

Promotion of the intensive pre-study Czech language courses in Zlín on the international market of educational services

Bc. Sergey Khmelinin

Diploma thesis
2016

 **Tomas Bata University in Zlín**
Faculty of Multimedia Communications

Univerzita Tomáše Bati ve Zlíně
Fakulta multimediálních komunikací
Ústav marketingových komunikací
akademický rok: 2015/2016

ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Bc. Sergey Khmelinin**
Osobní číslo: **K15412**
Studijní program: **N7202 Mediální a komunikační studia**
Studijní obor: **Marketingové komunikace**
Forma studia: **prezenční**

Téma práce: **Propagace intenzivních přípravných kurzů českého jazyka ve Zlíně na mezinárodním trhu vzdělávacích služeb**

Zásady pro vypracování:

1. Zpracujte literární rešerši a teoretická východiska ke specifikům spotřebitelského chování v oblasti vzdělávacích programů.
2. Stanovte hlavní cíl, dílčí cíle, metody a výzkumné otázky práce.
3. Analyzujte spotřebitelské chování vybraných cílových skupin a na základě výsledků primárního šetření identifikujte, která cílová skupina je zodpovědná za nákupní rozhodnutí.
4. Na základě výsledků šetření identifikujte hlavní faktory ovlivňující spotřebitelské rozhodování v oblasti vzdělávacích služeb.
5. Na základě výsledků analýz zpracujte komplexní projekt propagující intenzivní přípravné kurzy českého jazyka.
6. Formulujte závěry a doporučení, možnosti a limity realizace projektu. Navrhněte způsoby měřitelnosti.

Rozsah diplomové práce:

Rozsah příloh:

Forma zpracování diplomové práce: **tištěná**

Seznam odborné literatury:

BRITTON, Matt. YouthNation: Building Remarkable Brands in a Youth-Driven Culture.

US: John Wiley & Sons Inc, 2015. ISBN-10: 1118981146, ISBN-13: 978- 118981146.

KOTLER, Philip; KELLER, Kevin Lane. Marketing Management. Boston: Pearson, 2016.

ISBN-10: 1292092629, ISBN-13: 978-1292092621.

MARINGE, Felix; GIBBS, Paul. Marketing Higher Education: Theory and Practice.

Maidenhead, Berkshire, England: Open University Press, 2009. ISBN-10: 0335220320,

ISBN-13: 978- 0335220328.

SCHIFFMAN, Leon G; WISENBLIT, Joseph. Consumer Behavior: Global Edition. Harlow:

Pearson Education, 2015. ISBN-10: 0273787136, ISBN-13: 978- 0273787136

SCOTT, David Meerman. The New Rules of Marketing & PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly. Hoboken, New Jersey: John Wiley & Sons, 2013. ISBN-10: 1118488768,

ISBN-13: 978- 1118488768.

Vedoucí diplomové práce: **doc. PhDr. Dagmar Weberová, Ph.D.**

Ústav marketingových komunikací

Datum zadání diplomové práce: **29. ledna 2016**

Termín odevzdání diplomové práce: **22. dubna 2016**

Ve Zlíně dne 4. dubna 2016

doc. Mgr. Jana Janíková, ArtD.
děkanka



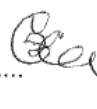
doc. Ing. Mgr. Olga Jurášková, Ph.D.
ředitelka ústavu

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ/DIPLOMOVÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské/diplomové práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby ¹⁾;
- beru na vědomí, že bakalářská/diplomová práce bude uložena v elektronické podobě v univerzitním informačním systému a bude dostupná k nahlédnutí;
- na moji bakalářskou/diplomovou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 ²⁾;
- podle § 60 ³⁾ odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 ³⁾ odst. 2 a 3 mohu užít své dílo – bakalářskou/diplomovou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské/diplomové práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské/diplomové práce využít ke komerčním účelům.

Ve Zlíně 21.04.2016

Sergey Kumelev, 
.....
Jméno, příjmení, podpis

¹⁾ zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevydělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

(2) Disertační, diplomové, bakalářské a rigorózní práce odevzdané uchazečem k obhajobě musí být též nejméně pět pracovních dnů před konáním obhajoby zveřejněny k nahlížení veřejnosti v místě určeném vnitřním předpisem vysoké školy nebo není-li tak určeno, v místě pracoviště vysoké školy, kde se má konat obhajoba práce. Každý si může ze zveřejněné práce pořizovat na své náklady výpisy, opisy nebo rozmnoženiny.

(3) Platí, že odevzdáním práce autor souhlasí se zveřejněním své práce podle tohoto zákona, bez ohledu na výsledek obhajoby.

²⁾ zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 35 odst. 3:

(3) Do práva autorského také nezasahuje škola nebo školské či vzdělávací zařízení, užije-li nikoli za účelem přímého nebo nepřímého hospodářského nebo obchodního prospěchu k výuce nebo k vlastní potřebě dílo vytvořené žákem nebo studentem ke splnění školních nebo studijních povinností vyplývajících z jeho právního vztahu ke škole nebo školskému či vzdělávacího zařízení (školní dílo).

³⁾ zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, § 60 Školní dílo:

(1) Škola nebo školské či vzdělávací zařízení mají za obvyklých podmínek právo na uzavření licenční smlouvy o užití školního díla (§ 35 odst. 3). Odpirá-li autor takového díla udělit svolení bez vážného důvodu, mohou se tyto osoby domáhat nahrazení chybějícího projevu jeho vůle u soudu. Ustanovení § 35 odst. 3 zůstává nedotčeno.

(2) Není-li sjednáno jinak, může autor školního díla své dílo užít či poskytnout jinému licenci, není-li to v rozporu s oprávněnými zájmy školy nebo školského či vzdělávacího zařízení.

(3) Škola nebo školské či vzdělávací zařízení jsou oprávněny požadovat, aby jim autor školního díla z výdělku jím dosaženého v souvislosti s užitím díla či poskytnutím licence podle odstavce 2 přiměřeně přispěl na úhradu nákladů, které na vytvoření díla vynaložily, a to podle okolností až do jejich skutečné výše; přitom se přihlídí k výši výdělku dosaženého školou nebo školským či vzdělávacím zařízením z užití školního díla podle odstavce 1.

ABSTRAKT

Tato diplomová práce se zabývá současným obchodním problémem, který se týká podpory intenzivních přípravných studijních kurzů českého jazyka na Univerzitě Tomáše Bati ve Zlíně, které jsou nabízeny na mezinárodním trhu vzdělávacích služeb.

První část práce je teoretická a zahrnuje několik otázek: mezinárodní trh vzdělávacích služeb, český trh vyššího vzdělání, marketing v oblasti vysokoškolského vzdělání, marketing vzdělávacích služeb, marketingový mix vzdělávacích služeb, chování spotřebitelů.

Druhá část se týká metodologie marketingového výzkumu, které zasahuje i do praxe, analyzuje shromážděné údaje a zabývá se nejen výsledky výzkumu, ale i dalšími návrhy.

Třetí část je věnována praktické realizaci zkoumaných poznatků v marketingové strategii a činnosti a popisuje výsledky získané propagačním úsilím. Úplně nakonec jedná i o dalších návrzích rozvoje.

Klíčová slova: kurzy českého jazyka, mezinárodní trh vzdělávacích služeb, výchovné produkty, marketing, chování spotřebitele, výběrový průzkum, skupinově zaměřený rozhovor, marketingová strategie, propagační strategie, positioning, Porterova analýza, značka, Univerzita Tomáše Bati ve Zlíně.

ABSTRACT

The thesis addresses an existing business problem of promotion of intensive pre-study Czech language courses of Tomas Bata University in Zlin on the international market of educational services.

The first part of the thesis deals with theoretical extraction covering the following related issues: international educational services market, Czech higher education market, marketing in higher education, educational services marketing, marketing mix in education services, consumer behavior.

The second part applies the proposed marketing research methodology and scope into practice, analyses the collected data and deals with research findings and ongoing suggestions.

The third part is dedicated to the practical implementation of the research findings into marketing strategy and activities, describes the results brought by promotional efforts and deals with further development suggestions.

Keywords: Czech language courses, international educational services market, educational product, marketing, consumer behavior, selective questionnaire, focus-group interview, marketing strategy, promotion strategy, positioning, Porter analysis, brand, Tomas Bata University in Zlin.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all persons who definitely played an important role in my life by means of various assistance and cooperation in this work preparation.

First of all, I would like to thank Olga Jurášková for being so kind and welcoming to me in Czech Republic. My heart was once enchanted forever and sometimes I am jealous that Czech people have you. Thanks to your wise decisions this diploma got a chance to appear.

Secondly, I have my pleasure to credit my academic advisor, professor doc. PhDr. Dagmar Weberová, Ph.D. for her consistent and extremely swift feedback, for all time dedicated to my tuition and sometimes even for finding the right words to put me into hard work.

Thanks to all teachers of the Faculty of Multimedia Communications for giving me aspiration and professional confidence and administrative staff for proper assistance in it.

I would like to thank STUDYINZLIN.CZ team for the idea of this work and inspiration to put knowledge into practice. Despite our cooperation has come to an end, I have a pleasant feeling of being a part of a good business that has its potential to flourish.

A special gratitude for the access to research material is to be expressed to my friend, Mikhail Vorobiev, whose efforts are driving Russian education to competitiveness in the modern context.

Thanks to my friend, Maria Kornilova, for her care about me during my stay in Prague and helping me to concentrate on the final outcome. And, of course, thanks to Terka Cyprisová for the hospitably given opportunity to stay in Zlín and finish my diploma work.

My sincere appreciation to all friends who helped me in the critical moment – Sergey, Polina, Arthur and Maria. Thanks also to my Czech classmates, who were helpful in giving tips when I needed them.

And, after all, thanks to all my family for their support in this big deal of Czech Education.

I declare that this thesis is fully inscribed on my own and all the literary sources used are stated in the reference list and are properly quoted.

I hereby declare that the print version of my Bachelor's/Master's thesis and the electronic version of my thesis deposited in the IS/STAG system are identical.

In Zlín, 22th April 2016

CONTENTS

INTRODUCTION	11
I THEORY.....	13
1 THEORETICAL BASIS.....	14
1.1 Czech courses as an educational product	14
1.2 International education market.....	16
1.3 Marketing in higher education	18
1.4 Specifics of educational services.....	20
1.5 Marketing mix in educational services.....	21
1.6 Consumer behavior.....	25
2 RESEARCH GOAL, RESEARCH QUESTIONS AND METHODOLOGY.....	27
2.1 The main goal.....	27
2.2 Research questions	27
2.3 Research methods.....	28
II ANALYSIS	30
3 APPLICATION PART	31
3.1 Selective questionnaire.....	31
3.1.1 Research scope and background	31
3.1.2 Questionnaire form and explanation	31
3.1.3 Data evaluation.....	33
3.2 Focus-group interview.....	40
3.2.1 Research scope and background	41
3.2.2 Interview structure.....	41
3.2.3 Preparatory activities.....	43
3.2.4 Interview process.....	43
3.3 Conclusions and research findings	51
3.4 Further research suggestions	53
III PROJECT	55
4 PROJECT BACKGROUND	56

5	MARKETING STRATEGY	58
5.1	Situation analysis.....	58
5.2	Company objectives	59
5.3	Characteristics of potential customers.....	60
5.4	Competitive forces analysis.....	61
5.4.1	The first step: evaluate the competitiveness of the company offer and the level of competition on the market	61
5.4.2	The second step: evaluate the threat of consumer loss.....	63
5.4.3	The third step: evaluate the threat from suppliers	64
5.4.4	The fourth step: summarize the results and develop the strategic actions plan.....	65
5.5	Product benchmarking.....	66
5.6	Core strategy.....	69
5.6.1	Core brand values and associations.....	71
5.6.2	Positioning, competitive advantage, features	72
5.6.3	Brand communications.....	73
5.7	Promotion strategy	75
5.8	Promotion tools selection	77
5.8.1	Generic promotion.....	77
5.8.2	Event marketing	77
5.8.3	Co-branding.....	77
5.8.4	Direct marketing for B2B intermediaries.....	78
5.8.5	Advertising	78
5.8.6	Digital marketing.....	79
5.8.7	Social media and content marketing	80
5.8.8	Information materials distribution.....	81
5.9	Media plan.....	81
5.10	Budgeting	83
6	IMPLEMENTATION AND RESULTS.....	84
6.1	Company name and brandbook.....	84

6.2	Visual identity	85
6.3	Photo bank.....	86
6.4	Featured blog	87
6.5	Social network pages.....	88
6.6	Presentation digital draft	89
6.7	Advertising poster	89
6.8	Business cards	90
6.9	Leaflets	90
6.10	Events	91
6.10.1	DRUZHBA project	91
6.10.2	Ural Federal University public lecture	92
6.11	B2B commercial offer	95
6.12	Landing page	95
6.13	Project results	97
6.14	Further implementation suggestions	98
6.15	Project conclusions.....	99
	CONCLUSION	102
	BIBLIOGRAPHY	104
	LIST OF ABBREVIATIONS	108
	LIST OF PICTURES.....	110
	LIST OF FIGURES	111
	LIST OF TABLES	112
	APPENDICES	113

INTRODUCTION

We are approaching a global era. Contemporary world economy is increasingly becoming global mainly due to appearing of various innovations in technology-related area and convergence of information space by means of the internet. Boundaries between local national markets are slowly fading away, linguistic and regional barriers are not playing such a significant role as before. Traditional models of distribution and customer buying behavioral patterns are gradually changing; therefore international expansion is becoming a vital factor of survival and sustainable development for various companies and organizations in a highly competitive environment.

Higher education, which international market naturally represents a system of relations between educational services' producers, distributors and consumers, does not stand apart from the ongoing changes. Universities, institutes and colleges have occasionally become engaged in global competition as students', researchers' and academic staff attraction centers. As far as they are competing for students (who face a global choice on the other side) and, therefore, financing, some distinguishing features are required that would help them leading in particular areas. It could be a micro-level advantage in regards to a particular course or a macro-level institutional feature; a distinction could lie in educational subjects and topic selection model, in academic practices and style, in students' experiences character, in the system of interconnections with the city or region. All these approaches are potentially fruitful, as well as global partnerships and abroad education opportunities provision.

Alongside with that, the specifics of contemporary conditions are so that the responsibility for developing competitive advantages is shifting from federal and governmental to local and institutional levels, so universities have to introduce certain distinguishing positioning features for global academic environment on their own.

Following the trend, Tomas Bata University in Zlín has decided to launch its own Intensive Preparatory Czech courses in 2015-2016 year and bring this product to the international educational market. However, in order to succeed, broaden specific knowledge across all elements of marketing mix is needed, with a particular highlight on an efficient promotional framework.

Business problem: The educational product "Intensive Czech language courses" in Zlín needs an effective competitive promotion set.

The main goal of this thesis is to develop, create and implement a complex promotional framework for Intensive Pre-study Czech language courses of Tomas Bata University in Zlin.

The sub-goals are:

- I. To collect and arrange the information pool required for effective research conduction and project implementation by means of academic and business literature review in the related marketing field aspects;
- II. To define the target audience and understand its buying behavior and consumer patterns towards international education market;
- III. To prepare the competitive long-term promotion strategy for the product upon the previous sub-goals' findings.

I. THEORY

1 THEORETICAL BASIS

The chapter is aimed to serve as a theoretical framework for the complex promotion project of Tomas Bata University in Zlin Czech courses and for the preceding marketing research conduction. It provides a necessary optimum extracted from academic and professional literature and information resources and covers the marketing issues related to the chosen topic: International educational services market, Czech higher education market, marketing in higher education, educational services marketing, marketing management in education services, consumer behavior. The closing part deals with research methodology.

1.1 Czech courses as an educational product

Higher Education in Czech Republic is regulated by the Higher Education Act (Act No. 111/1998). This legal scope is a framework for a wise educational policy, aiming to make higher education popular and widely accessible not only for Czech citizens, but also foreigners all over the globe. It declares a fair equal treatment of any student, no matter where he or she is from. Together with a convenient geographical position in central Europe and dedication to high European educational standards (signing Bologna educational system agreement in 1999), Czech Republic could not help becoming an attractive destination for international students, especially from ex-countries of CIS due to a low language barrier.

The brief summary of reasons for choosing Czech Republic as a country for diploma obtaining and studying:

- Rich educational traditions and history, European quality and prestige of higher education, actual professions and cutting-edge methods of their teaching;
- European standards of education and qualification assessment, European (and worldwide) recognition of most Czech diplomas;
- Smart educational policy of equal opportunities for Czech and international students, which stands for multicultural and multi-language academic environment;
- Balance of theory in practice in the course of studying – learning-by-doing and obligatory business-internships on a local area and abroad;
- Various opportunities for academic mobility, rich partnership networks with educational establishments all over the world and financial assistance by means of sever-

al existing funds and scholarship opportunities (ERASMUS, Visegrad fund, Governmental program etc.);

- Opportunities of creating an individual educational path within the framework of a flexible Bologna system, 3 years-long bachelor programs and 2-years long master programs could be extended or shortened;
- Relatively low prices for studying in English, education in Czech is free of charge;
- Essential financial student support: various grants, scholarships and social assistance to all categories of students;
- Concern about making studies widely accessible: adapting the educational infrastructure for people with disabilities and special needs;
- Good employment perspectives – job centers are quite often organized in the Universities and supply students with job offers even prior to graduation;
- High level of comfort and living with low living expenses;
- Years of bright student, academic and sport life in the centre of Europe;
- Studies in one of the richest country in terms of cultural and historical heritage.

Intensive Preparatory Czech Language Courses is an educational product existing in Czech Republic from approximately 1990th primarily for graduates from CIS countries who are interested in admitting to some form of higher education in Czech Language. The main benefit they receive from those courses is Czech language knowledge and certificate, which allows to be admitted to educational program in Czech without any tuition fee (on contrast to English language program). Czech programs also have certain reputation to be more qualitative and to have better content. For Slavic-speaking young students it is not usually a problem to catch the necessary B2 level of language in one year. Less period is usually not enough, whereas courses outside Czech Republic are usually not so intensive and do not provide the expected result in one year. So, the educational product is seemed to be designed as an optimal way to learn Czech in minimum time with relatively affordable expenses, however, the price is not in an economy segment and counts from 2000 to 6000 euro per year.

The product is offered mutually by private language schools and by state educational institutions (usually universities). University language courses has a certain advantage because it deals with long-term visa issues and state universities have much more reliable reputa-

tion in eyes of visa issuing bodies, and as a result applicants of those state institutional Czech courses receive long-term visas much more frequently.

1.2 International education market

The international market of educational services is a set of educational services consumed overseas by citizens of various countries and provided by foreign institutions on domestic markets. (I. Aidrus, V. Filippov, 2008)

The world market of educational services combines several segments. The main sections are language courses, school education, higher education, supplementary professional training, etc.

To be noted that all market segments of educational services are interconnected. On admission to foreign educational institutions people need to demonstrate particular language proficiency. In order to confirm it, students need to pass specialized language examinations. Consequently, there is a strong connection between two segments – higher education and language training. In addition, many universities carry out language courses on their own infrastructural base. The scale of the global education market activity and the role of individual states is measured by various indicators. Among them are:

- the number of foreign students in the world and particular countries;
- the growth rate of the total quantity of foreign students;
- country's quota in the global number of foreign students;
- income from educational services to foreign citizens; governmental expenditure on education;
- the expenses per student; the proportion of foreign students as a part of all students;
- foreign students contingent in the country;
- distribution of foreign students between universities and programs and others.

The global market of higher education is often called the tertiary market. At present, current market is highly concentrated. The major share of international educational business at the tertiary level accounts for several developed countries of North America and Western Europe.

A share of foreign students as a part of all students (percentage of outbound mobility) helps to assess the degree of the economic involvement in the global educational market (I. Aidrus, V. Filippov, 2008).

International mobility of students (outgoing mobility rate) is another important indicator, which measures the tendency of the students to learn abroad.

International university rankings indicate the role of the country in the global market of educational services and the competitiveness of its universities. The most popular is the academic ranking of world-class universities compiled by Shanghai Jiaotong University (Shanghai JiaoTong University); professional ranking of world universities, developed by the French National Higher School (École Nationale Supérieure des Mines de Paris); top 100 the best global universities published by Newsweek; The Times Higher Education ranking - QS World University Rankings, published by the British Times Higher Education Supplement in conjunction with Quacquarelli Symonds; Webometrics ranking of international universities, developed by Cybermetrics Lab (V.Galichin, 2015).

The key players of the international educational market are specialized organizations that operate in many countries and involve foreign citizens to study in the target country. These include national agencies, academic services, educational funds, international exchange centers, information centers, associations, councils, centers of scientific and cultural development, etc. Organizational bodies attracting foreign students may be public or private. They also include special departments of the universities stimulating foreigners to come to study. The major functions of these organizations are:

- promotion of the education system of a particular country in the world;
- particular country's culture promotion;
- providing scholarships;
- implementation of the academic mobility programs;
- facilitating language courses;
- assistance in preparation to language examinations;
- support in admission to national educational institutions.

