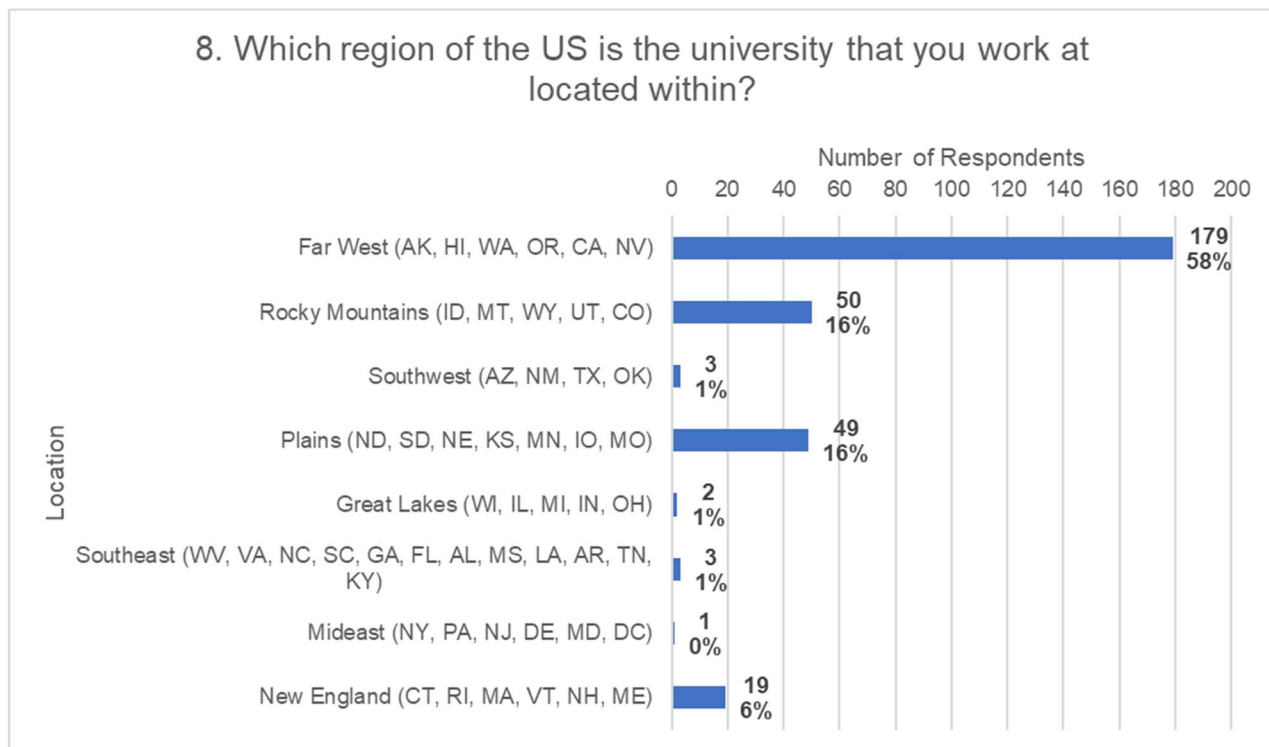
Figure 12. Region breakdown of respondents

The potential bias mentioned earlier can be seen above quite clearly with 58% of the total respondents coming from one region, Far West. In addition, four regions (Southwest, Great Lakes, Southeast and Mideast) are almost non-existent in their representation. It is an obvious fault in the data that skews the potential useful-ness. It was the driving ideology in not choosing a specific region for a focus. However, if a region were to be chosen then it should be Far West based upon the data present.