Migration policy is one of the most important tools that influence the flow of foreign students (V.Galichin, 2015). The most effective measures of this policy are:

- to provide international students the right to be employed;
- simplification of the naturalization procedure of foreign graduates;
- the right of searching for employment after graduation in the country during a certain period of time.

Educational expenditure is a key condition for the leadership in the world market of educational services (I.Aidrus, 2008).

1.3 Marketing in Higher Education

As Maringe states (2009), the higher education marketplace becomes so keenly competitive, institutions will need to develop strategies that will help them to stand out from the crowd rather than operate in the shadows of competitor organizations. Universities not only express intellectual and scientific values directly through their mission of teaching and research, but also embody in their practice powerful organizational, instrumental values, and wider social and cultural values.

Taking it into consideration, marketing goes far beyond advertising or selling. *“Marketing is one way in which value can be exchanged and delivered; education needs to embrace the marketing philosophy as an integral part of its development and delivery”* – says Paul Gibbs (2009).

Marketing therefore is understood as a process of building relationships upon mutual trust aiming at translating a value to the clients or customers of higher education.

Internationalization, according to Maringe (2009) is the coming together of multiple institutional groups to influence the university to embed an international perspective in its traditional tripartite mission of teaching, research and service. Considering the global environment, it is seen unfavorable for educational establishments to leave the internationalization agenda unattended.

As Gibbs (2009) declares, students are more than just customers and academics more than service providers: *“Yet higher education has much to learn from the customer perspective if it has to overcome its current challenges of enriching the student experience, developing more relevant and appropriate learning experiences, contributing towards the development of transformational educational experience in a rapidly transforming world and ultimately delivering value to the students”*. Upon assumption that students are the main university business, investments in understanding their needs is the inception for proper adjustments to products that will make them satisfied.

“The consequences of failing to position themselves successfully in the marketplace are wide-ranging and include operating in the shadow of other players, surviving on the edge of the market and, at worst, facing closure on account of non-viability. Market segmenta-

tion is a key strategy to positioning the institution which maximizes the competitive advantage of a university yet allows it to serve its markets in the most effective manner” (Wilson and Gilligan 2002).

Strategic positioning becomes successful when the institution has a proper understanding of the market that it wishes to serve. Segmentation is a kind of process that brings an understanding of the target markets.

Institutional reputation is among key influencers of consumer decisions in higher education.

Kotler (2012) stated that the art of marketing is the art of branding. According to Maringe and Gibbs (2009), the key pillars of strong brands tend to be quality, value for money, reliability and guarantee of personal success and individualism. These are counterparts which are associated with highly reputable educational establishments and sectors. Therefore, developing a strong brand is a critical component by which the organizational reputation can be managed. As Burns (2012) states, this management stands on four wide principles: (1) focusing on quality; (2) maintaining a keen customer focus; (3) continuously building and enhancing the organizational image; and (4) maintaining a consistent and persistent communication strategy aimed at informing and learning from the public.

It is necessary to provide the solution of the following functional tasks in the ideal model of marketing mix dealing with the international educational and scientific activity:

- situation analysis: collecting, analysis and informational systematization of market conditions, development tendencies in education and sciences, dynamics and qualitative characteristics of demand for educational and scientific programs of higher education institution, measures undertaken by competitors, their market strategy etc.
- carrying out field market researches: collecting primary information by interrogating and interviewing of real and potential consumers, commercial intermediaries and professional experts;
- information distribution: technical processing and information transfer in the relevant divisions and departments, including control of this information obtaining and its subsequent use
- the development of commodity offer's recommendations: development and providing information about the qualitative characteristics and parameters of the edu-

cational programs and scientific developments demanded now and in foreseeable prospective on the market

- compliance to quality control: control of an educational product in compliance to the export quality standards and real consumers' demand ;
- programs' pricing: the price offers' development and it's justification;
- realization and development of the programs' advancement: developing and production of promotional materials and information items distribution, advertizing and exhibition activity, PR-and promotion actions, etc.

1.4 Specifics of educational services

Service - is any activity or benefit that one party can offer to another and which are mostly intangible and do not lead to possession of anything (Kotler, 2012).

Based on the classical marketing theory, services have a number of specific characteristics that distinguish them from the goods. These features must be taken into account when developing marketing programs:

- Intangibility. Services cannot be seen, tasted, heard or smelled before the purchase;
- Inseparability from the source. The service cannot be separated from its source, its implementation is possible only in the presence of the producer;
- Quality Impermanence. The quality of services varies widely depending on the manufacturer, as well as the time and place of their provision;
- Perishability. The service cannot be saved for later sale or use.

Education is understood as a process and result of improving abilities and behavior of the person, during which he reaches social maturity and personal growth. (Kotler, 2012)

As services are not tangible or material, marketing encourages sellers to formalize the most important service options for the customer and present them clearly as possible. For the consumer, the most important in this case, is quality and cost of services.

For example, here are the basic properties of educational services:

1. Inconsistency with regard to the quality of educational services, inseparability of the producer and the impossibility of establishing strict standards for the process together with the result of the service has another reason - the variability of the source material.

2. The property of inseparability from the source in relation to educational services means that as a result of the sale of such services the seller loses the ownership of the product but the buyer does not acquire such right: this very item disappears as it consumed at the same time when its produced and transmitted. At the same time, any replacement of the teacher can change the process and result of educational services and, consequently, the demand. In addition, educational services have one important feature: beginning of their consumption takes place simultaneously with the start of their provision.
3. Perishability of educational services manifests itself in two ways. On the one hand, *"it is impossible to procure services in full in advance and store them as material items in anticipation of increased demand"* (O.Batalova, 2010) i.e. educational services cannot be accumulated neither by seller (teacher) nor by the consumer (student) and they cannot be resold. Another aspect of perishability of educational services is a natural for a human process of forgetting the information received, as well as obsolescence of knowledge, which is led by scientific, technological and social progress. (I. Popyhova, 2009)

A peculiar feature of the educational services is the impossibility of direct monetary measurement. The price mechanism is often not able to reflect all of the production expenditures of educational services. If in the material sphere they are relatively easy to quantify per unit, the same can be hardly applied to educational services. A useful result of such a service can only occur after a long time, and it practically can only be measured by indirect indicators.

Finally, one of the main features of the provision of educational services is a co-creation of the teacher and listener.

1.5 Marketing mix in educational services

The marketing mix of educational services includes 4 classical elements (so-called "4P": product, price, place and promotion:

- 1) The first "P" - product, an educational service.
- 2) Sales price is the second "P" of the marketing mix. This element is considered crucial for both private and public higher education institutions, because nowadays the percentage of paid educational services (primary or secondary) is quite elevated. It should be noted

that the success of attracting students to study depends on how well the institution position themselves and their services in terms of price categories. As O. Batalova notes (2010), it is important to remember that there are two prices for services (including an education). The first, called the demand price - is the maximum price that customers have agreed to pay for the volume of products / services that it offers to the manufacturer (in this case - the institution). The second - the offer price - is the minimum price for which the institution agrees to provide their services. These two prices may not be identical. If the demand price is bigger than the offer price, the university can manipulate prices in the resulting price corridor for the realization of strategic objectives, which are anticipated by management in the current period. Equality of demand prices and the offer price means that the current version of the prices is singular, breakeven for the university and acceptable for the customer. In case of exceeding of demand price over the offer price the university will provide educational services at the demand price. The more clearly institution demonstrate how the consumers costs are converted to his own benefit, the larger amount of consumer is willing to pay for educational services.

3) Distribution is the third “P”. It represents a movement of educational services from the one who offers it, to the one who consumes it. According to analysts, educational services - is an example of a multi-channel distribution, in which direct sales represent the main channel. Concentration on only one channel may highly reduce the range of potential customers. Distribution channel must be acceptable for the university, that offering service, and also convenient for the customer.

4) Promotion is the fourth “P” in the marketing complex. Promotion - is any form of informing consumers about products, services and activities of a particular organization. Promotion of educational services, depending on the stage of its life cycle, can serve several purposes:

- the provision of information, familiarization of target audience with distinguishing characteristics and advantages of educational services (on the implementation stage, by deducing product to the market);
- creating a positive attitude to the service, strengthening of the feeling of trust, reinforcing of services’ merits, comparison with competitive analogues (at the growth stage);

- promoting and preserving the intentions, reminder about the service using reinforcement techniques, inducing consumers to repeated purchase.

Most traditional methods of services promotion are:

- Advertising;
- Creating of positive public opinion about the organization that provides the service (PR);
- Direct marketing communication with the consumers;
- Sales promotion (incentives);
- Personal Selling.

Character of educational services promotion and the set of concrete measures and tools of promotion on the international market depend on various preconditions:

- Internal resources of the institution needed to be allocated for the particular selected promotional method;
- Effectiveness of a particular promotion method depending on a type of educational services;
- Promotion effectiveness depending on a market and concrete consumers' sensitiveness towards a particular research method.

Personal selling, assisting in educational services promotion, could be performed in the course of:

- International exhibitions and attendants communication;
- Telephone negotiations with potential customers of the course;
- Relatives and friends' visits to the institution.

Besides this, personal selling is regularly followed by printed and digital information materials distribution such as brochures, leaflets, flyers, multimedia presentations etc.

Trade exhibitions are traditionally one of the most commonly used instruments of educational services marketing as long as they allow solving the main goals of the institution in services information distribution, creating a positive image and establishing new partnership connections. I. Popyhova (2009) highlights, that an opportunity to have a personal contact of the potential student and quite often his parents with institutions' representatives is one of the key aspects of educational services promotion on international market.

Friends or business partners are actively used for clarification and personalized guarantees about the educational services quality, therefore they possess a deliberate importance.

However, the specifics is that friends or business partners are not always informed in detail about the contents of educational services and their providers, consequently a personal attitude could prevail in addressing to such intermediaries.

Glossaries and catalogues, newspapers, trade publications advertising are either used by the prospective students as a source of preliminary information or not used at all. Such publications could be effective for short-term programs, for bachelor and master programs the tool demonstrates relatively low effect.

According to I. Yermolenko (2009), conferences and seminars are utilized to promote higher education institutions quite actively; however it should be borne in mind that the result is aimed at achieving specific scientific objectives or promotes the university's image as a whole. Promotion of specific educational services at conferences and seminars has a low efficiency due to the orientation of the target audience towards the conference which is often not associated with any educational services. Some exceptions are international conferences, accompanied by the exhibition or exhibition tracks, or narrowly focused educational seminars.

Local sales departments demand considerably high expenses for sustaining in operation.

External consultants duties are often executed by intermediary recruiting companies (B2B) located in the country of distribution. On condition of fulfilling all the entitled obligations regarding the delegated duties, such category of sales is one of the most effective. Its main drawback is the lack of personal contact with the institutional representatives.

Some of the characteristics of the most effective promotional tools for educational services on international education market are given below:

- Exhibition activities. Benefits - an opportunity of establishing a personal contact with potential customers or intermediaries, a personal estimation of market environment and competitors monitoring. Drawbacks: high costs for exhibition facilities renting and transportation expenses, supporting costs of developing and creating promotion informational materials, a demand in a competent staff.
- Commercial agents. Benefits – an opportunity to perform a preliminary selection by the candidate, awareness about the local market situation, delegating of several administrative tasks to an agent (minimizing the customer attraction expenses). Drawbacks – a conflict of academic and commercial interests, a decline in the total

revenue due to commissioner remuneration, a withdrawal of the agent leads to dramatic consumption decline.

- Digital advertising. Benefits - relatively low costs, high speed of communication, an option of control and editing. Drawbacks - a lack of personal contact with a potential buyer, limited accessibility.
- Alumni relations. Benefits - relatively low costs, extended framework of cooperation, fundraising opportunities etc. Drawbacks – concentration on strategic, not tactical objectives, long term of investments return, low efficiency of current sales.

1.6 Consumer behavior

Consumer is the most important subject matter of the marketing research. It is the one who creates the rules on the market and who has a big influence to the enterprise's success. Therefore the important prerogative of the professionals in marketing is to analyze the consumer, to analyze its behavior, motivations, and reasons of making a product choice.

Under the consumer needs the difference between current and perfect (in other words, desired) state of the consumer is understood. The more the difference it, the higher the motivation of the consumer stands for to buy the product for meeting its needs.

In application to B2B market and considering client's needs (as a legal body), it is necessary to mention the difference between desired and real state of the client. It is much easier to work with clients on the business market, than with regular B2C consumers, because clients' spectrum of needs is not as narrow and concentrates on the sales increase and the profitability of the company.

It is possible to divide all the consumer needs into two groups: functional needs and emotional needs. There are two subcategories of the emotional needs - psychological and social.

Functional needs are primary, basic, fundamental ones. Functional needs could be characterized as consumer's desire to improve its own physiological state of being. Functional consumer needs are quite often key drivers of purchase as they represent the grounds of product consuming motivation. Nonetheless, functional needs are universal, typical, could be easily reproduced, which complicates the competitor differentiation at the level of functional needs fulfilling.

In exceptional cases, a brand could be differentiated at the level of functional needs satisfaction if it belongs to first-mover category (nobody was satisfying this particular consumer need before) or possesses a self-sustained unique technology which allow to satisfy the functional need better than others.

However, satisfying predominantly functional needs does not imply establishing a long-lasting relation with the customer and develop the product loyalty.

Quite frequently a customer seeks for self-expression opportunities through product purchase. Some products are associated with particular type of consumers who possess a defined set of values, character and social recognition. Buying goods embracing a certain image, a customer strives to determine himself in the society and communicate it to wider public.

Internal emotional needs or psychological needs are the subcategory of needs connected with internal emotions and fears of the consumer.

External emotional needs, or social needs, are the subcategory of needs related to the consumer desire to receive social approval, to become a counterpart of a particular social group, to shape its image.

There are lots of functional needs as they are primarily connected with basic functions of particular products. The list of basic emotional needs is rather limited.

It is recommended to create a map of consumer needs for each product and service of the company. This map serves as a core of every new product and allows checking the consistency of new ideas towards the target consumer demands.

Development of a new product should start from discovering and defining of key market consumer needs. The main needs of the consumer could be revealed by means of various marketing research methods and target market surveys. It is crucially important to bear in mind that the product could not exist without the corresponding consumer need it is intended to satisfy (O. Motorina, 2010), otherwise there is a risk of creating a “void” product which will not be demanded.

2 RESEARCH GOAL, RESEARCH QUESTIONS AND METHODOLOGY

In order to effectively apply all the collected knowledge regarding educational products promotion across our target audiences, specific information about native market consumer behavior is needed. To find this out, it is necessary to conduct a combined marketing research addressing buying behavior and purchase decision-making.

2.1 The main goal

The main aim of the research is to understand the target audiences' buying behavior and consumer pattern which applies to abroad education market in order to implement the findings in the promotion strategy and concrete actions plan.

The sub-goals of the research are:

1. To identify the correct decision makers, the nature and the mechanism of their relations with final consumers of educational products towards purchase decision-making
2. To define the main factors which affect the decision-making

The results of the research will give a vital insight about the target audiences' buying behavior and consumption patterns and thus will be implemented in the promotion strategy for intensive year-long Czech courses of Tomas Bata University. It will also suggest the appropriate distribution model and will help to select the aspects of marketing mix needed to be emphasized.

2.2 Research questions

To reach the main goal of the research, the following research questions were stated:

1. Where do our target audience representatives tend to search information about the similar products and how do they tend to make a purchase?
2. What persons are included in the decision-making process and what is their degree of influence?
3. What factors are considered in the decision-making process and which of them are the most significant?

4. To what extent the buying behavior pattern, the decision-making process model and the key factors affecting the decision making correspond in different clusters of consumers? (ex. school graduates and university graduates)

The research propositions which arose and are to be clarified or disproved in the course of the research:

1. Both in the process of marketing information research and in regards to all purchasing stages the target audiences will rather seek assistance from local intermediaries than remotely from the service provider.
2. The buying decision is not made by final consumers of the service (students), but by their families (parents).
3. The main factors which influence the buying decision are the overall price of the product (thus, overall expenses carried by the purchaser) and the purchasing power of the decision-makers (parents).
4. The model of decision-making process, the buying behavior pattern and the key factors affecting the decision making are generally similar in different consumer clusters

2.3 Research methods

Considering all the research alternatives and objectives, a need in a deep qualitative analysis of consumer behavior and reasons or factors for making purchasing decision, together with an understanding that the product has limited awareness and needs to be interviewed about in small groups of potential customers who are familiar with its features at least to some extent, have determined the choice of a primary research method as a focus group interview.

The research framework of focus groups is optimal for extracting in-depth information about motives, values and needs which are often subconscious; it allows giving not a descriptive, but explanatory analysis of the observed phenomena, to discover the deep mechanisms of their influence (O. Melnikova, 2007, p.49).

As the situation faces an uncertainty about the observable variety of behavioral patterns of our target audiences and a demand in a number of valuable insights about the consumer decision-making, the focus-group interview tools were selected as an appropriate instrumentarium corresponding to the stated research goals.

Nevertheless, our target audience representatives who could benefit the research should have been carefully filtered from the public.

On assumption of all these requirements, two-stage research was chosen.

The first stage was a short selective questionnaire, which aimed at identifying the candidates (potential buyers) from the general customer category for further deeper interviewing. However, the objective of the selective questionnaire is not only to determine the necessary scope of candidates for the deeper focus-group interviewing. What is more, survey responses represent interest from the statistical point of view and answers to particular questions could be quantified in order to draw the descriptive statistics about the attractiveness of abroad education among Russian youth. Other propositions and assumptions could also be linked to those simple questions and statistically tested.

The second and the main stage form was considered as the focus group interview.

According to O. Melnikova (2007, p. 11), a professional combination of qualitative (focus-group interview) and quantitative (questionnaire) methods with a proper understanding of specifics and benefits of each of them could widen and deepen the acquired data, so the research chosen methodology is considered as reasonable and essential.

As stated by Oksana Motorina (2012), competition analysis after Michael Porter helps to define the intensity and the extent of competitive forces in the branch, to find out the position where a company would be the most defended from the competitive forces' influence and could affect competitors in its turn.

Due to Porter analysis it is possible to conduct a market competitive analysis, to provide a detailed estimation and analysis of company's products competitive advantages, to evaluate the threats of competition for the company product, to determine the necessary important strategic decisions for the maintaining and strengthening of company competitiveness in a long-term period of time.

Porter's Competitive Analysis is the most conveniently performed by means of worksheet tables where each parameter is assessed on a scale expressing low, medium or high level of threat to a company.

A competitive forces analysis after Michael Porter is performed in the project part of the work.

II. ANALYSIS

3 APPLICATION PART

The application part deals with practical realization of the two-staged research and analysis of the collected data. Further, it operates with research conclusions and proposes ongoing research implementation suggestions.

3.1 Selective questionnaire

The first primary category of public under study was school leavers (the last and the semi-last year before graduation), which has defined some of the research specifics.

3.1.1 Research scope and background

In case of the questionnaire, group-personal way of approaching schoolchildren was chosen. The most convenient variant to save time conducting a survey with many pupils at once was to visit schools during the educational process and to collect data meeting school classes between lessons. That is why the questionnaire had to be in an offline form as the school does not offer the digital infrastructure for internet access. Moreover, school classes are organized according to the research interests by the age principle, so it was easy to interview only the schoolchildren who may potentially be our product consumers just by visiting the following forms according to the school schedule. Additionally, the personal way of approaching does not suggest skipping the questionnaire filling as I was checking the data processing myself.

Two schools were chosen for the research conduction: school 68 (specializing in math studies) and gymnasium 144 (specializing in humanities and linguistic preparation) both situated in Yekaterinburg – a large and vibrant Russian city, the capital of Ural region situated on the border between Europe and Asia in Ural Mountains, often called “the capital of Urals” with population over 1,5 million people. Both schools were chosen upon the criteria of accessibility.

3.1.2 Questionnaire form and explanation

The original questionnaire is presented in the picture 1.

Здравствуй, будущий студент!

Меня зовут Сергей, мне 23 года. Вот уже больше шести лет я выпускник той же школы, которую скоро закончишь и ты. Я интересуюсь маркетингом, рекламой и связями с общественностью, и очень хочу стать специалистом в этой многогранной и динамичной сфере.

Задача моего исследования – узнать предпочтения по учебе в университете современных школьников и будущих выпускников (то есть, именно тебя!), где и как они планируют получить высшее образование. Ответив на вопросы анкеты, ты сможешь узнать, какое образование у поколения твоих сверстников востребовано больше всего. Итак! ☺

- Представь, что тебя готовы принять в любой университет мира. Тогда ты бы скорее выбрал...
 - вуз России
 - университет за рубежом
- Хотел бы ты получить высшее образование за границей и иметь диплом зарубежного вуза?
 - Да, однозначно хотел(а) бы.
 - Однозначно нет. Мне это не интересно.
 - Возможно. Это зависит от... (чего? *Напиши, что именно вызывает неуверенность*) _____
- Перечисленные ниже страны считаются мировыми лидерами в области качества и привлекательности высшего образования. Какие из них ты рассматриваешь для себя как возможные для обучения?

<ul style="list-style-type: none"> Австралия Австрия Великобритания Германия Канада Китай Нидерланды 	<ul style="list-style-type: none"> Россия США Финляндия Франция Чехия Швеция Япония
---	--
- А теперь расставь приоритеты напротив выбранных выше стран, начиная с 1 – самый высокий приоритет (*в этой стране я хотел(а) бы учиться больше всего*), и далее по порядку.
- Какую примерно сумму денег ты и твоя семья готовы тратить в год на получение высшего образования? (не включая прочие сопутствующие расходы на проживание и т.д.)
 - Нисколько. Я не планирую учиться в университете.
 - Нисколько. Я рассматриваю только бюджетные варианты.
 - До 100 тысяч рублей в год
 - До 200 тысяч рублей в год
 - До 300 тысяч рублей в год
 - 300-500 тысяч рублей в год
 - Более 500 тысяч рублей. Ведь образование это не то, на чём следует экономить!
- Твой возраст (количество полных лет): 7. Твоё имя*:
- Контактный телефон*:

*Контактные и личные данные используются только для связи с тобой при прохождении во второй этап исследования. Я их не систематизирую, не использую в коммерческих целях и не передаю третьим лицам. Всё надёжно и безопасно! ☺

Большое спасибо за помощь и отличного тебе дня!

Picture 1. Original selective questionnaire form example. Source: own research.

The English translation of the form (with the original editing template) is attached as an appendix I.

The first question is aimed to identify the spontaneous attractiveness of abroad education. The second one, on contrast, considers conscious attractiveness and serves as a source of insights about the possible limiting factors which affect the deliberate decision about the affordability of education abroad. The third and the fourth question define the primary selection criteria. The third one asks about the conscious affordability (real opportunity) of studying in particular countries, which could be interpreted as an interest in educational products offered by the market of this country. The fourth one questions the personal attrac-

tiveness of countries which are seen as possible for studying. The fifth is included to verify the prediction about the purchasing power as the main factor of decision-making.

The list of countries appearing in the question 3 was assembled basing on the research conducted in 2012 among young Russians by the employment and recruiting web-portal HeadHunter.ru (hh.ru). There were 1694 jobseekers aged below 25 registered on hh.ru that took part into the research and passed the survey. Top 10 countries which are the most attractive in terms of obtaining higher education are:

1. The USA
2. Germany
3. Australia / Great Britain
4. Canada
5. Japan
6. France
7. Netherlands
8. China
9. Sweden

Five main criteria accounted to the coefficient calculation:

- The prestige of national Universities and quality of education in them (4,33 points);
- Linguistic affordability (4,03 points);
- Country's living attractiveness (3,56 points);
- Average cost of education in national Universities (3,43 points);
- Accessibility and simplicity of visa application (1,98 points).

The weight of criteria was drawn on basis of young professionals questioning, who have obtained their higher education abroad.

The rest variants were also taken from this research with Russia added as a primary destination for study.

3.1.3 Data evaluation

The overall amount of participants who took part in the first stage of the research has reached 123 schoolchildren aged 15-18 with mean equal to 16,44715, modus is 16, median is 16 and standard deviation is 0,616751, which is the average divergence of the age from the mean (average age). It means that the average age of our respondents is 16,45 years,

the most frequent response for this question is 16 and the medium of the data array contains the value equal to 16. From the marketing point of view, our audience under study is school pre-graduates who are leaving school in 1-2 years and are now actively forming their attitudes and preferences towards possible variants of higher education and consequently – towards various products on national and international education markets.

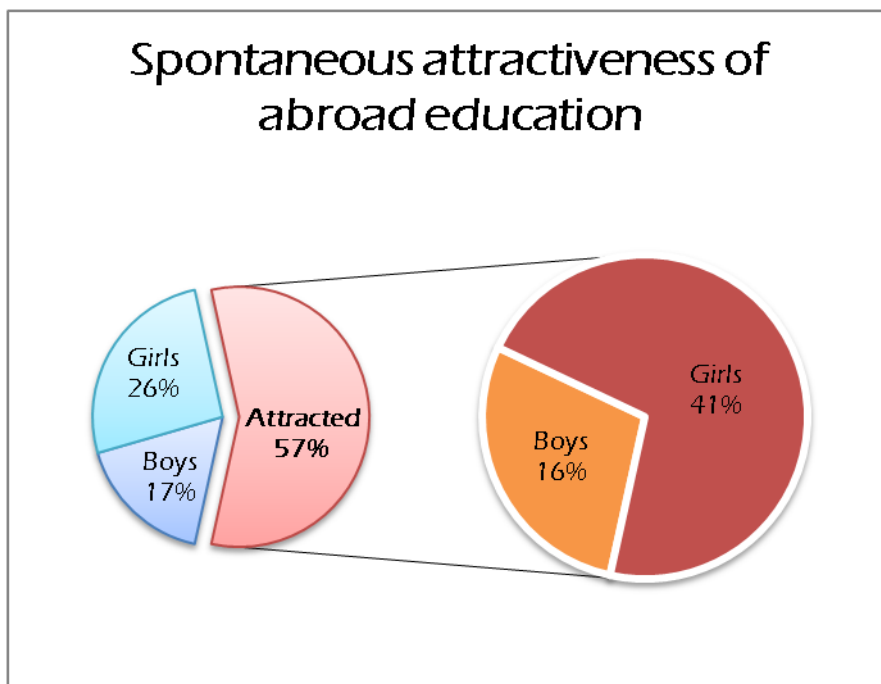
The gender proportion of the audience under study is 40% boys (41 participant), 60% girls (82 participants).

The age-gender distribution is represented on the following pivot table I (0 – female, 1 – male):

Table I. - Pivot table of participants' age-gender distribution. Source: own research

Amount according to first question		Age				
Gender		15	16	17	18	Общий итог
0		2	40	37	3	82
1		3	21	17		41
Общий итог		5	61	54	3	123

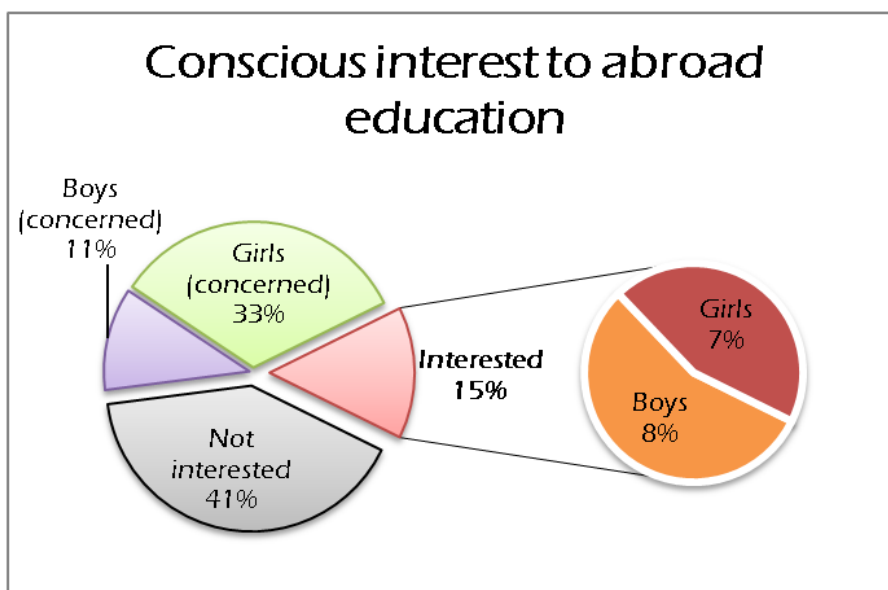
According to the description in the previous part, question 1 examines the spontaneous attractiveness of abroad education (spontaneous selection of either a Russian university or a university abroad). The results are shown on a following biattributive pie chart (graph 1).



Graph 1. Spontaneous attractiveness of abroad education. Source: own research.

The pie chart examines the distribution of respondents attracted or unattracted by abroad education according to their gender. The diagram demonstrate the following finding: more than a half (57%) of Russian schoolchildren aged 15-18 (pre-schoolgraduates) would rather prefer to earn their degrees abroad than in Russia not taking into account other circumstances (spontaneously). Abroad education is especially attractive to girls (41% attracted, 26% unattracted VS boys 16% attracted, 17% unattracted)

Question 2 examines the conscious attractiveness of abroad education considering all the circumstances and serves as a source of insights about the limiting factors. The results are illustrated on a following biattributive pie chart (Graph 2).



Graph 2. Conscious interest to abroad education. Source: own research.

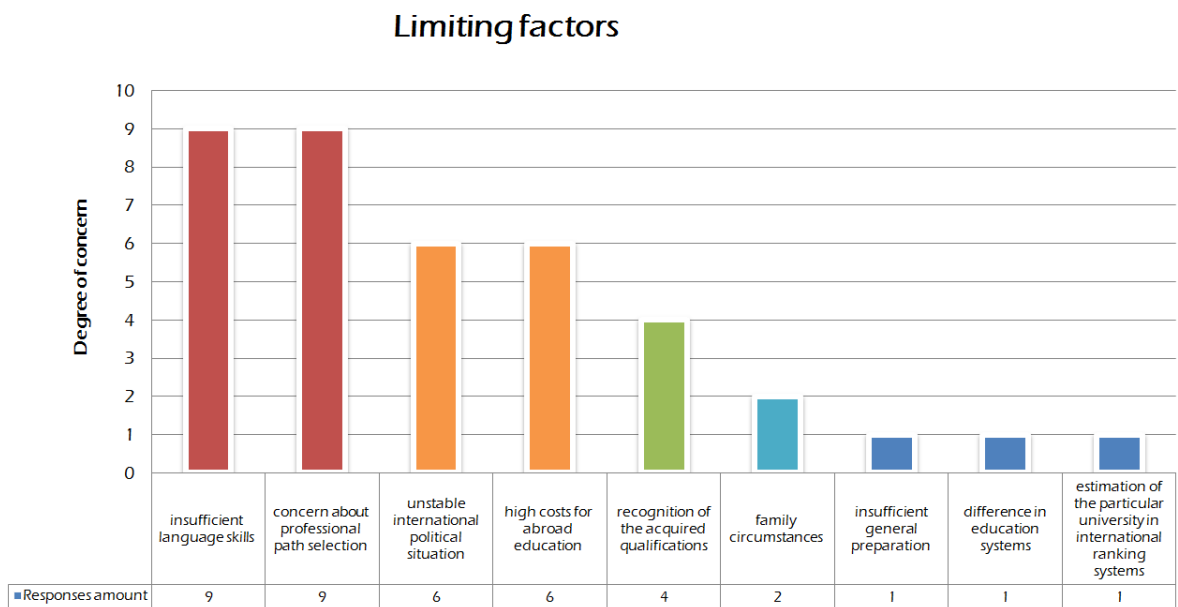
The pie chart examines the distribution of respondents interested or uninterested in abroad education according to their gender. The diagram demonstrates the following finding: 15% of Russian schoolchildren aged 15-18 (pre-schoolgraduates) are consciously interested in studying abroad, which is still quite a high percentage. Abroad education is rather equally considered by boys and girls. However, education abroad causes quite a great concern: 44% of respondents are interested in earning their degrees abroad on different conditions. The concern is especially relevant to girls (33% vs 11%).

In the framework of the question, there was a space for an opened comment where schoolchildren could share what makes them concerned about earning their degree abroad despite the shown attractiveness. Factors, affecting the conscious attractiveness of abroad education, were classified according to the collected responses as follows: insufficient language

skills (9 responses), unstable international political situation (6 responses), high costs for abroad education (6 responses), recognition of the acquired qualifications (4 responses), family circumstances (2 responses), insufficient general preparation (1 response), concern about professional path selection (9 responses), difference in education systems (1 response), estimation of the particular university in the international ranking systems (1 response).

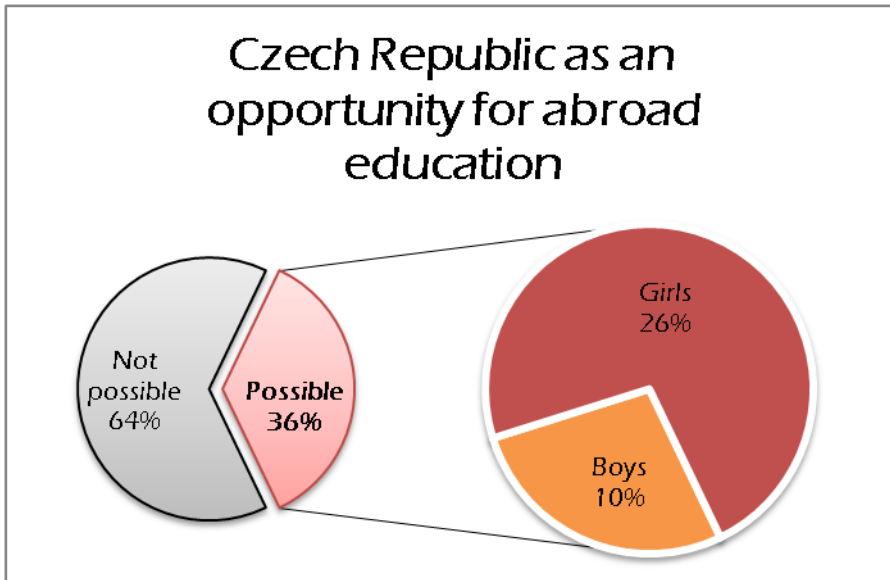
The notable examples of the comments given by schoolchildren are: *“it heavily depends on the knowledge of foreign language (I wish I knew it better)”*, *“the foreigner/stranger is not welcomed overseas”*, *“it depends on money”*, *“okay if the diploma I acquire will be internationally recognized”*, *“depends if my mom lets me go”*, *“depends on the profession I will choose”*.

The distribution of comments about the limiting factors is illustrated on a following histogram (graph 3):



Graph 3. Factors limiting respondents’ abroad education interest. Source: own research.

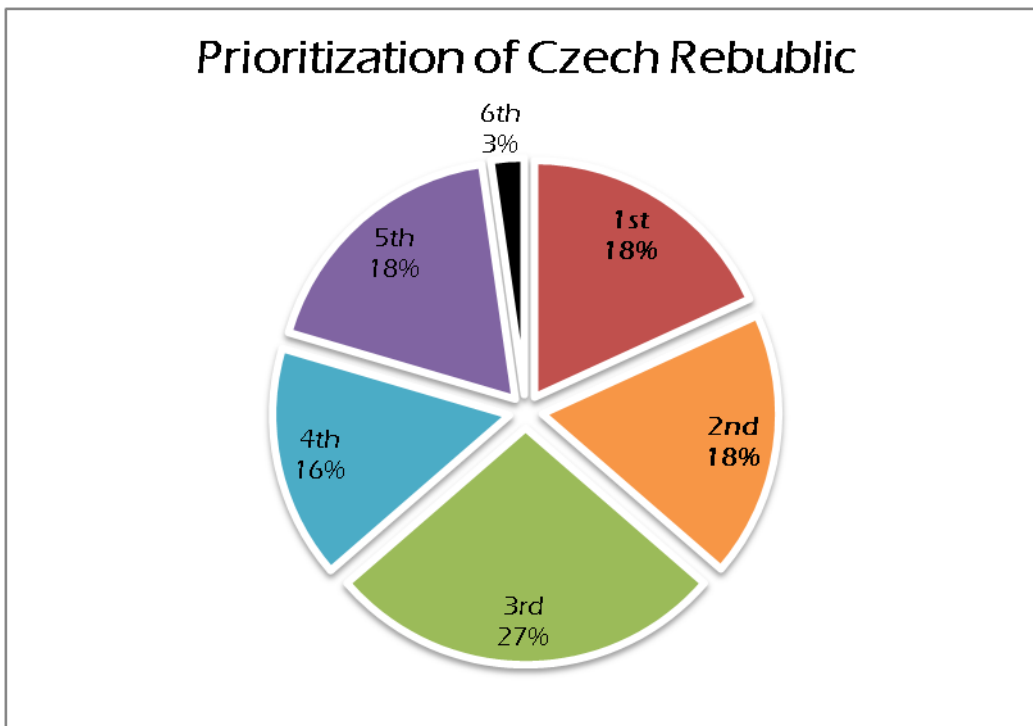
Question 3 examines the attractiveness of Czech Republic among other variants of abroad education. The results are illustrated on a following biattributive pie chart (graph 4).



Graph 4. Czech Republic as an opportunity for abroad education. Source: own research.

The pie chart examines the distribution of respondents assessing their possibility of studying in Czech Republic according to their gender. The diagram demonstrate the following finding: 36% of Russian schoolchildren aged 15-18 (pre-schoolgraduates), which is more than one third, estimate Czech Republic as a possible destination for their abroad education. The majority of Czech degree-seekers are girls (26% vs 10%)

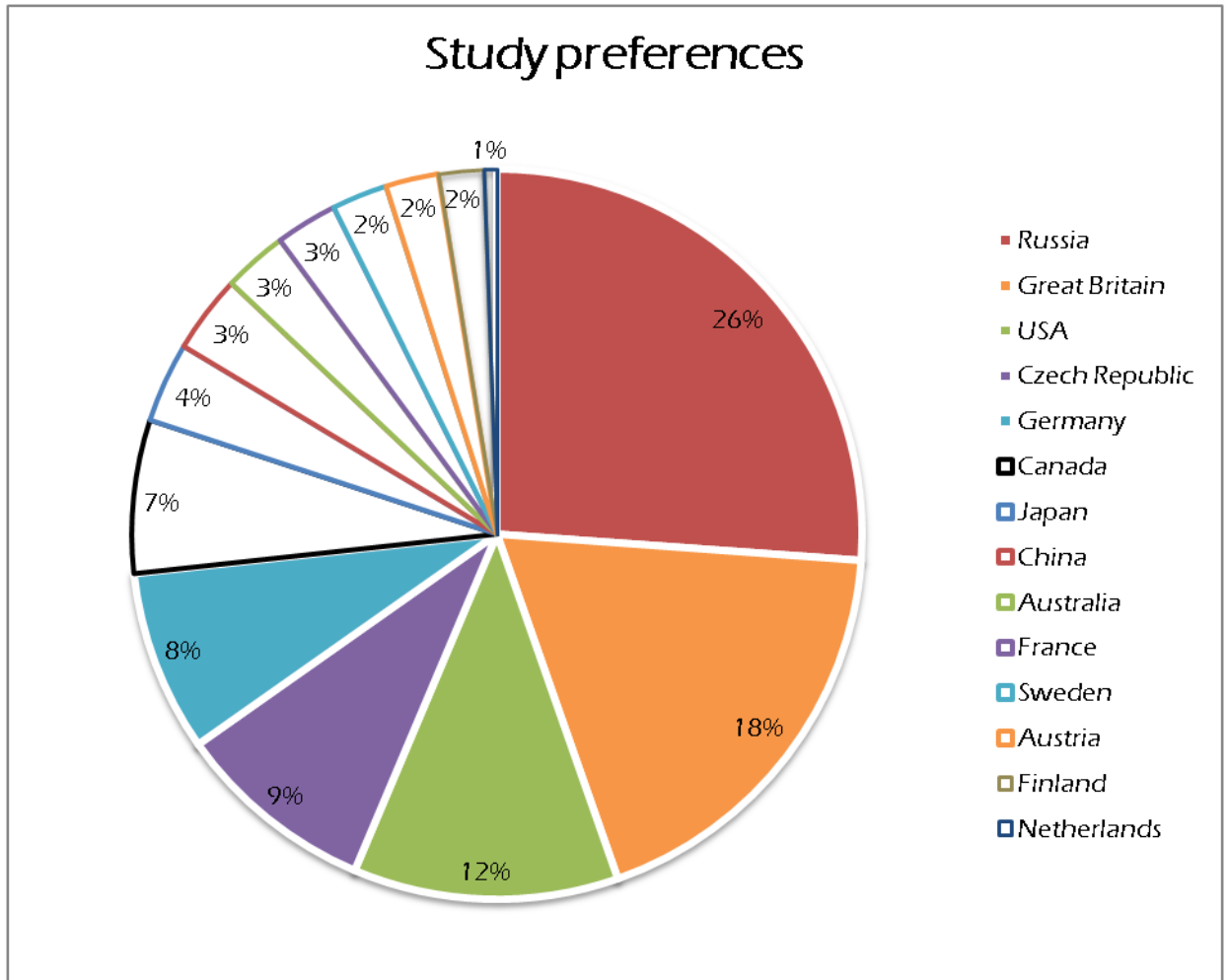
Question 4 examines the priority of Czech Republic among other variants of abroad education. The results are illustrated on a following pie chart (graph 5).



Graph 5. Prioritization of Czech Republic. Source: own research.

The pie chart examines the distribution of respondents' priorities towards their choice of Czech Education. Only respondents who have selected Czech Republic as possible for abroad education were taken into account (44 altogether). The diagram demonstrate the following finding: 36% of Russian schoolchildren aged 15-18 (pre-schoolgraduates) who estimate Czech Republic as possible for earning a degree, which is more than one third, prioritize Czech Republic as number 1 or number 2 destinations for their higher education.