A small university was chosen as they are the most common within the US mak-ing roughly 80% of all universities (Selingo 2016). The data from the online sur-vey, Figure 9, also supports that decision to target small universities and colleges. A wide variety exists within this group though as it includes both 2 year (Commu-nity College) and 4 year (College and University) higher institutions. However, the targeting of community colleges should not be ruled out as they play a significant role in higher education within the US (Kolesnikova 2009).
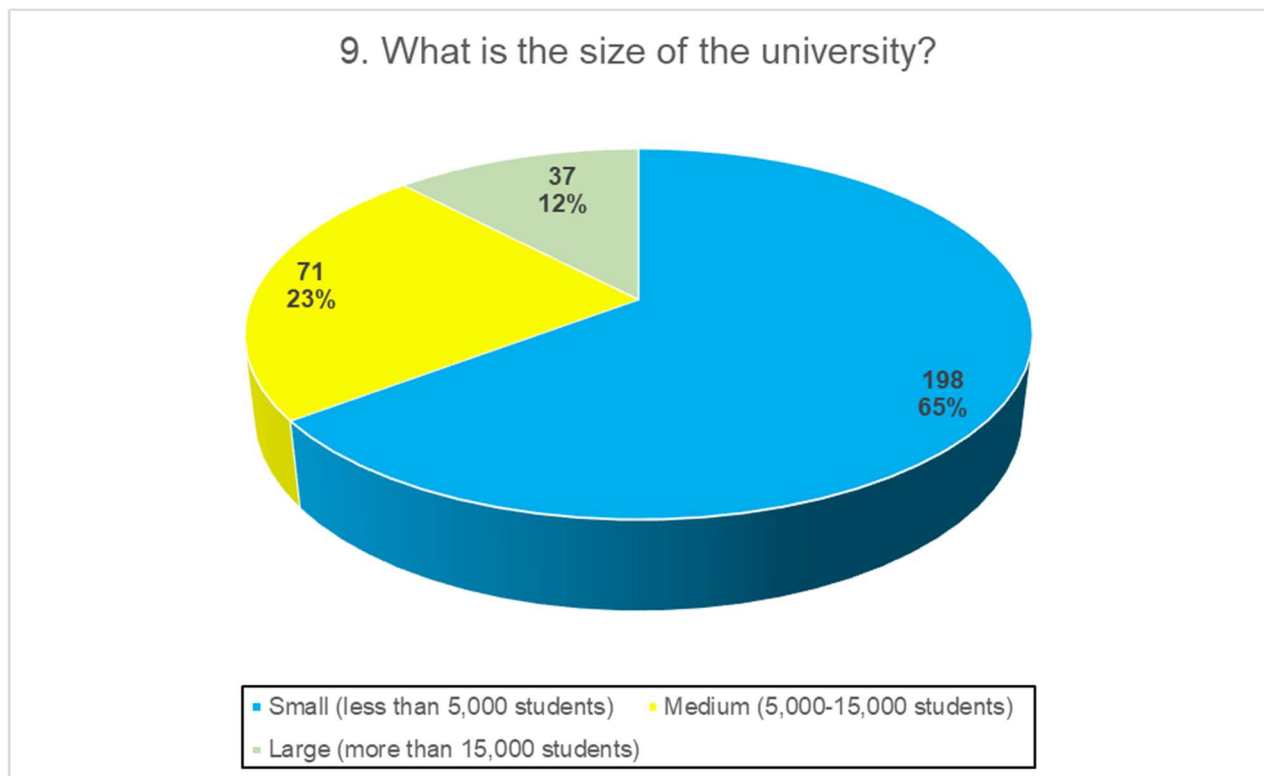
Figure 13. Size of university

The data from the survey shows that 65% of the respondents were educators at small universities or colleges. It is significant in that even in a small survey size, the percentage is very high. One could speculate that it would be even higher the more respondents that answered the survey given that an overwhelming number of universities and colleges fit into the small category.