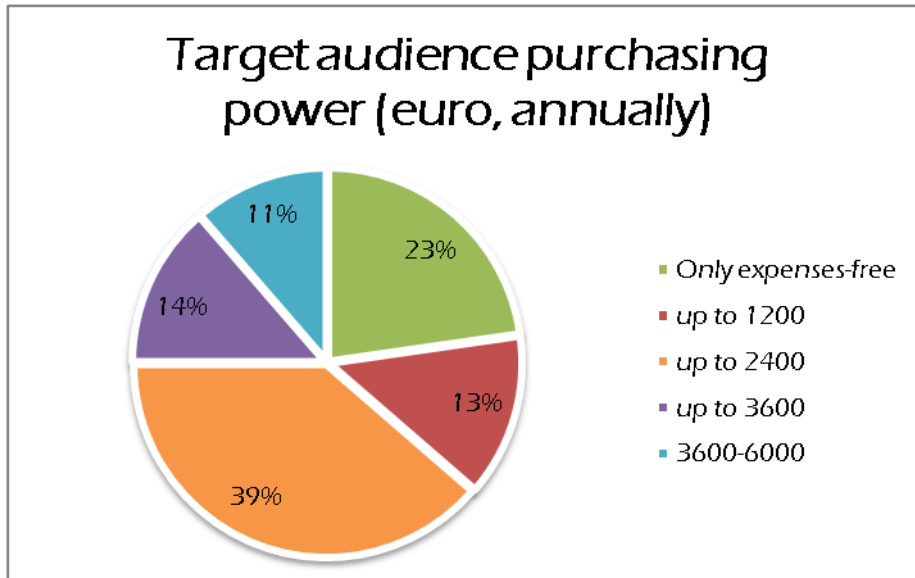
The data which is available from questions 3-4 provides us a very interesting framework for determining the position of Czech Republic education among other various educational offers, both national and international. The basis for the assessment is built on the priorities which were given by schoolchildren to the countries they want to study at. In order to evaluate the attractiveness, the following mechanism was introduced: maximum priority given for all responses provided was 7, with 1 – maximum priority, 7 – minimal priority. The amount of “points” which goes in favor of the country in this case is 8 minus the number of priority ($8-1=7$ points in case of maximum priority, $8-7=1$ point in case of minimum priority). If the priority was not assigned, the country receives 0 points. The total amount of points is calculated for all the responses given and normalized towards the overall points amount. This indicator was called “Total attractiveness index”. According to this scheme, the results are put into descending order and are presented on a following pie chart (graph 6).



Graph 6. Study preferences. Source: own research.

The pie chart represents the distribution of study preferences of the audience under study. According to the framework of tools selected, Czech Republic is presented in the top-5 destinations for obtaining higher education and occupies the 4th place (3rd among the abroad variants). It follows Russia, Great Britain and the United States as more desirable variants and is followed by Germany. The Total Attractiveness Index of Czech Republic assigned by Russian schoolchildren aged 15-18 (pre-schoolgraduates) is 12% (to compare: Russia index is only 26%).

Question 5 analyzes the approximate purchasing power of pre-graduates and their families as customers of education market products. The results are illustrated on a following pie chart (graph 7).



Graph 7. Target audience purchasing power (euro, annually). Source: own research.

The pie chart deals with the distribution of respondents' purchasing power. Only respondents who have selected Czech Republic as possible for abroad education were taken into account (44 schoolchildren). The diagram demonstrates the following finding: 23% of Russian schoolchildren aged 15-18 (pre-schoolgraduates), which is almost one fourth, consider only expenses-free variants of higher education. It means that they are not ready to study on a commercial basis and could be possibly attracted by studying in Czech language, which is free. In order to achieve that, they would require Czech language courses, but it is not obvious that they could allow themselves to cover those expenses. Those who are ready to spend few money on their education annually (13% up to 1200 euro, 39% up to 2400 euro, altogether 52%) are seen as a cluster which is more capable to pay, however, they could also consider education in English as long as they could allow themselves to cover the educational expenses. Those who are ready to spend more represent a different cluster which could be offered additional premium options. However, there is always a risk that their choice may be disturbed by more desirable variants of higher education in Russia or Great Britain/United States of America.

3.2 Focus-group interview

Upon the completion of the preceding part of the research and performing selective activities, the main qualitative semi-structured focus-group interview was conducted with first stage participants.

3.2.1 Research scope and background

As for the focus-group interview, 12 pupils (10% of the primary sample) were invited for a personal in-depth discussion about their way of thinking and buying preferences regarding the international educational market. The discussion was moderated myself as I was the research conductor. The focus-group interview process was shot on video by the research assistant.

The ideal candidate profile for focus-group interviewing according to the research objectives after the questionnaire filling looks the following:

1. He or she is attracted by abroad education (question 1, option 1)
2. He or she would definitely like to study overseas and have the internationally recognized diploma despite any factors (question 2, option 1)
3. He or she sees Czech Republic as a possible country for his/her study (question 3, Czech Republic is selected) and the level of attractiveness is relatively high (question 4, the priority is dominant towards other countries and belong to the interval from 1 to 3)
4. The amount of money ready to spent does not matter very much as Czech Republic offer various educational opportunities, but in case of language courses it is needed that the potential customer was at least ready to spend the initial cost. So, in question 5 any answer indicating readiness to pay is acceptable. However, if the purchasing power is high, the attractiveness of studying in Czech Republic could be disturbed by competing educational offers from more expensive and habitual countries (ex. Great Britain or USA). So, the ideal candidate chooses option 3 or 4 (100-200 thousand roubles annually).

The candidates selected for the focus-group interview had minimum deviations from the “ideal” profile in their responses. The pool of candidates who were potentially interesting to be interviewed counted 29 respondents. The final 12 were chosen upon the basis of their desire and accessibility for focus group interviewing. The final proportion of candidates was 3 boys and 9 girls.

3.2.2 Interview structure

Focus-group interview is a qualitative method of research, the second stage which is way more deep and complex. It suggests the detailed scenario; however, you never know in

advance how the discussion will go. Therefore, the approximate list of questions (semi-structure) in accordance to research objectives makes sense. The issues planned to be discussed in the focus-group were:

- Who of you is definitely going to study abroad after school? And who is going to study abroad generally in future? Why not right after school?
- Is there someone who knows which country he/she is going to study in? Has someone chosen their country of study?
- Why this particular country is chosen? How was the choice made? How has the decision-making process been running? What was the selected education product? How much did it cost? What factors were considered in decision-making? Where was the information found? Who or what affected the decision?
- Who took the primary initiative? How did this intention appear and evolve? How did the idea appear? What was happening next?
- Where would you primarily search information about abroad education opportunities? How? In what consequence? What sources do you trust? Why?
- Who makes decision about your abroad education? You personally, or someone else? How the decision making process is run? What are the roles of the participants in the process, what is the ratio of influence?
- Which factors do you pay the most attention to choosing education? And in case of abroad education? Is there any difference? Which factors do your parents pay attention to? Which factors are critical, the most important? Which factors are not so important? What are the purchasing criteria? What makes you refuse buying?
- To what extent the price becomes a decision making factor? Is the statement “the more expensive – the better, the cheaper – the worse” fair? Are you trying to cut expenses choosing your education? How much are you ready to spend on your education? What is included in the substantial costs and to what extent it affects your decision making?
- How the purchase decision making is occurred? Whom are you buying from? Whom or what do you trust, what are you guided by in your education selection process?
- There are year-long intensive Czech courses. Who knows, what do they exist for? Why are they on offer? In what situations would you be interested in such courses?

- What do you know about higher education in Czech Republic? Is it somewhat attractive to you? Why and by what features? Why Czech Republic or why not? What factors would you consider in a choice of this kind?

3.2.3 Preparatory activities

In order to build a successful and resourceful conversation on a proposed list of issues, some additional group preparation was needed. Warming “ice-breaking” communication games and introducing members of the group to each other occupied approximately 45-50 minutes from the overall meeting. Striving to achieve a friendly and cozy environment, the discussion was organized in a form of round-table tea drinking with biscuits, sweets and cookies. All efforts of me as a moderator were concentrated on creating and maintaining an informal, friendly and cheerful environment which is opened and tolerant to every opinion and idea. However, it helped greatly to increase group engagement and contribution of each participant into the discussion. In the end of the interview participants noted that they were very glad to communicate to each other, which is one of the indicator that the focus-group interviewing process was organized coherently and properly.

In the beginning of the interview all participants were explained a paradigm of a marketing research: the special importance is put primarily not on personal issues and specifics, but on the way of thinking, attitudes and behavioral patterns towards decision making. Additionally, it was highlighted that there is no wrong opinion and every point of view is naturally correct, as it is suggested in every focus-group interviewing process.

In the ongoing 4 hours, the participants were subsequently addressed with the above listed questions with the approximate frequency of one issue for discussion in 10-15 minutes. Sometimes the respondents mentioned the related topics at once, so later the order of questions had to be partially revised in process of the interview.

3.2.4 Interview process

The question about definite immediate orientation towards abroad education discovered no respondents to go to study abroad immediately after school. However, almost every respondent suggests the possibility of studying abroad in the ongoing future in various forms: exchange programs, joint degrees, abroad transfer, internships and master studies abroad. The overall degree of awareness about abroad opportunities possibilities turned out to be relatively high in the selected sample as respondents named almost all main wide-known

opportunities of abroad studies and placements. Most participants mentioned possible advancement of higher education abroad in a form of second (master) degree and spontaneously started to explain their intentions by describing their attitudes towards higher education abroad: *“Humanities are less developed in Russia, than abroad”, “It is a spread opinion that abroad education is better than Russian”, “If you are connected with international relations and build your life and career with them, it will be a great help as you can learn the culture of the country. If I go abroad, I will definitely go to Czech Republic, or some other country, and I can stay there and do international relations. In my eyes, it’s quite good. And to stay in contact with Russia at once.”, “If you study, you will live in this particular environment”*.

However, all respondents replied that they are not ready to change their path and go to study abroad immediately after school for various reasons. Their concerns mostly coincided with the concerns discovered in the questionnaire part: **funding issues** (*“You may have your first education – and work for some time. To earn a lump sum. Not everyone is ready to go to parents and say – tomorrow I am leaving, please, be my sponsor. Many parents may say – so, go work, earn and leave wherever you like.”, “Education abroad suggests essential financial investments, and this is quite an important factor. Maybe I will find my luck in Russia!”*), **uncertainty about the professional path selection** (*“Most people who go to study for the first time do not know, where they want to go. After the first degree the money you spend are not likely to be wasted. You go abroad with your thoughts if you really want it or not. It is a more mature decision”*), **insufficient language preparation** (*“Knowledge of English is necessary and knowledge of the language of the country you are going to. Otherwise it will be very difficult. If I purposefully know that I want to study in a foreign university, I will put all my efforts to learn the language”*), **family reasons and lack of personal confidence** (*“Maybe I fail”, “Not everyone is ready to leave their paternal home. Not everyone is self-dependent enough. As much as needed to leave alone, and even in a different country”, “To get there and start everything from the beginning. New faces, new friends. Because when you are there, nobody will help you, to be honest”*).

Despite the limiting factors that cause concern, respondents were quite optimistic towards education abroad in the ongoing future. Answering the question, why will you be successful or why would you postpone education abroad after the first degree, they commented: *“You are becoming more self-reliant, communicative. You have more life experience”*,

“Maybe during your first education you find someone who wants to go abroad with you”, “Maybe, the first education will be enough, and maybe you will need to go further”. Consequently, excluding the category from potential customers cluster would definitely be a mistake. The audience shows a relative interest in a product category and is ready to make a purchase when all concerns are covered in a particular moment of time.

The question regarding personal preferences towards particular countries caused the most reaction and became the source of valuable research material as long as participants started to explain, why they are attracted by the certain countries and how these attitudes appeared. Among the countries named were Czech Republic, Sweden, Australia, Germany, Great Britain, Canada and the United States of America:

- “It is a country of the language that you have learnt at school – English. So, it is America or Britain. It is important to choose a variant that will be a 100% success. I think, it will be easier for me to cope with language barrier here. It is not the same as if you start to learn a different language in the 11th form. It is more familiar – those countries which are always in the agenda. What countries are usually considered with foreign language education? America, Britain.”;
- “It is said that it’s good in Czech Republic, and the education is so too. I have a buddy, she moved to Czech Republic, and lives there perfectly. If it is so discussed, it is really cool then, eh? I also thought about Canada. English is spoken there. For me it seems to have appropriate living conditions. Canada is not considered by any of my friends, so it was rather spontaneous idea”;
- “For me it is Czech Republic as well. I have a friend who moved to Czech Republic, she likes it a lot there. She studies for free. I heard that education in Czech Republic is free, however, it is necessary to know Czech. Friends, medias.. If it is discussed everywhere, so it is really okay. I believe the WOM and trust my personal friends and buddies. For me among all preferences is only Czech Republic. I was not searching and looking for information intentionally.”;
- “I consider such countries as Czech Republic and Germany. There is a good, competent and qualitative higher education there. It seems like we were pushed with this idea at schools – that only in Russia education is free. But I talked to my friends yesterday- and they said that in Czech Republic it is the same. And your personal savings could be spent differently – to settle there, to find new friends and

experiences. Where I first knew it from? I heard it from someone, maybe, from parents or buddies, friends. But where exactly is quite hard to remember”;

- “As many others, I consider Czech Republic. A wide-known variant. You may obtain an education for free here. Pay once to learn the language and then study. If one tries his best, he is successful. And if you do not pay efforts, what is it worth? Maybe, that is why Czech Republic is such a wide spread choice. But free education is not the most important factor. There are professions that are difficult to compete for – no matter in which country. You should not try to save on obtaining good education. Main thing is that it must be interesting. And at second – to have friends here. I have those who moved and tell me stories. They pretty like it.”;
- “As I said, it is Czech Republic. I like it. Maybe I could even stay here. My mother lived here for several years. I like the culture. I have the information about the friends who are planning to obtain their degrees here. What matters is quality of education and conditions of living. I have some friends who study on a budget basis in Russia. And they do not like how it is running: unreasonable assessment, bad organization. For me a perception about education quality is formed upon this. I would not like after my university’s choice to realize that I do not like what is taught there and that I do not learn anything new. To spend not even money – time, and what for? Even if it is on a free basis. I am relying on my friends experience as long as I do not have my own so far. People who got abroad education are more demanded among employers. I think, the quality of education is determined in this way.”;
- “I would choose Britain, USA, Germany. I read that they have the best education nowadays. The most advanced countries. As for the quality – I think, finally it is determined by your competitive performance. I also consider Canada, though I do not know much about education there. However, I read in the internet that the quality of living is one of the best there. My father wants me to study abroad. It is said that graduates from Great Britain extremely fast become successful after being back to Russia and their knowledge acquired in education process is enough to be entirely competitive.”;
- “I would choose between two countries – Australia and Sweden. I would have finally chosen what will be closer to me – depending on my further specialization. I prefer to make my own opinion. I was in Australia and liked everything there. As for

Sweden, even if I read very much, there won't be a complete picture. When there is an opportunity, you should check everything on your own. I want to be an ecologist and Sweden is known to be very well "packed" with it. It would be cool to learn it and acquire this knowledge for myself and my country".

Idea about abroad education also approached respondents differently, however, most named parents as those who were the first to inspire to think about studying somewhere else. Answering the question, how the insight appeared, participants of the interview commented: "There are buddies who study there. It attracts. If they can live cool, why couldn't I do the same?", "When I've been reading about our universities, noticed that it is possible to go abroad on an exchange program. This way I discovered that studies abroad are cool and affordable", "It was spontaneously. To study – where? There are more opportunities abroad, of course. And then you choose the appropriate variant. How has the idea appeared? Well, I don't remember", "My father dreamed when I was a kid that I will go to study abroad. Now there are not so much opportunities for it. The economy is in crisis. But even in those times of childhood I started to think – if my dad does not manage, I will manage my abroad education on my own, if I understand that I really need it", "I knew it from my parents. My mom lives abroad. However, I do not want to study in the area she lives", "I heard it both in school and from parents. What got stuck in my mind is competitiveness. So why not going there?", "My father told me about it since my childhood. However, education abroad seemed so unreal. My friend was deciding to go to Czech Republic, but finally she moved to Israel this year. When I talked to her, I realized that it is real. And started to search for additional information", "I started to think when I heard that education in Czech Republic is free. I told myself" damn, it would be so cool to save on education! However, now I assess it from the point of interest, new knowledge obtaining".

Discussing the primary sources of information regarding possible education abroad, participants were rather common in their preferences. Most respondents named internet as the most reliable source, some also mentioned social networks, friends and personal experience: "At first I will look over the internet. And when you stay on one country, it is better to go there and watch out, visit Universities where you will be provided with all information. Because I don't have friends who could tell me how is it to study here or there. It's better to see everything yourself.", "I would have found the top-list of Universities in the country over the web. Then, I would check which of them have the specialization I am interested in. There is also a way to know – to start communicating with someone in the in-

ternet. I know that in every country there are people who wouldn't mind helping you. There are social networks and you can get to know some locals and know their point of view. And then, maybe, after you arrive, you will have a friend who helped you and dropped you some tips. Sometimes you can even arrange an accommodation like this, but not for a long, of course".

However, the internet is broad and the issue needed specification. Answering the question, what in particular do the respondents trust, they mentioned various statistics and ratings, friends' opinions, opinions of local people, non-commercial information portals, official universities' websites: *"I trust official universities' websites. Then – friends. Afterwards – personal investigation!", "Wikipedia", "I would start communicating with someone in the country", "I trust statistics, researches. I make my choice upon researches and their conclusions. Regarding Czech Republic I would ask my friend first. But it doesn't necessarily mean I will entirely rely on her opinion in everything. At first, her comments, then internet. But her opinion for me is more trusted", "Primarily in the internet, then through my friends I would have tried to find people who have a concrete connection to it in order to confirm what is written online. I hope, people are not likely to lie", "Know more from your friends. It's better to have a tested variant", "Firstly, internet and then people, who have done what I am going to pass through. And then you'd better try going to the country, at least for some days. You trust yourself the most, after all".*

It is interesting to note that no one from interview participants mentioned international education agencies as a source of information about education abroad, neither primary nor secondary one. When the issue was introduced, it turned out to be that they have not even heard about existing of such model of business. Then the opinions disbanded: some participants said that they would address to such agencies striving to find more information to draw a complex understanding, some noted that they would prefer to rely on their own and that they quite doubt about unaffiliated character of information to be provided to them. Comments were quite fruitful to contribute to a portrait of our potential customer: *"I didn't even know that they exist!", "I hear about it for the first time", "I think that they cooperate with abroad Universities and their objective is to sell a product. That's why I do not trust them so much. I'd better trust people who are not supposed to benefit from the information they are going to provide me", "I would rather trust some general information. But all the concrete details are to be checked myself", "You may get first set of information on the agency. You may get some valuable insights and use the network of the agency, plus they*

are already familiar with many specific issues and are connected with universities directly. If I knew about such a service before, I would possibly use it. They help you to optimize your range of research”, “If I knew, I would have addressed to it. At first I would go there, and then all the outcomes are to be justified”, “I suppose that the main benefit of the agencies is that they help you with visa issues”.

Responses to the question about decision making process turned out to be quite a surprise. All participants replied that even in such an age category (15-18) they are primarily considering their possible abroad education themselves and the decision making process runs with parental support, but it is not driven by it as a main factor. What is more, participants noted that they do not approve the reverse model, when education abroad is imposed by parents, which totally disproves a research suggestion number two about the decision making (The buying decision is not made by final consumers of the service, but by their families). The focus group interview participants commented: *“There are people who are not allowed to go by parents. There are those who are allowed to go on their own expenses. I am personally from such a group that is either allowed to go or not. But not in the following way: “Tomorrow you are going to another country. Pack your bags.”, “Parents are giving me an option, a right to choose where I want to study. But the decision is only mine. Parents may give an advice, and may support in case of my decision”, “Absolutely I choose myself. I consult with my mom and I have no secrets from her. She may help me with my choice, to give a tip or advice. She lets me go or not – the question is like that”, “Parents will try to do research on everything themselves, and give a more detailed information map. They are not about to send their child wherever, right? But they will not force me to go somewhere, where I do not want to. I just listen to what they say”, “Firstable, I will decide on my own. My mom executes a role of an advisor, a person who gives tips and attracts attention to concrete details. But the decision is anyways to be made by me”, “Parents are an advice, but the choice is on me. I suppose, it is the same everywhere. You ask your parents if you help me or not? If not, you are staying, of course. But the decision is anyways made by us on our own”, “some make an agreement on everything with their parents in advance. Education abroad cannot be spontaneous, everything should be anyways discussed prior to decision making”.*

Concretizing the turn of parents in process of information research and their degree of influence on decision making (Who searches for the information first?) lead to the following comments: *“Altogether at once”, “”What is important for parents may be not important*

for you, and in reverse. If the university is chosen for you without your participation, you will anyways miss something. I do not approve it". One of the participants perfectly formulated the role of parents in the decision making: "Parents are giving an advice and money".

Among the main factors affecting the decision making focus group interview participants mentioned the competitiveness of university graduates, political situation, money issues, personal security, cultural issues and mentality specifics, attitude to Russians, existence of friends in the country under study, international recognition of diploma acquired. The respondents commented: *"For me and my parents the quality of education (understood as the competitive performance of the University's graduates) is important. It means success in further employment", "The situation in the country. I am sure that in two ongoing years people won't go to study abroad because of the political situation. Plus the rate of dollar. It's worthwhile to calculate in advance if you have enough for you education and living", "For parents personal security of the child is a top priority. My mom definitely wouldn't let me go to any Muslim country, for example, Turkey", "The attitude to Russia and Russians matters. From this point of view Germany is quite well known", "Mentality, cultural specifics", "I would never go to study in France. I just don't like it, it is very personal thing", "First of all is safety. You need to be sure that there is no war or revolution raising when you are coming", "If you have friends in the country – it is also a very important factor. Somebody could help you then", "It's not of the last importance if you will have an internationally recognized diploma. Maybe I will like the country under study more than Russia, but for me it is important to be demanded as a specialist in my native country", "Diploma of international framework matters".*

Assessing and analyzing previous sayings of the respondents, it becomes obvious that the price is not the most crucial factor in decision making, despite its' definite importance. Consequently, the research proposition three turns out to be not entirely correct: the overall price of the product is not the main decision-affecting factor; however, the purchasing power of parents remains the crucial position. Some of the participants' comments characterizing their attitudes are: *"It (expenses) is a rather important factor as long as it is money of your parents. Not everyone is so selfish!", "It is crucially important. Whatever the quality and safety is, if you don't have enough, you cannot go. All expenses should be estimated in complex. Everything should be carefully planned".* However, participants noted again, that the overall price is not the main factor as they are ready to spend more on a better product as long as their parents' purchasing power could allow them to. The statement "the

more expensive – the better, the cheaper – the worse” is not fair, according to the respondents’ consensus. The most expensive education does not necessarily mean the best one, and in reverse – even education on a free basis could be competitive and advanced. To sum up the attitudes of participants, it is definitely not favorable to try to save on choice, however, the unreasonable expenses are also not appreciated.

As stated before, participants demonstrated quite a good level of general awareness about benefits of Czech higher education and therefore an understanding of the main objective of Czech Intensive preparatory language courses purchase.

In the end of the interviewing process, the participants were asked to write down on paper few associations with the phrase “Education in Czech Republic” and to finish the statement “I would/would not choose to get higher education in Czech Republic if...” in order to finalize the understanding of their attitude towards educational offers of this country. The tag cloud of the associations to Czech education is: “*actual*”, “*price/quality*”, “*economic security (European Union)*”, “*interesting*”, “*free*”, “*well-organized*”. Among the reasons in favor of choosing higher education in Czech Republic are the factors characterized by the following positive statements “*It is cheaper than in Russia*”, “*I have the impression about it from my friends*”, “*Quite actual*”, “*Good chances of further respectable employment*”, “*Good price/quality ratio*”, “*Good perspectives*”, “*It is free*”, “*I am familiar with it*”. One negative statement “I would not choose education in Czech Republic if...” finished with the idea: “*if it does not suggest the international diploma recognition*”, classified as a factor of international degree obtaining.

3.3 Conclusions and research findings

A complex two-stage marketing research conducted within the framework of this diploma work provides an essential analytical basis for Tomas Bata University Intensive preparatory Czech courses abroad promotion on primary educational product’s target audience: school graduates in Russia and CIS countries. All outcomes serve as an insights’ source which need to be accounted into the courses’ promotion strategy with the certain factors to be empathized.

Addressing the research objectives, the first part of the research helped to discover the position of Czech Education among other abroad higher education offers on the international higher education market in eyes and perception of prospect customers, to estimate its at-

tractiveness potential and to combine a set of factors limiting target audiences interest to abroad education to be treated and taken into account in a promotion mix and marketing communications. According to the selective questionnaire results analysis, abroad education, and Czech Education in particular, demonstrates relatively high level of interest among Russian school graduates and essential rate of schoolchildren is considering it as possible variant for diploma obtaining, with over one third assigning to it first and second priority. Czech education is especially attractive to girls, so visual communications need to be tailored in a way to deepen their interest. The promotion strategy should incorporate the points designed to leverage the following major concerns as insufficient language skills, unstable international political situation, high costs for abroad education, recognition of the acquired qualifications, and concern about professional path selection.

The second part of the research aided in drawing an all-round portrait of the target audience under study, segregated its distinguishing features and provided a complete understanding of what aspects need to be taken into account and consideration in assembling the marketing strategy, selecting promotion mix and creating marketing communications for the product under study. Results of the deep focus-group interview on a sample of participants after careful selection (10% from the primary sample) educed the following outcomes. The audience demonstrates a relative interest in a product category and is ready to make a purchase when all concerns are covered in a particular moment of time. Czech Republic is a wide-known and well-perceived variant of abroad education, mainly through WOM (friends, relatives, medias) and due to such factors as internationally recognized degrees and diplomas, good price-quality ratio, lower educational and living expenses and cultural affinity. Czech education has an image of interesting, actual and valuable asset and target audience is ready to strive achieving it, meeting the necessary pre-requirements (one of the main is the language proficiency). What also seriously matters as a decision-affecting factor is competitive performance and employment of the particular University graduates, so it needs to be accounted and empathized in marketing communications. Target audience tends to look for information primarily over the internet, but information received from well-acquainted people is more trusted. International education agencies are not very popular, not well-known and not entirely trusted among respondents, so B2B promotion channel is definitely not the primary one and the efforts need to be concentrated on B2C marketing communications. Abroad education selection process runs with parental support, but it is not driven by it as a main factor. Prospective students are entirely self-

reliant decision makers and the role of parents is limited to providing an advice and financial support. Consequently, memorizing parents as an encouraging force in some cases, the accurate promotion should target youth in direct marketing communications and adults in indirect marketing tools (public relations, media relations, reputation management etc.). The overall price and product expenses turned out to be not the most sufficient factor: the audience demonstrated relatively low price sensitiveness within the frames of their familial purchasing powers.

Evaluating the research propositions again after the research conduction:

1. “Both in the process of marketing information research and in regards to all purchasing stages the target audiences will rather seek assistance from local intermediaries than remotely from the service provider.” – the proposition was disproved as target audiences tend to rely on their own and search for information remotely from the internet and friends or buddies;
2. “The buying decision is not made by final consumers of the service (students), but by their families (parents)” – the proposition was disproved as the main decision makers are final consumers themselves, and parents only support and financial assistance;
3. “The main factors which influence the buying decision are the overall price of the product (thus, overall expenses carried by the purchaser) and the purchasing power of the decision-makers (parents)” – the proposition partially proved out as the target audience demonstrated relatively low price sensitiveness within parents’ purchasing power, which stays among the most important factors;
4. “The model of decision-making process, the buying behavior pattern and the key factors affecting the decision making are generally similar in different consumer clusters” – the proposition failed to be proved or disproved as long as the research conduction was limited to one particular customer cluster (schoolchildren) due to time bounds. The research itself provided enough vital insights to be implemented into promotion strategy and activities.

3.4 Further research suggestions

Further suggestions regarding research advancement aiming to acquire more detailed data and to test the current research findings imply the method so-called “research triangulation”.

The essence of the technique lies in applying of different types of data or its collection methods within the same project. Triangulation helps to avoid mistakes and related to a particular method and validates the data (O. Melnikova, 2007, p. 23).

In other words, triangulation helps to increase the level of data validity by separately or jointly changing the elements of the research process. In regards to the research conducted, the following research triangulation categories are proposed:

- Research cluster triangulation – repeating the research with minor changes in different consumer clusters (B2C - university graduates, jobseekers; B2B - international education agencies);
- Research method triangulation – using different research method with minor changes in methodology among the certain audience representatives (for example, to use a complex questionnaire with closed or opened questions as a second part of the research with university graduates under study, or a personal interview instead of focus-group interview in case of doing research on B2B abroad education agencies);
- Data collection method triangulation– using different ways of approaching the audience under study and collecting their responses (for example, a web-based questionnaires instead of group-personal approach in case of university students under study, or a Skype interview instead of personal interview in case of doing research on B2B abroad education agencies).

III. PROJECT

4 PROJECT BACKGROUND

Tomas Bata University in Zlín has decided to re-launch its own Intensive Preparatory Czech courses in 2015-2016 year. Courses were organized by the Faculty of Logistics and Crisis management on a private initiative and were planned to be run on the infrastructural basis of the faculty situated in UherskéHradiště (town in the Zlín Region of the Czech Republic, located 23 km southwest of Zlín on the Morava River with an approximate population of 25 000). It is interesting that the courses were previously in operation, but once they closed because of the low rate of return due to insufficient amount of participants (possibly caused by the inappropriate marketing efforts). Courses were oriented not only CIS countries (Russia, Ukraine, Belarus), but also Middle East and Eastern countries (previously there were many attendees from Vietnam and nearby countries).

However, despite the existing of such an educational product as Czech courses, the University was not considering its promotion and switched to a stable existing market model of partnering with abroad education agencies. The following approach seems quite reasonable and was selected taking into account several following factors:

- The University does not possess essential resources for abroad promotion: material resources, financial resources, human resources, time resources. Promotion is generally not the primary function of a higher education entity;
- Agencies could provide wide local expertise and utilize specific communication and distribution channels. The communications' language is also a deliberately important factor;
- Agencies could assemble a complex set of supporting services and incorporate them into a unique trade offer which has an added value in eyes of target audiences and addresses their concerns;
- The University would rather concentrate on courses maintenance, while agencies are taking the interaction with courses participants on them, simplifying the cooperation and solving various problems prior to departure and in process of studying arising from both education process and living in a foreign country – visa issues, stakeholder communications, accommodation preferences, guiding and supervision, adaptation and entertaining content.

In order to promote courses abroad targeting CIS countries, Tomas Bata University concluded an agreement with a newly-created Czech-based student recruiting agency operat-

ing on Russian market. University's responsibilities were to organize group courses in the volume of 850 academic hours with the Czech native speaker as an academic advisor, to provide accommodation in the dormitories of the Faculty of Logistics and Crisis Management in UherskeHradiste, to provide facilities for courses running and to organize a final language proficiency test. The agency's responsibilities according to the contract were to attract the course participants, to handle their visa applications and provide all the advanced consultancy prior to arrival and during their studies, to help with accommodation queries. The agreement concluded suggested no limitations in promotion methods and techniques used, but the University has not shared its informational infrastructure and has not provide the access to its communication channels, so the agency worked as a University's authorized independent partner. All the research findings were to be implemented in the promotional activities of the agency.

The University has announced its decision to partner the agency in April 2015. So, the research, which was in process of conducting that time, has to be limited to fit the time framework and to provide research outcomes in order to build the promotion strategy and implement it in concrete marketing activities. As the courses were going to be launched in September-October 2015 (2015-2016 academic year), the time scope for promotion was very limited, which became a prerequisite of high promotion intensity: the long-term visa application process required for study on courses in Czech Republic normally takes two month in Russia. The University in its turn expected to have attendants in the launch year, so the entire period of project realization was limited to 3 month (April-June 2015).

Formal independence also suggested the reliance only on the agency-owned financial resources, which were quite limited at the moment and counted 23 000 kc. In terms of promotion it mostly meant that major activities needed to be low-budget or budget-free and high percentage of works needs to be done internally by the agency staff with only few points ordered on an outsourcing basis.

The main KPI of all promotion activities which was determined and set by the university management was to attract at least some courses participants in a settled period of time in order to give a test launch to the program in 2015-2016 year. The allocated resources did not impose more than 10 participants, however, with no contingent attracted the program had to be frozen for several more years.

5 MARKETING STRATEGY

Every marketing strategy starts with situation analysis. What is the product we are going to offer, what features it stores, what is its competitive advantage and what the market conditions are that need to be taken into account.

5.1 Situation analysis

Tomas Bata University is a dynamically developing university which offers over 100 academic specializations in humanities, techniques and art at six faculties. The university is a leading research and innovation centre not only in Czech Republic, but on an international area as well. UTB graduates obtain European diplomas with international recognition, which improves their employment opportunities both in Europe and worldwide.

Tomas Bata University is a young, dynamic, intensively developing, ambitious, international, perspective, leading European university situated in the Eastern part of Czech Republic – almost in the centre of Europe – in the city of Zlín with the approximate population of 75 000 people. Local people mostly speak only Czech, however, the academic environment officially declares the bilingual principle (Czech, English).

A cozy and extremely comfortable European town, Zlín has absolutely everything needed for all-rounded appropriate living, and what is more, for fruitful studies and interesting leisure. A major advantage is that all the conveniences and features are situated in a walking distance and the road takes maximum 20 minutes on foot, which allows avoiding using public transport. During studying in Zlín there are many opportunities for travelling to all destinations of Europe, if the finances allow to: the geographic position of Zlín and Czech Republic suggests and encourages it.

The University launches Czech language courses as a side educational product striving to increase the abroad students flow (both on bachelor and master programs). The university takes the responsibility of product quality control and provides facilities for the studies. A variative part stays on intermediaries – the final price for consumers and promotion methods are determined by abroad education student recruiting agencies upon their vision and ambitions. Finally the university charges the fixed price for each student's education, certification and accommodation. All the rest stays on agencies' accounts, which also assist in students' queries solution and well-being and help in visa, insurance, application, admission and accommodation issues.

Courses include 850 academic hours of Czech language with native speaker as academic advisor, a proficiency exam clarifying the B2 Czech level according to the European Framework of Languages proficiency – this level is a required minimum for studying in Czech. The price for the courses in the academic year was set as 50 000 kc. The accommodation was also provided by the University, but was not included in the price and was to be paid separately.

The Czech-based agency partnering Tomas Bata University in courses promotion and maintenance is a team of young professionals from Yekaterinburg consisting from University graduates who passed admission, education and life in Zlin on their own. The agency incorporated a database of contacts with over 140 education entities and 150 abroad education agencies in Russian major cities (Moscow, St. Petersburg, Yekaterinburg, Kazan etc.), which possibly has become one of the pre-condition for successful University partnership.

5.2 Company objectives

As it was a newly created recruiting agency, mission and objectives were to be formulated at once with the marketing strategy creation.

Company's mission: to guarantee the affordable and qualitative higher education in Czech Republic with respect to all participating sides' interests.

Company objectives:

- To become the largest strategic regional Universities' partner for recruiting abroad students in Eastern part Czech Republic in 7 years of existence;
- To diversify the range of services and turn into a full-cycle international education body specializing on General, Higher and Post-graduate education in Czech Republic with consulting, insurance and other intermediary services in the portfolio in seven years of existence;
- To extend the partnership network to 300 entities in CIS countries with at least 50 out of Russia in seven years of existence;
- To open 5 subsidiaries in major cities of CIS countries in seven years of existence;
- To recruit at least 50 students for various educational programs in Eastern part of Czech Republic in seven years of existence;

- To introduce, develop and integrate innovational standards in educational and intermediary services providing for abroad students and keep up to them in our work in order to guarantee the consistently high quality of service.

5.3 Characteristics of potential customers

Such educational product as intensive preparatory Czech courses will be deliberately interesting to those searching for features and perspectives of European higher education. Apart from the customer category “prospective school graduates” which portrait was analyzed in detail in the research part of the thesis, there are few more that may be potentially interesting from the marketing point of view. Here is the brief description of each.

First of all, it is Slavic-speaking (Russian, Ukrainian, Belorussian, Kazakh) students – future graduates of bachelor and specialist’s programs. They are approximately 21-25 years old, young, dynamic, ambitious, future-thoughtful, dreaming about travelling and new impressions, willing to develop an international career, curious about abroad experience and foreign cultures, striving to become demanded specialists. They strongly rely on themselves and make their choice on their own, often rationalizing. They are trying to be independent from their parents in all aspects including financial assistance. Another sub-category from the same cluster – those who are well-heeled due to their parents’ financial opportunities and wish to get the option to travel, live and entertain themselves partying all over Europe in a year-round term (that is a period of long-term visa or residence permit validity). True lovers of fashionable Instagram looks, sons of successful businessmen, entrepreneurs and governors; socialites and daredevils mad about new doses of adrenalin, fun and new memorable impressions, willing to try everything in a lifetime, living for the moment and placing a high value for it, usually reporting their experiences via various social networks, open-minded and easy-going – those are the approximate representatives of the second sub-category.

Partially the product could be interesting for future master graduates thinking about acquiring a Ph.D. degree in a European university with minimal expenses (and maximum productivity). However, there are several alternatives for them – Ph.D programs in English are almost the same in terms of quality as those Czech ones. Despite they are on a paid basis, there are various scholarships existing to cover the educational expenses, and the scholarships are quite accessible. Additionally, researchers are essentially paid for their scientific contributions (apart from the primary scholarship). What is that type of people? Students or

young professionals 24-30 years old, researchers dedicated to science, concerning about changing world to better, persistent and ready to work mutually on their own and for the success of the research employer. What matters for them is serious approach, professional orientation, facilities equipment, research perspectives and educational body status.

The last potential consumers of the product is those who only strive to learn Czech language and get an official recognition of previously acquired qualifications in order to have the employment opportunity in Czech Republic with the nostrified diploma of higher education. These people see perspectives in it, they know what they want their life to be and are primarily deciding from the point of price – because the product is almost generally homogenous, and if the difference is not observed, what is it worth to overpay? Mature professionals aged 25-35 or students not willing to obtain further education, but are planning to work and earn living smoothly in Czech Republic.

Following the Pareto rule (80/20), school and university graduates are definitely much more interesting from the marketing point of view and compose 80% of the potential clients, and the rest categories are up to 20% maximum, so our target cluster will be youth (embracing both forward-thinking school and university graduates).

5.4 Competitive forces analysis

As the agency is going to penetrate the existing competitive market, the competitive forces analysis is considered as the most important strategic tool of defining the direction of marketing and promotional activities.

In order to evaluate the threats to the agency going to promote UTB Czech preparatory courses on the market five tables were filled according to five forces determining company threats by Porter. Each table contains parameters for competition assessment. The evaluation is performed on a scale from 1 to 3.

Marked points are calculated in the end of each table and the result is explained accordingly.

5.4.1 The first step: evaluate the competitiveness of the company offer and the level of competition on the market

Table 2 – The threat from products-substitutes. Source: own research.

1.1 Products-substitutes				
Evaluated parameter	Comments	Parameter assessment		
		3	2	1
Substitute products "price-quality"	<i>Those could offer the same quality for lower (more competitive) prices</i>	exist and share the high rate on the market	exist but they have just entered the market and their rate is relatively low	do not exist
		3		
FINAL SCORE		3		
1 point		low level of threat from products-substitutes		
2 points		medium level of threat from products-substitutes		
3 points		high level of threat from products-substitutes		

The overall score for the evaluated parameters is three, which is according to the selected methodology equal to high level of threat from products-substitutes.

It means that the product on the market is not unique and is shared by all the primary competitors, so the market penetration should not be primarily based on product uniqueness.

Table 3 - Rivalry among existing competitors evaluation. Source: own research.

1.2 Rivalry among existing competitors evaluation				
Evaluated parameter	Comments	Parameter assessment		
		3	2	1
Number of competitors	<i>The more competitors operate on the market, the higher the competition and the risk of market rate loss in the market</i>	High level of market saturation	Medium level of market saturation (3-10 players)	Few players (1-3)
		3		
Market growth	<i>The lower the market growth is, the higher is the risk of constant market repartition</i>	Market stagnation or decline	Stabilizing, but growing	Growing
		3		
Level of product differentiation in the market	<i>The lower the product differentiation is (and the higher the standardization is) - the higher is the risk of customer choice switching between different companies on the market</i>	Companies sell the standardized product	The product is standardized in its key features, but differs in additional features	Companies' products vary greatly
			2	
Limitation in price increasing	<i>The fewer are the opportunities in price increasing, the higher is the risk of income loss in case of stable growth of expenses</i>	Severe price competition on the market, no opportunities for price increase	There is an opportunity for price increase to the extent of expenses coverage	There is a stable opportunity to increase the price for expenses coverage and margin rise
			2	
FINAL SCORE		10		
4 points		Low level of rivalry among existing competitors		
5-8 points		Medium level of rivalry among existing competitors		
9-12 points		High level of rivalry among existing competitors		

The overall score for the evaluated parameters is ten, which is according to the selected methodology equal to high level of threat from rivalry among existing competitors.

It means that the level of internal competition does not suggest a prospective market penetration and it is necessary to invest a lot of time and efforts in order to earn a significant market share.

Table 4 - Evaluation of new entry threats. Source: own research.