4.2.2 New Customer Journey

One a customer profile has been completed, the journey for that customer can be created. Once again, the uxpressia webpage was utilized. The customer journey outlines a potential journey from beginning to end and/or recurring purchases. The total journey is seen in Figure14 and then broken into smaller chunks for ease of viewing in the following pictures.
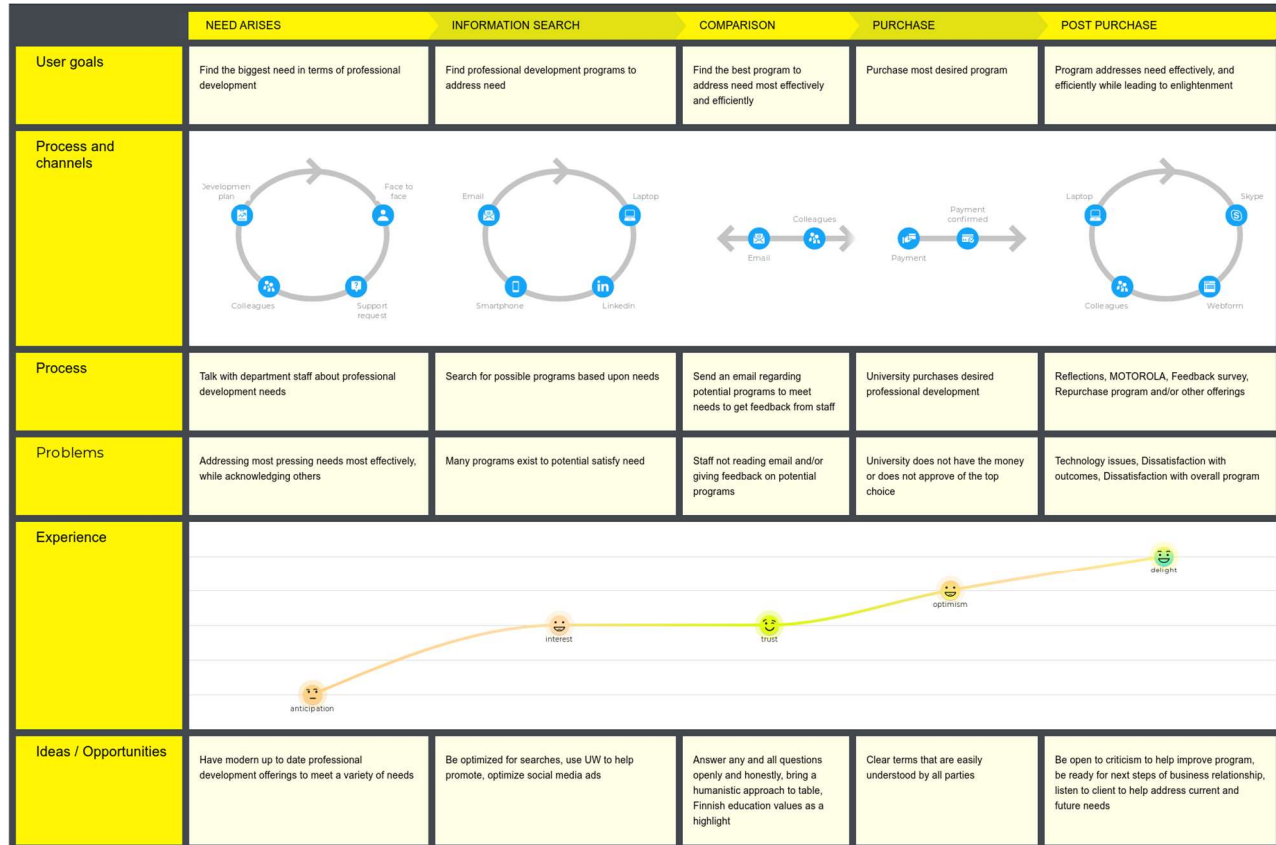
Figure 14. Customer journey map for Jordyn Smith

The customer journey is broken down into five stages (need arises, information search, comparison, purchase and post purchase) with each stage having user goals, process and channels, process, problems, experience and ideas/opportunities as definable attributes. Each stage is crucial for moving through the journey. Breaking the journey apart and looking at each stage allows for easier reading of the text.

The first stage, need arises, can be seen more clearly in Figure 15. Essentially, it starts the journey as there is no need for something without a need. Once the need has been established, then the journey may begin.
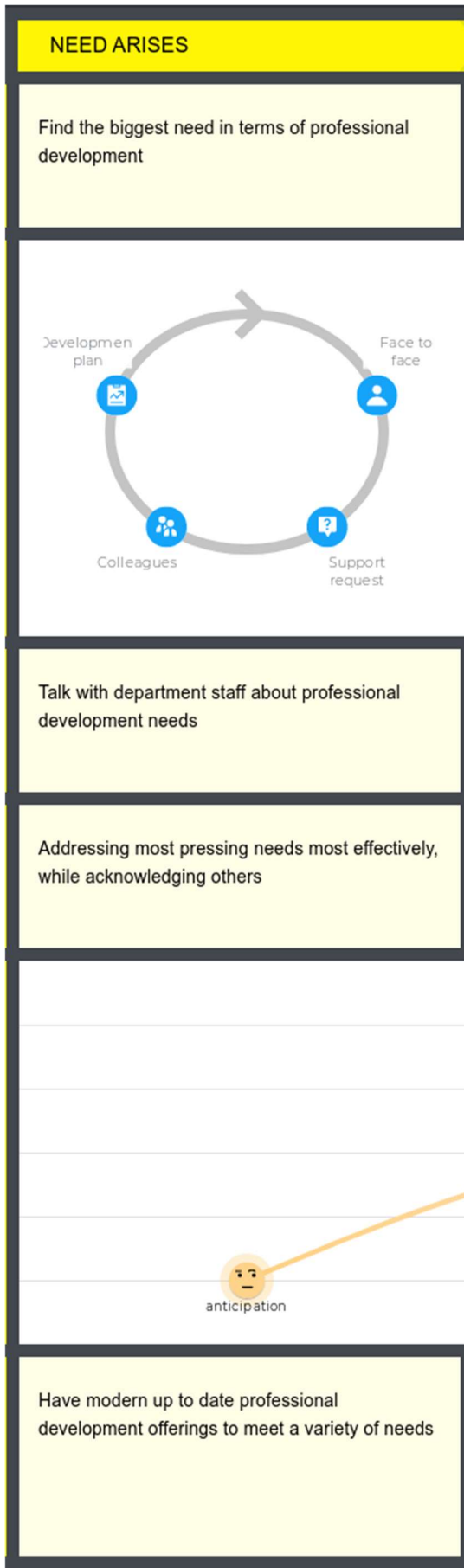
Figure 15. Need arises

It was previously established that professional development is a mandatory activity for university staff. The data from the survey points to the department head as the key person in determining what the focus of these activities will be. It stands to reason then that finding the biggest need would be what our persona would do. They would also try to engage others in the process due to their skills in teamwork and leadership.

Once a need has been established an information search begins to look for possible solutions to address the need. The information search portion of the customer journey is visible in Figure 16. The text being more readable gives a more complete visual to this stage.

INFORMATION SEARCH

Find professional development programs to address need

Email   Laptop

Smartphone   Linkedin
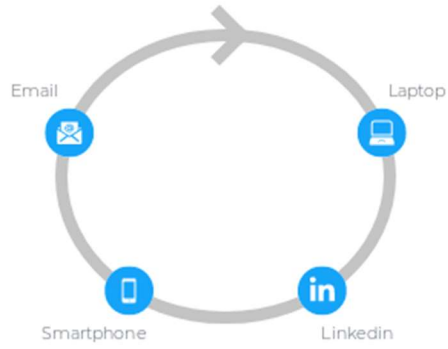
Search for possible programs based upon needs

Many programs exist to potential satisfy need

interest
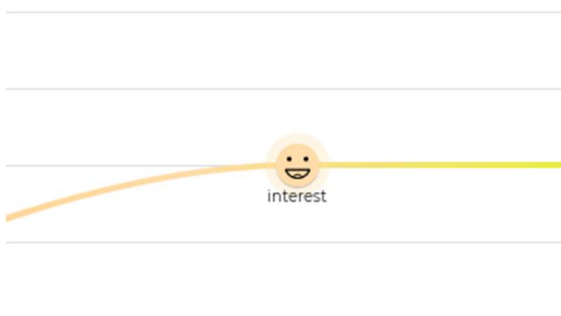
Be optimized for searches, use UW to help promote, optimize social media ads

Figure 16. Information search

It is crucial at this stage that TAMK Global programs are visible during a search as well as present in social media platforms. The optimization of searches via Google would be critical as would social media optimization. If they are not easily found, then they are less likely to be discovered. Another idea is to use UW to help in promotion activities. It could be as simple as quotes or as complex as ads featuring the key contacts at the university. Visibility is of the utmost importance at this stage.