1.3 Evaluation of new entry threats				
Evaluated parameter	Comments	Parameter assessment		
		3	2	1
Economy on production scale	<i>The more is the production volume, the lower are the costs for resources allocation, the less fixed costs affect the price of the final product</i>	Does not exist	Exist only for several players	Exist and is significant
		3		
Strong trademarks with high level of awareness and loyalty	<i>The stronger are the existing brands and trademarks, the more difficult it is to enter for the new players</i>	No big players	2-3 big players keep up to 50% of the market	2-3 big players keep up to 80% of the market
			2	
Product differentiation	<i>The more various is the product and services offer in the branch, the more difficult it is to enter the market and find a niche for new players</i>	Low level of product differentiation	Micro-niches exist	All possible niches are occupied by existing players
			2	
Level of entry costs and primary investments	<i>The higher is the primary entry level investments, the more difficult it is to enter for the new players</i>	Low (pays off in 1-3 months)	Medium (pays off in 6-12 months)	Low (pays off in more than a year)
				1
Access to distribution channels	<i>The more difficult it is to access the target audiences, the lower is the market attractiveness</i>	access to distribution channels is entirely opened	access to distribution channels requires some investments	access to distribution channels is limited
			2	
Governmental policy	<i>The government can limit the ability to enter and even to block the access to the industry through licensing, restrictions on access to raw materials and other important resources, regulation of prices</i>	No limiting actions from the government	Government regulates the branch to some extent	Government entirely regulates the branch and make restrictions
			2	
Readiness of existing players to cut the price	<i>If the players can cut the prices in order to keep the market share - it is a strong bareer for the new entries</i>	Players are not supposed to cut the prices	Big players are supposed to cut the prices	Any appearing of a cheaper offer results in prices cutting from existing players
		3		
Market growth tempo	<i>The higher is the sector growth tempo, the more new players intend to approach the market</i>	High and is increasing	Cooling down	Stagnation or negative
				1
FINAL SCORE		16		
8 points		Low level of new entry threats		
9-16 points		Medium level of new entry threats		
17-24 points		High level of new entry threats		

The overall score for the evaluated parameters is sixteen, which is according to the selected methodology equal to medium-high level of threat from new entries.

On the one hand, it means that the new players are not likely to appear and significantly rearrange the market structure. On the other hand, it implies good chances for an already existing company to grow and strengthen, because the market conditions are not that strict to new players that they are entirely unable to develop.

5.4.2 The second step: Evaluate the threat of consumer loss

Table 5 - Evaluation of bargaining power of buyers. Source: own research.

2.1 Bargaining power of buyers

Evaluated parameter	Comments	Parameter assessment		
		3	2	1
Rate of consumers with high sales volume	<i>If the customers are concentrated and make purchase in big amounts, the company will always have to make concessions for them</i>	more than 80% of sales belongs to several clients	few clients hold approximately 50% of sales	sales volume is equally splashed between all clients
				1
Tendency to switch for substitutes	<i>The less the product uniqueness is, the more the customer tends to find new alternatives without holding additional risks</i>	the product is not unique, entire analogues exist	the product of the company is partially unique, there are distinguishing features important for clients	the product is entirely unique, there are no analogues
			2	
Price sensitiveness	<i>The higher the price sensitiveness is, the more probably customers will buy the product from competitors for a lower price</i>	customer will always switch towards the product with a lower price	customer will switch only in case of significant price difference	customer is not sensitive to price at all
			2	
Consumers are not satisfied with the existing market products' quality	<i>Dissatisfaction gives birth to the latent demand which can be satisfied by a new player or a competitor on the market</i>	dissatisfaction with the key product characteristics	dissatisfaction with secondary product characteristics	entire satisfaction with product quality
			2	
FINAL SCORE		7		
4 points		Low level of consumer loss threat		
5-8 points		Medium level of consumer loss threat		
9-12 points		High level of consumer loss threat		

The overall score for the evaluated parameters is seven, which is according to the selected methodology equal to medium level of threat from consumer loss.

It suggests that the loss of customers is not a major threat for the company so far as it has no rich customer portfolio on B2B segment. Customers in B2C mainly make purchase only once in a lifetime, so they are not interesting after the purchase from sales point of view. Partial uniqueness of the product gives an opportunity for niche orientation.

5.4.3 The third step: Evaluate the threat from suppliers

Table 6 - Evaluation of bargaining power of suppliers. Source: own research.

The third step: Evaluate the threat from suppliers (Bargaining power of suppliers)			
Evaluated parameter	Comments	Parameter assessment	
		2	1
Amount of suppliers	<i>The less suppliers there are, the more probable is the unreasonable price increase</i>	Few suppliers or the monopoly	Wide suppliers availability
		2	
Limitation in supplier resources	<i>The more limited the resources are, the more probable is the price increase</i>	Limitation in resources	Unlimited resources
		2	
Switching costs	<i>The higher are the switching costs, the more probable is the price increase</i>	high costs for supplier switching	low costs for supplier switching
		2	
Priority of the business activity to supplier	<i>The lower the priority of business area is for the supplier, the less attention and efforts he will contribute and the more the risk of lower quality of supply is</i>	low priority of the area for a supplier	high priority of the area for the supplier
		2	
FINAL SCORE		8	
4 points		Low level of supplier bargaining power	
5-6 points		Medium level of supplier bargaining power	
7-8 points		High level of supplier bargaining power	

The overall score for the evaluated parameters is eight, which is according to the selected methodology equal to high level of supplier bargaining power.

It means that the company is significantly dependent on its suppliers and should develop this marketing area in order to decrease the degree of this business risk.

5.4.4 The fourth step: Summarize the results and develop the strategic actions plan

Table 7 - The analysis results summary with comments. Source: own research.

Parameter	Value	Description
Threat from product substitutes	High	There are several companies with the similar offer on the market which already occupy rather large market share. Existing differences are in the secondary product features (additional services, better product content) and in the price level. The analyzed product slightly leads in price-quality ratio
Threat from internal rivalry	High	Several big players and several smaller ones operate on the market. The general level of market saturation is high. There is no opportunity to compare the offers fully because of the business specifics and because of the service nature. The market stagnates, there are limitations in price increase
Threat from new entries	Medium	Medium risk of new player entries. There are opportunities for further product differentiation. The pay-off period exceeds one year due to business specifics. The distribution channels are relatively hard to reach. Existing players are not likely to cut the prices.
Threat from current clients loss	Medium	Low volume of sales and absence of stable clientship, unique characteristics of the trade offer and good price-quality ratio followed by a dissatisfaction to existing market offers potentially arises interest and demand for the company product
Threat from supplier instability	High	Monopoly from the supplier, low priority of the business area for the supplier

The perspective strategic list actions arising from this summary implies the following points:

1. It is recommended to follow the strategy of product uniqueness strengthening and to concentrate on such a target market which is sensitive to product distinguishing features (to keep the direction of leading in a particular market niche);
2. The main efforts of the company should be concentrated on building of the high level of product and its distinguishing features awareness by means creating and sustaining a strong brand which will have an added value in eyes of target audiences;

3. In order to keep the competitiveness it is suggested to regularly strengthen the unique trade offer by means of existing client satisfaction research in order to exceed new entry players and increase the attractiveness comparing to existing ones;
4. It is recommended to widen and strengthen the information and distribution channels access by means of applying CRM and TQM approaches;
5. To decrease the influence of price competition to company sales by means of building the strong brand/trademark;
6. To concentrate on reputation and long-term relations building with B2B segment customers;
7. It is recommended to diversify the clients' portfolio;
8. To build long-term stable relations with the existing supplier and to research the opportunities of widening the supply sources.

5.5 Product benchmarking

In order to compose a unique trade offer combining educational product with a mix of intermediary supporting services that will address all the courses potential buyer's concerns, the product benchmarking was performed.

The offers of the following existing Czech-based abroad education agencies targeting CIS countries were analyzed in order to combine a primary optimum and later position it for our target audiences: GO STUDY, euroeducation, TBS group, eurostudy agency. The analysis was performed upon the UTP descriptions on the agencies' websites.

Table 8 – Existing agencies' offers product benchmarking. Source: own research.

Comparing point/Agency	GO STUDY	Euroeducation	TBS group	Eurostudy agency
Cities of location	Prague, Brno, Kiev	Prague, Brno	Prague, Brno	Brno
Amount of main packages (diversification of services)	6	7	4	2
Price range	3850-6000 euro	2948-4067* euro	2850-3900 euro	2650-3250 euro

		(*8993 euro for VIP package, 7649 for all inclusive)		
Admission preparation	Yes	Yes	Yes	Yes
Assistance in documents preparation	Yes	Yes	Yes	Yes
Accommodation assistance	Yes	Partially	Partially	Partially
Orientation and adaptation program	Yes	Yes	Partially	Yes
Consultancy regarding education and living	Yes	Yes	Yes	Yes
Meeting upon arrival	Yes	Yes (Brno)	Yes	Yes
Assistance in professional area and university selection	Yes	Yes	Yes (to be paid separately)	No
Visa application assistance	Yes	Yes	Yes	Yes
Nostrification procedure	Yes	No	No	Yes
Supervising by a personal coordinator	Yes	No	No	No

Special subjects preparatory package	Yes	No	Yes (to be paid separately)	Yes
Transport tickets	No	Yes	Yes	Yes
Connection to a mobile service provider	No	Yes	Yes	Yes
Urgent medical treatment and translation services	No	Yes	Yes	Not indicated
Bank account opening	No	No	Yes	Yes
Insurance	No	No	No	Yes

As a newly-created agency the plan suggested to have at least one set of services for the beginning year. The main principles of services selection were:

1. To address our target audiences concerns and fears (indicated in the research part);
2. To include maximum of activities that agency staff is ready and is able to handle on their own (in order to acquire maximum competitiveness needed for market penetration);
3. To minimize the material expenses for the services (in order to spend more on promotion);
4. To offer some extra benefit, to distinguish the UTP from competitors.

The final set of components included in the unique trade offer of the agency apart from the elements provided by the university (courses, exam and the proficiency certificate) looked as follows:

- Assistance with application and admission procedures and documents preparation;

- Complex consultancy regarding all issues of living and studying in Czech Republic;
- Information support in University and professional area selection and assistance in application for graduate programs;
- Assistance in visa or long-term residence permit application;
- A personal supervisor for a year-long period;
- Meeting on arrival to Brno, Prague, Vienna or Bratislava;
- A welcoming city tour (including shopping facilities, main services and trade centers);
- Accompanying in currency exchange;
- Connection to the chosen mobile provider network;
- Half-year foreign language course (depending on the University's offer);
- Guiding through the procedure of official recognition of maturity certificate or previously received diploma;
- Urgent medical treatment and translation services in case of sudden health problems.

The overall price for the unique trade offer covering all the expenses (including further promotional expenses) was competitively set as 2490 euro (taking into account the price set for the courses by the University as 50 000 kc).

The price was relatively low (at the moment it was the lowest price on the market for such a product category as year-long Czech preparatory courses with such a mix of supporting services) which goes in accordance with highly competitive market penetration tactics and stands for a good competitive advantage.

5.6 Core strategy

In order to differentiate between competitive offers on highly competitive markets (our market situation is exactly so according to Porter competitive forces analysis), it is important to assign some individualized meaning to it; to endue an offer with certain associations and images, to embrace with a multileveled importance and value – only in this way they

are likely to be demanded and to cause effective affection that is expressed in the customer loyalty towards particular trademarks.

What is more, one of the crucial decision making for our target audiences (according to the research conducted in the first part of the thesis) are friends and acquainted people responses and feedback, which are the counterparts of brand management activities.

In order to communicate the composed unique trade offer to target audiences it was decided to create a brand that embraces the spirit of the university: a young cutting-age recruiting agency which cooperates and acts on behalf of Tomas Bata University and possesses an exclusive right to offer educational products of UTB in CIS countries.

What our brand communications are primarily aimed to fight is the novelty and lack of experience of the service provider. The newly created trade offer has no reputation in eyes of our target audiences and has minimal social justification (years of operation, previous clients responses etc). This weakness is to be addressed by the visual identity of the agency – the first element of visual communications of our brand with product consumers.

It is interesting to note that visual style of the University copes to solve quite the same problem (as Tomas Bata University is rather young and counts just 14 years of existence) with major success, attracting its students with a fresh and bright designer visual communications.

The most important challenge from the very beginning for our brand is to earn maximum trust and confidence to agency's team and its services from the primary contact. In order to achieve it, it is necessary to unite the perception of the company to the perception of the University as a whole in eyes of target audiences. In this case, all positive associations caused towards the University will automatically outspread on the company.

The way to achieve it is to select such a resembling to University's and at the same time unique visual style that everyman would percept is as similar. Therefore, the company's services would be treated as provided directly by the university so that the University acts as an illusory guarantor of the services' quality. The same principle should be descended in all other brand communications – personal, digital, impersonal.

In order to establish the brand of the agency, the following aspects were to be worked out:

1. Core brand values and associations;

2. Positioning, competitive advantage, features (what differs the agency and its offer from the competitors, what makes it special?);
3. A name and a logo according to brand values and positioning
4. Brand communications (if the brand was a man, what it would be like and what it would communicate to its target audiences).

5.6.1 Core brand values and associations

Primarily core brand values are the grounds of our target audiences' brand perception. Every contact with the brand, not limiting to visual communications and identity, should cause the following associations:

- Professionalism
- Reliability
- European quality
- Confidence in success
- Spirit of youth
- Freshness
- Dynamics
- Sustainable development
- Courage
- Decisiveness
- Bright impressions and perspectives
- Modern tendencies
- Cutting age company
- Honesty
- Guaranteed solution
- Client orientation
- Hospitality and transparency

- Personal approach and communications
- Innovational thinking

5.6.2 Positioning, competitive advantage, features

Positioning of the educational product could not go separately from the place of the service provision (I.Popyhova, 2009), moreover, it embraces the spirit and atmosphere of the educational entity that facilitates it. Studies abroad suggest living and trying all aspects of life in a city where those studies occur. Therefore, the whole brand positioning should be considered from the point of attractiveness of Zlin as a destination for abroad education, Tomas Bata University and the offered program.

Remembering the target audiences and their preferences and concerns discovered in the research part (there should be friends, studies and living should be interesting) and taking into account the fact that all staff of the agency is quite young, the following positioning was proposed. Zlin as a place where customers' future studies will occur is an ideal place not only for studies but also for living and it is never boring in here.

Selected supporting features for the positioning idea came very naturally:

Zlin is a very live and sometimes never sleeping city of students as long as Tomas Bata University is almost the main facility of the town. It is a regional education center which attracts students all over Czech Republic and Slovakia. Comparing to other categories of population, students in Zlin is definitely the major one (75 000 is the approximate population of Zlin, 12 000 is the approximate amount of full time UTB students). The insight resulted in the following communication pillar: *“The population of Zlin is approximately 75 000. And almost 12 000 is the approximate amount of UTB students. So, almost every fifth in Zlin is a student!”*

Zlin is a center of various national and regional remarkable entertaining events; some even organized and wholly managed by students. There is almost no activity in Zlin running without students' participation. What is more, these events go one after another quite often and every week has various entertainment opportunities for almost any preferences. To be concrete, the communication pillar was formulated as follows: *“Barum rally, students video-mapping festival MASKA, miss Academia Czech Republic, Czech Zlin Design Week, annual gala event PLES, music festival Rock Symphony, regular cinema festival iShots,*

students festival of contemporary music BUSFEST – all this (and many more!) runs in here, right in the centre of the European continent!”

Third supporting featured point for the idea is definitely the geographic position of Zlín. Relatively low distance to various European capitals and very well-established logistics opens rich opportunities for travelling. Concrete communication pillar states: *“Two hours – and you are in Austria, walking by pavements of Vienna. Three hours – and you are in a hospitable capital of Slovakia – Bratislava. Four – and you feast eyes on Czech palaces in capital Prague. Five – and you admire beautiful Polish capital city – Krakow. Six – and you are in Berlin, the heart and the locomotive of the European Union – Germany. In such an offer of adventures, you wouldn’t know where to go first!”*

The final distinguishing point of Zlín as an amusing destination is its international environment. Affordability of education in terms of price and strong dedication of UTB management to bilingual principle in studies resulted in wide interest from international students of various countries. Cross-cultural students’ community offers various perspectives and opinions towards complex problem-solving, is dynamic and open-minded and therefore especially attractive for prospective students from CIS countries as they are generally very curious about foreigners. The insight was formulated in a following communication pillar: *“The last but not the least are more than 800 foreign students which Zlín welcomes annually to understand that there is no such a similar unique young, dynamic place opened for new ideas all over Europe and, maybe, all over the world. This is Zlín – a city of bright moments of your memorable student life!”*

Competitive advantage to be emphasized in all marketing communications of the brand is definitely the offer’s price which at the moment was minimal on the existing market. Addressing the purchasing power as one of the crucial decision making factor, the brand communication highlighting the competitive advantage was developed as follows: *“All this is for 2490 euro. Our mission is to to guarantee the affordable and qualitative higher education in Czech Republic with respect to all participating sides’ interests. Premium quality for the price you can easily afford is possible only with us”.*

5.6.3 Brand communications

As for our brand, we want it to be very close and friendly to our main target audiences (school and university leavers), so it features a person they are striving to become: a young and professional successful man, aged 24-27, representing a team of the agency and com-

munication on behalf of the whole coordinated and friendly team (as follows from the research, Czech education is more attractive to girls, so the image is quite reasonable as it tailors communications in the appropriate way).

This man speaks personally with every consumer and communicates on the border between formal and informal language, addressing to “you” (like “you” in English, without an extra respectful form) simply, politely and business-friendly. He is ambitious, smart, live, dynamic, bright and endlessly developing.

We also want our brand to leverage our main audiences’ concerns (discovered in the research part), and one major of them is uncertainty about professional path selection and insufficient language skills. Addressing this, our brand speaks a native language (Russian) of our target customers and acts as a kind advisor, cheering course participants and explaining all problematic issues in detail fairly and sincerely.

What became a heart of brand communications was the idea that quite often some sort of decisive action requires strong motivation which people sometimes simply do not have enough. It especially applies for prospective students who will to decide for themselves (as follows from the research part). To go to another country, be tempted to believe in yourself, your strengths and abilities, when you are not believed and doubted by those surrounding you is not easy at all.

And we want to convey that we believe. That we will support. That we can help. That we will do everything to make the long-awaited success came and a better life dreams come true.

And at the same time we want to communicate the fact that every human possibilities are endless, you only need to wish and believe in yourself. With us everything is much more realistic and productive.

The structure of communication was designed as a two-parted expression containing a “Motivator” and a “Descriptor”. “Motivator” is the main promising label, “Descriptor” is the part describing how we can make the motivator come true. The brand communication is finalized by the logotype of the company.

The primary set of communication messages adopted for our brand is the following:

1. Your dreams will definitely come true / With us dreams turn into reality
2. Promising future waits you ahead / We know how to make it closer

3. You will achieve whatever you like / With our assistance your potential has no limits
4. Thanks to you the world will turn to better / We exist in order to make it happen
5. Your success will not make you wait for a long / Facilitating all prerequisites is our main mission
6. There is nothing impossible for you / Our joint opportunities are simply borderless
7. Any choice you make is correct / We offer you only winning variants

5.7 Promotion strategy

In order to market and position the offer of the agency, it is necessary to follow its main concept of being young and dynamic (which also applies to selecting certain communication channels and techniques) and, of course, keep in mind our target audiences main features and behavioral models towards purchase decision-making.

Drawing the concrete promotion tools and activities plan, the following factors were taken into account:

- Limited budget (due to shortage in financial resources it is necessary to cut expenses to an optimum and pay attention to certain tools requiring more time and efforts and less money);
- Location accessibility (as the agency was Czech-based, it mostly needed to rely on communication instruments allowing to promote the product remotely across borders to an abroad audience);
- Reliance on own resources only (as long as all works are processed independently from the University and there was no opportunities to engage its communication channels);
- Specific product for specific audiences (the product is quite specific and the audience potentially interested in it is quite difficult to reach, which implies either good primary targeting or some activities of preliminary gathering);
- Target audiences behavioral models towards product-oriented information research (internet and personal recommendations preferred);
- Good brand communications promote not the product, but the whole industry.

What is important in branded promotion and applies to our background is the necessity to build a strong branded communication framework containing all the communication pillars and start landing-oriented promotion only afterwards.

The following owned communication channels are to be created to promote the newly-appearing brand:

- A website (landing page);
- Social network platforms;

Aiming to strengthen and maximize the audience reach it is recommended to follow the 360 degrees content integration principle and the cross-media principle. 360 degrees content integration means multiple utilization of the content over the existing communication platforms, cross-media principle states that it is necessary to divide the whole information continuum between media platforms in the way that the whole portrait or agenda could be drawn only through all sources observing, however each message is consistent. These principles applied at once help to maximize the content value and increase the cross-platform engagement allowing the target audience to stay in touch with a brand wherever it is comfortable for them.

The following instruments and tools are proposed for further brand and its communication platforms promotion:

- Generic promotion (activities aiming to promote the whole industry or elements of the positioning, not primarily the trade offer);
- Event marketing;
- Co-branding;
- Direct marketing (B2B);
- Advertising;
- Digital marketing;
- Social Media Marketing;
- Information materials distribution;

5.8 Promotion tools selection

5.8.1 Generic promotion

Generic promotion of our brand is aimed to highlight the features of Zlin, Tomas Bata University and Czech Education in general as long as not so many resources in Russian exist about the particular city and university.