Once potential solutions are found to solve the need, they are compared. It is in this stage that communication is usually established via email. The potential client is searching for the best possible solution as well as the people they are most comfortable working with. First impressions mean a lot at this stage. This section of the journey can be seen in Figure 17.

COMPARISON

Find the best program to address need most effectively and efficiently

Colleagues

Email

Send an email regarding potential programs to meet needs to get feedback from staff

Staff not reading email and/or giving feedback on potential programs

trust

Answer any and all questions openly and honestly, bring a humanistic approach to table, Finnish education values as a highlight

Figure 17. Comparison

The persona is still involving others in the process, but it is ultimately their decision. It would be critical for communication to be open and honest with a humanistic approach, TAMK Global staff excel at this. In addition, it would be appropriate to highlight Finnish education values and how they will help fulfil the need that started the whole journey.

The next stage is purchase. It occurs once the best possible solution has been found and the parameters of it agreed upon. Both parties have a large stake in the purchase occurring. Looking at Figure 18, one can see some of what this part of the journey entails.

PURCHASE

Purchase most desired program

Payment
confirmed

Payment

University purchases desired professional development

University does not have the money or does not approve of the top choice

optimism

Clear terms that are easily understood by all parties
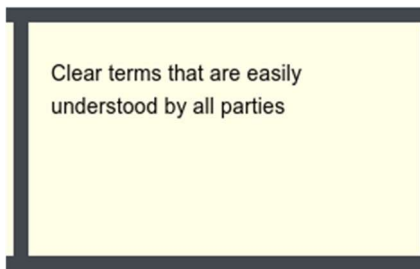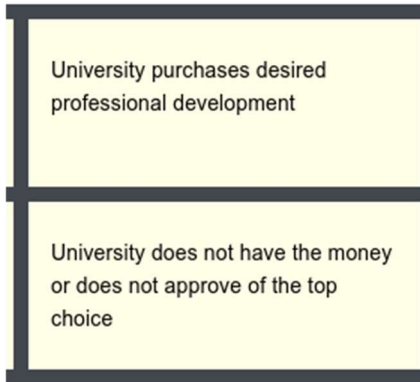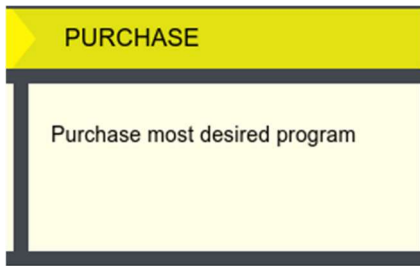
Figure 18. Purchase

The ultimate goal of the purchase stage is to purchase the most desired program that will best fulfil the professional development needs of the department. In addition, the terms of the purchase are of the utmost importance as well. They should be clear, easily understood and agreeable to all parties involved. The entire professional development program is spelled out in clean concise language that all can understand, even people not directly involved in the negotiating process. The person giving the approval for the purchase needs to be able to understand what they are authorizing spending university funds on.

The final stage of the journey is post purchase, Figure 19. What happens after something is purchased can lead to more purchases and an enhanced reputation or the opposite. It is important that the customer is satisfied with their purchase. A professional development program from TAMK Global is customized prior to purchase, but it can also be adjusted as needed during implementation. Flexibility and listening to the client are key. The goal is to satisfy the customer, so they become long-term repeat customers.

POST PURCHASE

Program addresses need effectively, and efficiently while leading to enlightenment

Laptop · Skype · Colleagues · Webform

Reflections, MOTOROLA, Feedback survey, Repurchase program and/or other offerings

Technology issues, Dissatisfaction with outcomes, Dissatisfaction with overall program

delight

Be open to criticism to help improve program, be ready for next steps of business relationship, listen to client to help address current and future needs

Figure 19. Post purchase

A key element of post purchase is being open to feedback that will improve the service. It shows the customer that you are willing to listen to them and strive to improve. The goal is to address and meet the need that arose both effectively and efficiently while establishing a positive working relationship with the client. Repeat customers are the backbone of a business since they are cheaper than acquiring new customers, easier to sell to, enhances the reputation of the business, more profitable and the loyalty and engagement of repeat customers make or break a business (Wheelhouse Advisors 2015).

4.3 The Challenge

One of the biggest challenges facing the acquisition of new clients in the global Covid-19 pandemic. It has essentially cancelled all face to face seminars, workshops and conferences. Networking is a key element in establishing relationships and potentially finding new clients as is demonstrated by the survey results and University of Wyoming. Almost all large gatherings globally are banned, and many countries have travel restrictions in place. New avenues must be sought out to reach potential customers within the US.

Another issue is that the US has been hit harder by the virus than any other country with over 6.7 million cases and nearly 200 000 deaths as of 15th September 2020 (Worldometer 2020). Only about one-third of US universities started as normal this school year (Yamey and Walensky 2020) and some of those universities have since went to distance only online courses (Aratani 2020). While professional development is mandatory, the normal cadence of life both personal and work related has been severely altered.

4.4 Marketing Strategy

Given the current conditions in the global pandemic, it is imperative to have a solid marketing strategy with multiple touch points and high visibility. Based upon the survey results (Appendix 2) social media platforms are a must. Search engine optimization is also crucial since the face to face networking has been taken away. Direct emails are risky but might yield rewards. The overall strategy should be to make TAMK Global services much more visible online within the US market.

4.4.1 Marketing Mix

Social media marketing should occur within LinkedIn, Twitter, Facebook and Instagram. LinkedIn and Facebook will allow for a more targeted audience, but the broader audience afforded by Twitter and Instagram might yield results as well. The marketing should be largely in English but should also include some in Spanish as well. Being more visible in the US region is a step in the right direction as it will allow for TAMK Global to showcase their services while showcasing their ability to work delivering professional development to a variety of clients.

Search engine optimization is another essential component as it also gives a higher profile. If something akin to one of the offerings from TAMK Global is searched, it is important that they are among the first page on the generated list of possibilities for a Google search. The first page is the priority of inbound marketers according to Fyffe (2020) due to it increasing the overall brand profile, number of clicks and boosting all other parts of the business. Increasing the brand profile should lead to more interest from potential client, even during these difficult times.

4.5   Short and Long-term Projections

An attainable short-term goal is increasing the overall brand profile within the US through a targeted marketing campaign via social media and search engine optimization (SEO). Increasing the brand will make the service offered more visible to the targeted audience, which in turn will lead to an increase in interactions with potential clients. An uptick of interest should occur within one month, at the latest, of the social media marketing and SEO.

The long-term goal is establishing a client base in the US big enough to justify an employee dedicated to the region. It always starts with one and UW is number one. The lessons learned form them will be used in addition to all the knowledge gained from other global clients and US marketing campaign.

The short-term projection for launching a marketing campaign should be six months at most. It is important given the short-term and long-term goals that the US market becomes more of a focus for direct marketing. It may be as simple as directing current ads to that market or it could require new ads. A place to start is with the results of the survey. Push the most positive received programs and educate about the others.

The long-term projection is up to three years to meet the long-term goal. It takes time to build a client base and the Covid-19 crisis makes it that much more difficult due to the global travel restrictions. Once the pandemic has subsided, it will be important to send staff to educational seminars, workshops and conferences

based in the US. It is through networking that the greatest potential for growth exists.