The tool is aimed to spread the awareness about Tomas Bata University and showcase all benefits of Zlin as a destination for obtaining abroad education from the chosen positioning (the perfect place for studying and living).

In order to reach our target audiences and follow their information research behavioral pattern, it is recommended to create a regularly updating web-blog with articles about studies and life in Zlin written by an independent author from Zlin students.

The efficiency of the activity could be controlled upon the following indicators: articles amount, readership volume, views amount (annually, weekly, monthly), shares amount, comments amount, digital community growth rate index

Tools for measuring the efficiency: webmetrics, google analytics, referral links

5.8.2 Event marketing

Following the generic promotion thematics, it is recommended for the agency to organize or take part in several educational or exhibitional events dedicated to abroad education both physically, remotely and in digital environment. The objectives of participation are not limited to showcase all benefits of Czech education, promote Zlin as a destination for abroad studies and deliver the information about newly created Czech preparatory courses offer. One of the possible form of participation is to delegate a company representative as an expert event speaker or lecturer.

Possible efficiency measurement metrics: amount of registered participants, amount of actual participants, conversion to purchase, event media coverage, amount of event digital platform views, increased website traffic, new customers' contacts, event feedback etc.

5.8.3 Co-branding

Co-branding helps young brands to rise and gain force, which is critically important for the newly created brand of the agency. Due to high competition in the industry, it is recom-

mended to find co-branding partners in the related business areas – for example, generic education abroad organizers or travel agencies, medias reporting about abroad education etc.

Possible efficiency measurement indicators is heavily depending on the type of co-branding partner and may be the following: overall coverage of each communication piece and of the whole campaign, joint readership, AVE (advertising value equivalent), attracted contingent, acquired subscribers/clients, new contacts amount etc.

5.8.4 Direct marketing for B2B intermediaries

Direct marketing is quite a commonly used approach in the area of international education marketing. Educational establishments partner various local international education agencies on a paid basis in order to extend the reach and awareness. Agents in this case are becoming a final stage of communicating an educational offer to final consumers and receive a purchase commission (usually 5-25% of the fee paid by the students).

B2B partners are strategically important to acquire for intensive expansion as they possess their stable reputation, their clients portfolio and their promotion and information distribution channels.

At the same time, B2B clients are potentially interested in a product of this kind as it diversifies their client offer. What is more, our unique trade offer has its distinguishing competitive advantage which allows local agencies to have their benefit from it.

As this is a very traditional form of existence of this business model, it is heavily recommended for the agency to develop and design a corporate offer to local international education agencies in various local cities, to create a database of contacts and to approach B2B clients via personal email newsletter and further follow-up activities.

Possible indicators of efficiency calculation are amounts of contacts in the database, conversion to negotiation, amount of acquired partners, amount of clients acquired from B2B partners, commercial income through B2B channel.

5.8.5 Advertising

The main features of advertising in terms of the promotion strategy for the agency are its impersonal character and wide coverage.

Memorizing the factors, mentioned prior to the promotion methods selection, it is recommended to develop an advertising concept and design items for targeting the following category of prospective customers – UTB exchange students from CIS countries, as they are exactly correspond to our target audience parameters and what is more, they are already loyal to Zlín and UTB as long as they have tried everything on their own.

It is considered to be a very efficient communication channel as most UTB exchange students are territorially concentrated and could be easily reached by placing advertising items in the places they usually attend like dormitories or University information boards.

Possible efficiency metrics are amount of local requests, amount of leads through referral links on QR codes, awareness index etc.

5.8.6 Digital marketing

As our target audiences indicate Internet as one of the primary sources of product-oriented information research, it is crucially important for the agency to facilitate the presence in the digital space and utilize digital methods of promotion in order to become visible for our potential customers.

Apart from creating communication digital platforms like website and social network pages, it is heavily recommended to develop the following instruments settings:

- SEO (website structure optimization in order to improve the positions for various Zlín education-related queries in search engines);
- Contextual advertising (using instruments for paid search engine content distributions for various Czech education-related queries) – using “Yandex direct” for yandex search engine (Russian analogue of google) and “Google AdWords”;

Possible instruments for proposed digital marketing methods efficiency calculation: Google analytics, Yandex metrics, Referral links

Possible indicators of efficiency calculation are amount of digital leads, amount of views (daily, weekly, monthly), click through rate index, average amount of viewed pages, average time spent browsing, average depth of browsing, positions in search engines etc.

5.8.7 Social media and content marketing

Despite the fact that social media marketing and content marketing are classified as digital marketing subcategories, it is necessary to specify its role and tools recommended within the given promotion strategy.

Social media marketing is estimated as one of the most important instruments in our brand promotion strategy for the following reasons:

- Our target audiences (Russian school and university graduates) are most frequently presented and available to reach in social networks;
- It is an expenses-free owned communication channel that at the same time could have equal power and influence on target customers as other various paid instruments;
- Social networks potentially embrace high level of social reference and proof (both due to its users transparency and existing kinds of content);
- People in social networks see each other and may publicly or privately communicate about your brand, which may result in brand advocates appearing
- The approach has various opportunities for user-generated content;
- Social networks by means of existing toolkits could assist in audiences engagement in a form of various contests, promotional activities etc.

The following specific methods of promotion are recommended to utilize by means of social media platforms' tools and features:

- Targeted advertising (using instruments for paid social media content distribution to audience with certain determined parameters);
- Internet forums marketing (approaching thematic forums and aggregators dedicated to abroad education and education in Czech Republic in particular and leaving appropriate information there, opinion management, digital PR);
- Seeding (placing paid communication pillars in social media communities where our target audiences could exist in order to attract them to our communication platforms or to arise interest to the trade offer);

- Content marketing (generating valuable messages to our target audiences through owned social media communities that our potential customers are likely to follow and share).

The created content should come in accordance with brand values, brand positioning and brand communication pillars.

Possible indicators of efficiency for this category of tools could be amount of likes, amount of shares, amount of followers, digital community growth rate, amount of views, amount of leads to website (referral links needed), amount of responses, rate of reaction (positive/neutral/negative), click through rate (for targeted advertising) etc. All indicators could be calculated on a daily, weekly, monthly or any other basis.

5.8.8 Information materials distribution

In order to support all the above listed promotional activities and amplify their effect on target audiences, it is recommended to develop and design the following information materials for further public demonstration and distribution:

- Banners;
- Leaflets;
- Flyers;
- Business cards;
- Posters;
- Presentation design;
- Photo bank (Media library)
- Commercial offer for B2B (Program description).

All the proposed informational materials are aimed to strengthen the brand image and therefore should descend the company's corporate identity and go in accordance with all brand values and communication pillars.

5.9 Media plan

Upon the following strategy, considering the terms for effective promotion (April-June 2015), the following media plan was proposed.

Table 9 – Proposed media plan.

Media item	Amount	Term (due date)	Comments
Marketing strategy	1	14/04/2015	
Brandbook	1	14/04/2015	
Visual identity (logo-type)	3	19/04/2015	
Photo bank	1	19/04/2015	Minimum of 1000 photos
Featured blog	1	20/04/2015	Minimum of 2 stories at the start
Website	1	24/04/2015	At least a domain + hosting
Social network pages	6	30/04/2015	
Presentation digital draft	1	30/04/2015	
Advertising posters	5	02/05/2015	
Leaflets	80	05/05/2015	
Business cards	600	05/05/2015	
List of forums	1	10/05/2015	
Events	2	15/05/2015	
B2B clients database	1	20/05/2015	Minimum of 50 agencies at the start
Contextual advertising drafts	1	30/05/2015	
Targeted advertising drafts	1	30/05/2015	
Commercial offer for B2B	1	10/06/2015	
Landing page	1	15/06/2015	

5.10 Budgeting

Following the proposed media plan and considering all the agency's professional and human resources, the following promotional budget was composed according to the actions required for media plan implementation. The actions which were to be implemented by the agency staff are not listed as not requiring financial allocations.

Table 10 – Actions plan budgeting.

Actions and works	Amount	Price (kc)	Expenses (kc)
Visual identity design	1	2000	2000
Copywriting for blog articles	8	50	400
Domain purchase	2	1000	2000
Website hosting	2	1000	2000
Presentation digital draft design	1	500	500
Leaflets design	1	1500	1500
Business cards design	1	500	500
Leaflets printing	80	25	2000
Business cards printing	600	5	3000
Landing page design	1	9000	9000
Overall expenses		(kc)	22900

Activities for targeted and contextual advertising were excluded from the actions plan as the above listed expenses were estimated as more valuable and have depleted the primarily allocated budget.

6 IMPLEMENTATION AND RESULTS

This chapter deals with practical strategy implementation and results brought in the defined time scope.

6.1 Company name and brandbook

Aiming to position the brand as referring to the University and addressing potential customers on its behalf, the name should have had the direct connection to Zlin and UTB, and preferably corresponding to its marketing communications (in this case these communications would be considered as earned promotion).

Another major contemporary factor for every company naming is the availability of the domain name in the necessary domain space (in our case, in the Czech Republic domain name space as we wanted to position the agency as a Czech-origin one).

As a result of actual Tomas Bata University's visual communications, the name STUDYINZLIN was chosen. The phrase is a part of the University's international promotion creative concept, expressed in a motto "BE IN. STUDY IN ZLIN." The slogan appears in major part of UTB's digital and printed materials. Luckily, the domain name was also free, so the final company name was assembled as STUDYINZLIN.CZ (study in Zlin dot CZ, Russian: [StadiinZlin tochka Tse Zet]) in order to be memorized by our target and potential customers in connection to a website and symbolizing the modern era of digital technologies.

The brandbook was created for internal purposes in order to capture the marketing strategy, the essence and spirit of the company and explain it to further employees, hired cooperation colleagues, partners and prospective investors. It was kept in a semi-formal language written in Russian and was respectful towards brand values and associations: Professionalism, European quality, Confidence in success, Freshness, Dynamics, Modern tendencies and Innovational thinking. Its form followed the structure of the dialogue with the sceptic interviewer who was finally ensured in company's reliability and bright perspectives it offers in order to be unusual and interesting to read, answering the following questions:

- Who are you?
- What are you doing?
- Czech courses and what's special there?
- What is your business?

- Whom do you exist for? Who are your target audiences?
- What is special about your product comparing to others?
- Why would people address to you and believe you?
- What are your future plans? And objectives?
- And what are the problems?
- What do you plan to do with that?
- What associations are important for you?
- What do you need?

The final section of the brandbook contained terms of reference for logotype and visual identity creation for the designer. The complete primary version of brandbook could be seen in the list of appendixes (Appendix 2).

6.2 Visual identity

The logotype:

- Should not come in contradiction with all the studyinzlin.cz brand values and associations;
- Should have been strongly associated with the Tomas Bata University activities;
- Possibly contain company name written.

The font:

- Should resemble the University's corporate font (Berlin CE Regular);
- Should have Cyrillic and Latin literals;
- Should not contain serifs;
- Should be a web font (look similar in printed materials and be supported and displayed correctly by web browsers).

The final version of the logotype in four faces (depending on the final usage) approved by all members of the agency is illustrated on picture 2.



Picture 2. STUDYINZLIN.CZ Four faces of the logotype (gradient vertical face with the descriptor, monolith vertical face, monolith horizontal face, gradient horizontal face with the descriptor). Source: own design materials.

The logo was selected from three variants proposed by the designer because it does not entirely repeat the University's logotype, utilizes an opened book as a symbol of educational freedom, openness as a symbol of support and assistance.

The font chosen is Futura Md BT for labels and FuturaLightC for general text. It fulfills all the preconditions and looks light and elegant.

6.3 Photo bank

The photo bank was created in order to generate a pool of content for further utilization in graphic materials and visual communications (printed, digital).

The contents of photos was aimed to reveal Zlín students way of life showcasing them in their daily students' activities: doing sports, studying on various University faculties, walking around, meeting friends, hanging at bars, experiencing the best of University's infrastructure etc.

Russian speaking students from CIS countries (those whom we will to attract) were invited to take part in the broad-scale photosession taking 12 hours in total. In order to organize it properly, a complex time schedule and photosession location plan was developed. The shooting was performed by two photographers in three stages of shooting. A two-hours preparatory presentation meeting was organized in order to explain the photosession participants the requirements and objectives of shooting.

Three main categories of situations were chosen to be reconstructed in shooting episodes:

1. Interesting and engaging University studies;
2. Relaxed and raunchy students' leisure and rest;

3. Zlin sport and culture as a counterpart of students' life.

The following locations were chosen for showcasing:

- Zlin stadium;
- U42 building (animation studio, graphic design studio);
- U44 building (various classes and hall);
- U13 building (hall and library);
- U17 building (polymers lab);
- U2 building (the valley in front of the faculty);
- Grass lawns in the centre of Zlin;
- Philharmonic building (fountains in front of the building);
- Zlin parks;
- Main square of the city;
- 21 building observation platform;
- U5 building (computer classes, chemical lab);
- Victorka students club.

The total crew engaged in shooting and management has exceeded 30 people.

Overall photo bank after the shooting counted 1406 frames. In order to utilize them in marketing activities, they all were marked with a STUDYINZLIN.CZ watermark and distributed to participants; many of them later uploaded them on their social network profiles. All photos used in STUDYINZLIN.CZ promotion materials were later extracted from the composed media gallery.

6.4 Featured blog

As the main objective of the blog was generic promotion with the chosen positioning of Zlin, it was decided to create a completely independent project. The name for it was chosen following the same rules for company naming – lifeinzlin.cz. The corresponding vk.com social network page was created (studyinzlin.cz / A true story of one student) in order to attract the traffic to the blog, all articles were fully published on the blog website with short citation publications in the social network.

The blog design and technological implementation was done on free Wordpress templates.

The articles were created for the project by a copywriter among Russian-speaking Zlin students – a FAME master student Arthur Kornienko. The author was invited due to his

exceptional manner of humorous and bright storytelling, which was seen as well-received and appreciated by our target audiences. Arthur was a true brand ambassador (without formal connection to brand communication as studyinzlin.cz was a side project).

By the end of the promotional period, there were 8 articles composed and 5 published, the amount of social network page subscribers was 85 people. The total reach of the social network page counted 330 unique users for 3 month. The website data is unfortunately unable to extract at the date of thesis composing.

6.5 Social network pages

In order to establish and maintain a stable contact with our target audiences, 6 social network pages were created:

- Vk.com: <https://vk.com/studyinzlin>
- Facebook: <https://www.facebook.com/studyinzlin>
- Twitter: <https://twitter.com/studyinzlin>
- Youtube: https://www.youtube.com/channel/UCr7wrtejbDK-_lhkjoa2XrQ
- Google+: <https://plus.google.com/110560178864447775214>
- LinkedIn: <https://www.linkedin.com/company/studyinzlin-cz>

Instagram account was not created due to the infrastructural limitations at the moment of promotion (no free iOS/Android smartphones available).

The main efforts were concentrated on vk.com platform as it is the most wide spread and well-known social network among our target audiences.

A special hashtag #inZlin was introduced in order to follow all the brand-related content across all networks.

Social networks content was categorized and marked with certain hashtags according to the thematics:

- #education@studyinzlin – useful articles about Czech and Zlin education;
- #partnership@studyinzlin – partner-related content, describing features of the offer;
- #gallery@studyinzlin – visual content, photos of Zlin students' life.

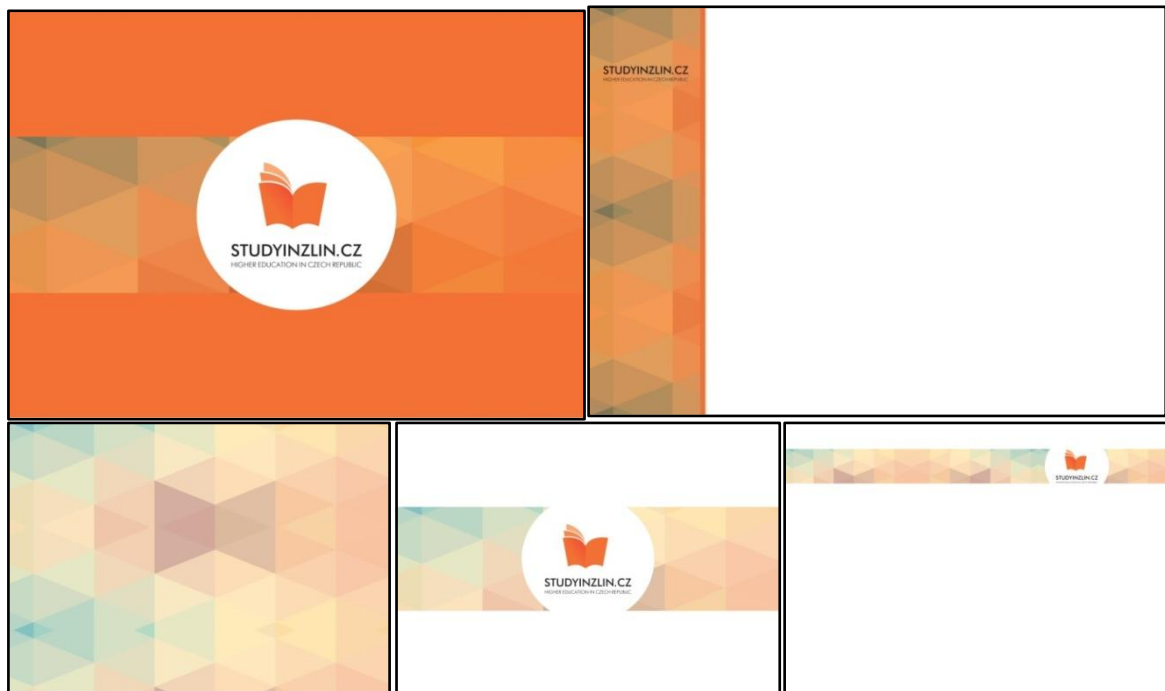
Some of the important metrics reached:

- Vk.com platform had 312 unique visitors and 824 unique views for the overall period of promotion;

- Vk.com Digital community (amount of subscribers) by the end of the period counted 45 people;
- Vk.com page overall reach rose up to 1938 people in June 2015;
- Vk.com page likes' amount reached 35 and shares amount reached 19 for the promotion period;
- Amount of views on the youtube channel exceeded 300 by the end of the promotion period

6.6 Presentation digital draft

The fresh and bright-colored draft containing the following slides was created by the designer keeping in mind the created brandbook suggestions (picture 3).



Picture 3. STUDYINZLIN.CZ digital presentation designer template. Source: own design materials.

All the graphic elements were utilized in the social network pages design and other visual communications' creation.

6.7 Advertising poster

The following branded poster (picture 4) was created and placed in the strategic locations in Zlín (mainly dormitories):



Picture 4. STUDYINZLIN.CZ advertising poster. Source: own design materials.

The text on the poster says: Czech Higher education starts here. Czech language courses at the Tomas Bata University.

6.8 Business cards

An original concept was invented for business cards design: two-sided printing with one-side containing information in Czech, and another side containing data in Russian and English.

The business cards were printed on nacreous paper.

The graphical layout could be seen in the list of appendixes (appendix 3).

6.9 Leaflets

The leaflets embraced all the proposed brand positioning, brandbook rules and communication pillars (4 different folder designs for different pillars).

The following information sections were included in the leaflet content:

- About us;
- The staged scheme of assistance (You + Us);
- What is included in the course;
- What is included in the whole offer;
- What is Czech education special for;
- Contacts.

The design was done in the euroleaflet format of layout (two pleats). The leaflets were printed on a polygraphic paper.

The graphical layout could be seen in the list of appendixes (appendix 4).

6.10 Events

In order to reach our target audiences via special events, the edutainment format was chosen. Edutainment is a popular format of public meetings which main objective is to aggregate, share and acquire new knowledge or skills regarding particular topic. Edutainment meetings are usually free to visit.

Two main events were established: DRUZHBA video seminar and public lecture “Only for smart” (Russian: [Tol’ko dlya Khytrych]) in Ural Federal University.

6.10.1 DRUZHBA project

DRUZHBA is a cycle of regular edutainment events dedicated to abroad experience – living, travelling, studying and working – which runs 4 times a year (once a season) in Yekaterinburg city in the contemporary art gallery “Sweater”. The speakers of the event are experienced abroad travelers, abroad education experts, foreign language school teachers and other trendsetters of Yekaterinburg in everything connected with abroad impressions. The events usually are composed from various lectures, meetings, seminars and master-classes and last all day long.

DRUZHBA project was estimated as a rising brand in a related field appropriate for co-branding activities:

- A previous successful history of existing with stable interest from potential target audiences;

- An own communication platform in the vk social network with over 500 digital community members;
- A free basis of expert participation.

As the personal attendance was not possible, a video lecture from the main hall of UTB was shot on video and sent to the event managing staff. The video was later uploaded on the Youtube channel of STUDYINZLIN.CZ. The short 30-minutes lecture was adapted to the event format, titled “Useful secrets of Czech Republic for a student and traveler” and contained the following information sections:

- Introduction and personal story of getting to Czech Republic;
- Czech Republic in eyes of a student;
- Features of Czech Republic as an educational destination;
- Features of Czech Republic for a traveler;
- Lifehacks of Czech life for students and travelers.