4.6 Recommendations

The main recommendation is patience. It will take more time than normal to gain more clients in the US region due to Covid-19. The US has not reached its peak number of cases according to data in The York Times (2020). The fourteen-day change shows that cases are up 40% and deaths are up 14%. The overall Corona-19 curve from March to 27 October 2020 can be seen below.
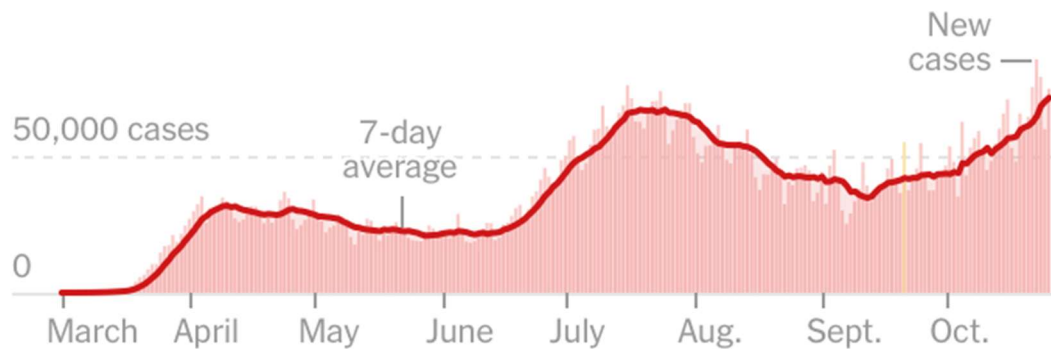
Figure 20. Covid in the US. (The New York Times 2020)

It is evident that the virus is still having a major impact within the country. The return to seminars and conferences that are attended by a large number of people is not in the foreseeable future. Therefore, it will be essential to use social media and search engine optimisation to become more visible to the region. TAMK Edu has an excellent marketing team that will be essential in implementing this area

of the plan. It is important to know if the target region has any views and /or clicks, and how many of each there are and from what areas. The analytics will show if a different approach might be needed for the region to generate more traffic on the social media sites and search engines.

A secondary recommendation is to use an educational influencer to generate more exposure to TAMK Edu and what they can do in the area of professional development for their clients. Testimonials from current clients and examples of how they have benefitted from being clients potentially could also be useful. It would make things more real and less abstract to attach faces and experiences to those testimonials as well.

The final recommendation is utilizing the studios at TAMK to do more online seminars (webinars) with the goal of having more people from various US higher education institutions involved in attendance. TAMK staff could make use of their connections with US based higher education professionals to help facilitate meeting the goal. Also, current clients globally could invite US-based colleagues and acquaintances to join webinars as a way of seeing the benefits of receiving professional development from TAMK Edu Global. In addition, a targeted social media campaign for the US would take place advertising each webinar. Individuals would also be encouraged to share the webinar with others via social media. It will take different methods to reach the desired audience, but it is something that can be done.

5 Conclusions

While building a client base within the US will be difficult, it is not impossible. The need exists for professional development activities at all levels of education professionals. TAMK has the staff in place within the sales department of TAMK Global, marketing department and each study program department to successfully enter the US market on a larger scale. The opportunity for sales within the United States is apparent, and it is up to the university to take advantage of it through a focus marketing plan that targets mainly small universities looking to expand their horizons on the professional development front for their employees.

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APPENDICES

Appendix 1. Online Survey 1(2)

1. How often do you take part in professional development activities?
   - ○ Annually
   - ○ Bi-annually
   - ○ Rarely
   - ○ Other (please specify)

2. Who chooses the type of professional development that you attend?
   - ○ Head of Department
   - ○ Committee that you are a part of
   - ○ Committee that you are not a part of
   - ○ You alone
   - ○ Other (please specify)

3. What types of professional development have you attended in the past two years? Check all that apply.
   - ○ Conference
   - ○ Online conference
   - ○ Workshop
   - ○ Online workshop
   - ○ Course
   - ○ Online course
   - ○ Action research
   - ○ Educational exchange
   - ○ Other (please specify)

4. How do you hear about professional development opportunities? Check all that apply.
   - ○ Email from within university
   - ○ Email from outside of university
   - ○ Flyer
   - ○ Colleague
   - ○ Friend
   - ○ Social Media (please specify)

5. How valuable do you believe it is to partake in professional development? (0 not at all, 10 essential)

0   5   10

6. How likely are you to take advantage of online professional development opportunities due to Covid-19 outbreak?

Not at all likely   Certain

7. Which of the following professional development opportunities interest you? (check all that apply)

21st Century Educators – Teachers for the Future

- o Educational Leadership
- o Educators for a Sustainable Future
- o Emerging Trends in Education
- o From Teacher to Coach
- o Phenomenon-based Learning
- o Teaching Professional Communication
- o None of the Above

8. Which region of the US is the university that you work at located within?

- o Far West (AK, HI, WA, OR, CA, NV)
- o Rocky Mountains (ID, MT, WY, UT, CO)
- o Southwest (AZ, NM, TX, OK)
- o Plains (ND, SD, NE, KS, MN, IO, MO)
- o Great Lakes (WI, IL, MI, IN, OH)
- o Southeast (WV, VA, NC, SC, GA, FL, AL, MS, LA, AR, TN, KY)
- o Mideast (NY, PA, NJ, DE, MD, DC)
- o New England (CT, RI, MA, VT, NH, ME)

9. What is the size of the university?

- o Small (less than 5,000 students)
- o Medium (5,000-15,000 students)
- o Large (more than 15,000 students)

Appendix 2. Survey results

1. How often do you take part in professional development activities?

Annually	258	84%
Bi-annually	29	9%
Rarely	0	0%
Other (please specify) [monthly]	19	6%
Total	306	100%

2. Who chooses the type of professional development that you attend?

Head of Department	153	50%
Committee that you are not a part of	11	4%
Committee that you are a part of	40	13%
You alone	101	33%
Other (please specify) [combination of two or more above]	1	0%
Total	306	100%

3. What types of professional development have you attended in the past two years? Check all that apply.

Conference	251	82%
Online conference	154	50%
Workshop	207	68%
Online workshop	52	17%
Course	54	18%
Online course	50	16%
Action research	102	33%
Educational exchange	104	34%
Other (please specify)	0	0%

4. How do you hear about professional development opportunities? Check all that apply

Email from within university	258	84%
Email from outside of university	99	32%
Flyer	97	32%
Colleague	151	49%
Friend	0	0%
Social Media (please specify) [Facebook]	77	25%
Social Media (please specify) [LinkedIn]	44	14%
Social Media (please specify) [Twitter]	32	10%

5. How valuable do you believe it is to partake in professional development? (0 not at all, 10 essential)

0	0	0%
1	0	0%
2	0	0%
3	0	0%
4	0	0%
5	0	0%
6	101	33%
7	16	5%
8	41	13%
9	43	14%
10	105	34%
Total	306	100%

6. How likely are you to take advantage of online professional development opportunities due to the Covid-19 outbreak?

Not at all likely (0-10)	15	5%
Not very likely (11-40)	42	14%
Somewhat likely (41-60)	21	7%
Likely (61-80)	71	23%
Very likely (81-99)	106	35%
Certain (100)	51	17%
Total	306	100%

7. Which of the following professional development opportunities interest you? (Check all that apply)

21st Century Educators - Teachers for the Future	159	52%
Educational Leadership	101	33%
Educators for a Sustainable Future	157	51%
Emerging Trends in Education	153	50%
From Teacher to Educational Coach	23	8%
Phenomenon-based Learning	54	18%
Proakatemia Team Coaching	3	1%
Teaching Professional Communication	52	17%
None of the Above	41	13%

8. Which region of the US is the university that you work at located within?

Far West (AK, HI, WA, OR, CA, NV)	179	58%
Rocky Mountains (ID, MT, WY, UT, CO)	50	16%
Southwest (AZ, NM, TX, OK)	3	1%
Plains (ND, SD, NE, KS, MN, IO, MO)	49	16%
Great Lakes (WI, IL, MI, IN, OH)	2	1%
Southeast (WV, VA, NC, SC, GA, FL, AL, MS, LA, AR, TN, KY)	3	1%
Mideast (NY, PA, NJ, DE, MD, DC)	1	0%
New England (CT, RI, MA, VT, NH, ME)	19	6%
Total	306	100%

9. What is the size of the university?

Small (less than 5,000 students)	198	65%
Medium (5,000-15,000 students)	71	23%
Large (more than 15,000 students)	37	12%
Total	306	100%