The full lecture can be displayed via the following link: <https://www.youtube.com/watch?v=28fEqGEdqig&feature=youtu.be>. As for the end of promotion period, the lecture counted 120 views. The amount of event attendance, as reported by the event managing staff, exceeded 100 people.

6.10.2 Ural Federal University public lecture

The main promo efforts were made to organize and facilitate a fruitful event as a complex brand communication channel utilizing all the collected promotional items and materials.

The public lecture format was chosen upon the consideration of its popularity among students interested in abroad education and best practices of the University in organizing of special events of this kind.

The university was selected as a platform upon the fact of stakeholders’ loyalty (which allowed to organize the event for free). Ural Federal University (UrFU) is one of the largest higher educational institutions in Russia bringing together fundamental education and innovative approach towards the challenges of modern times. Currently the university situated in Yekaterinburg city is home to more than 30 000 students from 80 countries of the world and more than 2 000 faculty members. What is more, the University acts as a regional centre of education, research and development, students’ life and culture and internationalization. It is a frequent platform for holding events of a city and regional scale.

Further, the University is a partner of Tomas Bata University, regularly sending students on various exchange programs.

Aiming to position the studyinzlin.cz brand in a connection to UTB brand, the brand ambassadorship agreement was concluded, and the University provided information materials to be delivered during the public lecture: brochures, catalogues, pencils, bracelets and sweets.

The event was titled as “Only for smart” (Russian: [Tol’ko dlya Khytrych]).

A complex set of event organizational aspects was covered, including but not limiting to:

- Business trip organization;
- Preparation of the lecture content;
- Administrative activities and stakeholder communication;
- Volunteer management;
- Digital infrastructure;
- Promotional activities (Advertising, PR, Direct marketing. SMM, media relations);
- Photo and video recording of the event;
- Post-materials creation and uploading.

The layout of the poster developed for the event according to brandbooks of studyinzlin.cz and Ural Federal University can be seen below (picture 5):



Picture 5. STUDYINZLIN.CZ “Only for smart” advertising poster. Source: own design materials.

Information packages were formed and delivered to all participants during the event. The package included:

- Studyzlin.cz leaflets and business cards;
- UTB catalogues, brochures, pens and pencils.

Some pieces from the photo report can be seen in the list of appendixes (Appendix 5).

The lecture was recorded on video by the TWIST university television and later uploaded to the studyzlin.cz youtube channel. The full lecture can be displayed via the following link: <https://www.youtube.com/watch?v=31PbLxSbUZQ>. As for the end of promotion

period, the amount of views exceeded 200. The amount of event attendance was approximately 35 people (including volunteers).

6.11 B2B commercial offer

A bright and detailed branded B2B offer was designed in order to attract abroad education agencies in Russia to partner studyinzlin.cz in students attracting.

The structure of the offer was borrowed from the brandbook structure with minimum corrections including a CV of the project, a cover and conditions of cooperation.

Special B2B program remuneration conditions were developed. They implied a 300 euro bonus in case of attraction to Czech language preparatory course program and 5% commission for every year of educational fee payment in case of attraction to English degree program of UTB. In exchange, the B2B partner took all the preparatory and consultancy services on him.

The offer cover could be seen in the list of appendixes (Appendix 6).

The offer was sent over a composed database counting over 60 abroad education agencies in Russia in such cities as Moscow, St. Petersburg, Kazan, Yekaterinburg, Khabarovsk, Vladivostok, Sochi and others.

The B2B promotional activity resulted in 6 partnership processes by the end of the period in such cities as Perm, Volgograd, Yekaterinburg, Chelyabinsk and Rostov-on-Don.

6.12 Landing page

The website accumulated all the brand image communications and pillars. It became a ground platform for the promotional activity and was designed in order to reach our target audiences and address to all their concerns and fears about abroad education.

The following issues were considered in website development:

- Cross-browser and cross-platform correct displaying;
- Adaptive web-design;
- Opportunities for web-analytics;
- SEO-optimized structure;
- Leads generation mechanisms;
- Information and DDOS protection mechanisms.

The main page of the site was designed in a popular landing page concept with the opportunity to leave the application for further communication regarding interest expressed in Czech language intensive preparatory course participation.

The following information sections were included in the final version of the landing:

- About us;
- We are never bored here (essentials about Zlin positioning as an ideal place for student studies and living);
- You+Us (info about assistance and general scheme of obtaining Higher Education in Czech Republic);
- Program components (what is included in the courses and the unique trade offer);
- Life in Zlin (a cross-link to the blog);
- Students' testimonials.

The special section "Students' testimonials" was created in order to increase the social proof and increase target audiences trust. In order to fill the section, 13 Russian-speaking students from CIS countries (Russia, Ukraine, Belarus, Kyrgyzstan, Moldova, Armenia) on various UTB programs (bachelor, master, post-graduate, student exchange) on various faculties were interviewed about their Zlin studies and living experiences with the following scope of questions:

1. Why have you chosen Zlin, UTB and your faculty?
2. How did you get there?
3. What do you like or what is special about studies at your faculty?
4. What features of UTB do you appreciate the most? Why do you like UTB and what in particular?
5. What is Zlin good for?
6. Whom would you recommend UTB in Zlin and why?

Short 6-8 sentences long stories produced from the interviewing process were published with students' photos showcasing their Zlin student life.

The final version of the landing page is available via the link: <http://study-in-zlin.cz/>

The indicators on the website traffic were unfortunately unable to extract at the moment of diploma preparation, so the data about efficiency is unavailable.

6.13 Project results

Resulting from all project activities, three course applications were attracted for studies in 2015-2016 year. All the applicants represented the University graduates' customer cluster and were aged 24-27.

Two participants appeared from the concluded B2B partnership with the Perm-based (Russia) agency "International Education". The participants reported that the final decision-making factor for them was the price of the offer, proposed to them by the intermediary after the partnership agreement concluding. This is a meaningful sign that the competitive advantage was determined and estimated correctly and may be highlighted in further promotional activities.

One applicant was from Belarus, Gomel city. He got in contact with the agency representative himself directly using the Vk.com social network platform. The student reported that he approached the agency information in the internet and was more comfortable to communicate via social network platform and he was attracted by clear communications and detailed information materials. In terms of promotion it could mean that the information channels were chosen correctly and the digital presence needs further reinforcement (as no other activities were performed specially targeting Belarus).

Unfortunately, the participant from Belarus finally had to withdraw his application due to familial reasons. The final amount of participants attracted by the studyinzlin.cz agency for studies on intensive Czech preparatory courses at Tomas Bata University in Zlín reached two students, which meets the KPI set by the University (between 0 and 10) and follows its plans to test the program in aim of further upscaling in case of project success.

The total amount of money transferred to the agency counted 4830 euro (including the commission paid to the agent, deposit for dormitory accommodation and complex health insurance services). 3703 euro from the received amount was transferred to the University's account for the educational services and 80 euro was transferred for accommodation booking, and approximately 100 euro were transferred for insurance services. The total revenue of the agency after all the calculations reached approximately 850 euro (22957 kc). Referring to a primary budget invested (22900 kc), the ROI (return of investment) amounted to 100,25%. It means that in the first period (less than a year) of operation the company reached and passed the breakeven point and further attracted clients would make

profit for the company, which is quite a brilliant result in such a short period of existing as three months.

6.14 Further implementation suggestions

Further implementation suggestions mainly impose those tools of promotions that were not realized in the strategic plan due to budget limitations:

- Targeted advertising (social networks) – the results demonstrated that our target customers are indeed presented in the pool of social platform users;
- Social Media Seeding – working with appropriate communities in social media on a paid basis and using various methods of digital PR will help to strengthen the digital presence and enlarge the digital community of the brand;
- Contextual advertising (search engines) – the research ensures us that our target audiences are primarily searching for abroad education information over the internet, so it is necessary to be visible here;
- SEO activities – continuous work on improvement of the outreach via search engines for the same reasons;
- Digital PR – the forum relations were not realized in the given period due to time limitations, so it seems reasonable to continue the work in this digital environment.

Two ideas which appeared after the project realization are to establish a special scholarship program (PR and earned media) for ongoing year students and to organize a Czech Higher education webinar (marketing and brand communications).

Webinar is a contemporary form of special events when the audience could follow the event content remotely via their digital devices. The webinar about Czech higher education and its specific features in Zlín at Tomas Bata University could potentially attract various audiences, not limiting to school and university leavers, but their family members and other possible customer groups (for example, in B2B segment). The webinar would be much easier to upscale as it is not connected to any particular location like it was in case of a public lecture in Ural Federal University, so it could cover not only national, but even international pool of potential customers from CIS countries. What is more, it is possible to repeatedly utilize the content prepared for the previously attended events, which saves time resources. As the webinar is a special event classified as indirect marketing and brand communications pillar, the tools of promotion recommended for attracting potential atten-

dants are rather the same as tools used for studyinzlin.cz brand promotion (landing page, social network pages, targeted advertising, SMM, digital PR, content marketing etc).

The idea of a scholarship program is pretty simple: the participants are asked to write an essay about their motivation of Czech Higher education obtaining. The essays are published in brand social network platform on vk.com. The first round of voting is designed in a way that the best essays are judged by the studyinzlin.cz digital community and the amount of likes is an indicator of approval (which encourages the participants of the contest to invite their friends to subscribe and to share and get acquainted with the information from the branded platform). The second round is judged by the special scholarship commission containing from the agency management. The funds are to be allocated by the agency.

By means of creating a scholarship program for participants, the brand is fulfilling several objectives at once:

- Improves its public image due to abroad education accessibility idea dedication;
- Earns a lot of personal media in case of organizing a contest with a social media engagement mechanics;
- Solves the task of digital community growth and social media content management;
- Opens wide opportunities for PR and media relations as a scholarship program could be presented as a non-commercial initiative and due to existence of various projects aggregating information about certain abroad scholarship programs with their own mighty communities and communication channels and platforms.

6.15 Project conclusions

The results achieved in the course of project implementation allow formulating the following conclusions:

1. The company studyinzlin.cz following its settled strategy has attracted representatives of the declared target audiences and therefore successfully entered the international market of education services with the product “Intensive preparatory Czech courses” despite the high level of competition in the field (identified by means of Porter analysis);
2. B2B marketing instruments and activities turned out to be the most effective in attracting final customers upon condition of tight deadlines, which is explained by

existing of stable clientele pool and solid communication channels owned by local abroad education intermediaries, so it is strongly recommended to maintain existing partner relationships and establish new ones in order to guarantee a reliable flow of students (despite the necessity of profit sharing);

3. Internet marketing and social network platforms demonstrated relatively high efficiency in short term perspective, which correlates to the research outcomes about the target audience information seeking behavioral patterns stating that World Wide Web is one of the primary sources of trusted information about abroad education; therefore they possess high strategic importance and need to be further reinforced;
4. Event marketing tools and printed informational materials distribution demonstrated relatively low efficiency in terms of commercial outcomes as no courses participants were attracted by means of them; however they seem to possess a meaningful effect on our target audiences as Ural Federal University's representatives reported about a strong brand echo and rise of interest to educational programs in Tomas Bata University and Czech Republic in general, consequently these activities could be marked as effective from the point of generic promotion and brand awareness, which will demonstrate valuable results in a long-term perspective;
5. The chosen brand positioning which was primarily introduced to address a school leavers customer cluster and leverage their concerns and fears regarding higher education in Czech Republic had effect on a different consumer cluster "university graduates" which allows to conclude about their affinity and indirectly confirms the research suggestion 4 about the general similarity in decision-making process model, buying behavior pattern and key factors affecting the decision making in different consumer clusters, which extent needs further specification by means of further additional research;
6. Contacting with different customer categories in the research and in the project part it is possible to conclude that school leavers tend to be very conscious and future-oriented in their abroad education predictions and plans while university graduates are more dynamic and flexible in their decision making, which could be possibly explained by lack of life experience and personal confidence among school graduates mentioned by one of the respondent during the focus-group interview in the research part;

7. In order to estimate all outcomes of the created promotional framework and correctly evaluate the efficiency of selected techniques, a longer period of time is required.

CONCLUSION

In conclusion to the work performed within this diploma thesis preparation, the following summary could be formulated.

Marketing of educational services, as well as marketing of higher education, on the one hand descends all the traditional tools of general marketing and promotion of an educational product may utilize all the elements across the communication mix: advertising, public relations, direct marketing, sales promotion and personal selling. On the other hand, in order to find its customer and occupy a niche on the international education market, an educational establishment should identify its development strategy and competitive advantages, create a smart positioning strategy and communicate accordingly to potential target audiences applying more sophisticated techniques like branding and opinion management as customers of the future are becoming more and more demanding towards their potential studentship in conditions. Higher education in Czech Republic possesses a set of very attractive distinguishing features to be positioned and therefore is highly competitive on the international education market.

Russia possesses a good potential as an international education commodity market as well as Russian schoolchildren are implicitly suitable for abroad educational products' targeting. They demonstrate relatively high interest towards studying overseas and evaluate Czech Republic as a possible and attractive destination for diploma obtaining. They know quite a lot about Czech Republic and have an understanding of its educational product offers' features, mainly through their friends (WOM channel) and from the internet. What is more, Czech Republic has a positive image in eyes of this target audience. Among the main factors limiting their interest are insufficient language skills and concern about professional path selection. What is important for prospective Czech students is the quality of education expressed in the alumni competitive capabilities and international recognition of the diplomas acquired, and the choice (purchase decision) is made responsibly and independently with parental advice and up to the familial purchasing power.

The marketing strategy built upon the research findings created for the educational product "Intensive pre-study Czech language courses" by Tomas Bata University in Zlin implying positioning of Zlin as an ideal destination for European studies and comfortable living where students are never bored with a competitive advantage identified as overall offer price demonstrated its effectiveness towards a particular target audience (university gra-

duates) and could be further utilized in promoting other educational products of Tomas Bata University. However, the suggestion about different customer clusters (school graduates and university graduates) buying behavior pattern, decision-making process model and key decision making factors affinity needs further justification by means of research extension using research triangulation suggestions. In real-life international market conditions, such tools as direct B2B-marketing and Internet marketing revealed the most effectiveness in a short-term perspective, however the whole developed promotional framework could be correctly estimated only after a longer period of time.

In the course of thesis preparation, the following sub-goals were achieved:

- I. A necessary optimum of theoretical information for research conduction and project implementation collected and arranged;
- II. By means of a complex two-staged research the particular target audience buying behavior and consumer patterns towards international education market were successfully analyzed;
- III. A competitive promotional strategy for the educational product under study was created and implemented with measurable profit-making results.

Upon the statements below it is possible to declare the main goal of this thesis achieved: a complex promotional framework towards international education market for Intensive Pre-study Czech language courses of Tomas Bata University in Zlin is successfully developed and implemented. By means of the work done an existing business problem of Tomas Bata University is solved and the experience and knowledge gathered in process of development could be shared as best practice not only by UTB, but by any educational institution offering educational products for international markets and seeking for potential students from Russia.

The topic of the diploma is seen as very actual and the existing globalization trends will only reinforce the demand in international education marketing skills and knowledge acquired in the course of the study.

BIBLIOGRAPHY

1. Act No. 111/1998 (amended and consolidated) on Higher Education Institutions and on Amendments and Supplements to Some Other Acts (The Higher Education Act) in force as of 1 January 2007 [online]. Available from: http://www.muni.cz/general/legal_standards/higher_education_act/
2. AIDRUS, Irina; FILIPPOV, Vladimir. *International market of educational services / Mirovoj rynek obrazovatel'nyh uslug (Russian)* [online]. Moscow, RUDN Publ., 2008, 194 p. Available from: http://193.232.218.94/web-local/uem/iop_pdf/260-Aidrus.pdf
3. BATALOVA, Olesya. *Subjects of educational services market and their specifics / Sub'ekty rynka obrazovatel'nyh uslug i ih specifika (Russian)* [online]. Molodoj uchenyj.- №7 (18), July 2010, p. 83-85. Available from: <http://www.moluch.ru/archive/18/1845/>
4. BERGH, Joeri Van Den; BEHRER, Mattias. *How Cool Brands Stay Hot: Branding to Generation Y*. GB: Kogan Page Ltd, 2013. ISBN-10: 0749468041, ISBN-13: 978- 0749468040
5. BRITTON, Matt. *YouthNation: Building Remarkable Brands in a Youth-Driven Culture*. US: John Wiley & Sons Inc, 2015. ISBN-10: 1118981146, ISBN-13: 978-118981146.
6. BROWN, Graham; BENJAMIN, Freddie; KUNTO, Ghani; DHALIWAL, Josh. *Youth Marketing 101: how to win the youth market without advertising*. CreateSpace Independent Publishing Platform (February 29, 2012). ISBN-10: 1470157365, ISBN-13: 978-1470157364.
7. BURNS, James A; HAYES, Thomas J. *New Strategies in Higher Education Marketing*. GB: Routledge Ltd, 2012. ISBN-10: 1560241985, ISBN-13: 978-1560241980
8. CATEORA, Philip R. *International Marketing*. Boston: McGraw-Hill/Irwin, 2009. ISBN-10: 0071288384, ISBN-13: 978- 0071288385
9. CHERNEV, Alexander; KOTLER, Philip. *Strategic Marketing Management*. Chicago: Cerebellum Press, 2012. ISBN: 978-1936572151
10. FARTYGINA, Veronika; VOVK Alexander. *Research of Territorial Branding Technology. Technology Audit and Production Reserves*. 2014, vol. 2, no. 2(16)53. 7 April 2014. ISSN: 2226-3780.

11. FLORANSKIY, Alexander. *How to work with generation Z or the honest marketing of the future / Kak rabotat' s pokoleniem Z ili chestnyj marketing budushhego* (Russian) [online]. Rusability.ru, 24 September, 2015. Available from: <http://rusability.ru/internet-marketing/kak-rabotat-s-pokoleniem-z-ili-chestnyiy-marketing-budushhego/>
12. FUKOLOVA, Julia. *Y the unknown / Igrek neizvestnyj* (Russian) [online]. Kommersant.ru. 2 June 2014. Available from: <http://www.kommersant.ru/doc/2483995>
13. GALICHIN, Victor. *The International Market of Educational Services: The Basic Characteristics and Development Trends / Mezhdunarodnyj rynek obrazovatel'nyh uslug: Osnovnyje kharakteristiki i tendencii razvitija* (Russian). Moscow, "Delo" publishing house, Russian Presidential Academy of National Economy and Public Administration (RANEPA), 2015. ISBN: 978-5774910342
14. GODIN, Seth. *Purple Cow: Transform Your Business by Being Remarkable*. Norwood, Mass: Soundview Executive Book Summaries, 2003. ISBN-10: 159184021X, ISBN-13: 978-1591840213
15. HALLIGAN, Brian; SHAH, Dharmesh. *Inbound Marketing: Get Found Using Google, Social Media, and Blogs*. Wiley-Blackwell, 2014. ISBN-10: 1118896653, ISBN-13: 978-1118896655
16. KAPPLER, Steve. *Five Truths of Marketing Colleges to Teens*. College and University [H.W. Wilson - EDUC]. 2001, vol. 77, no. 235. 1 October 2001. ISSN: 0010-0889.
17. KOTLER, Philip; KELLER, Kevin Lane. *Marketing Management*. Boston: Pearson, 2016. ISBN-10: 1292092629, ISBN-13: 978-1292092621.
18. MACGABHANN, Brian. *Marketing Youth Culture*. Studies: An Irish Quarterly Review. 2005, vol. 94, no. 374 s. 133-139. 1 July 2005. ISSN: 0039-3495.
19. MACHKOVÁ, Hana; KRÁL, Petr; LHOTÁKOVÁ, Markéta. *International Marketing: Theory, Practices and New Trends*. V Praze: Oeconomica, 2010. ISBN-10: 8024516438, ISBN-13: 978-8024516431
20. MARINGE, Felix; GIBBS, Paul. *Marketing Higher Education: Theory and Practice*. Maidenhead, Berkshire, England: Open University Press, 2009. ISBN-10: 0335220320, ISBN-13: 978-0335220328.

21. MELNIKOVA, Olga. *Focus groups methods, methodology, moderation / Fokus-gruppy Metody, metodologiya, moderirovanie (Russian)*. Aspekt Press, 2007. ISBN-10: 5756704493, ISBN-13: 978-5756704495
22. MOLESWORTH, Mike. *The Marketisation of Higher Education and the Student as Consumer*. Routledge, 28 Sept. 2010. ISBN-10: 0415584477, ISBN-13: 978-0415584470
23. MOTORINA, Oksana. *Online encyclopedia of Marketing and Advertising* [online]. Powerbranding.ru. 2000-2014. Available from: <http://powerbranding.ru/teoriya-marketinga/>
24. OSWALD, Laura. *Marketing Semiotics: Signs, Strategies and Brand Value*. Oxford: Oxford University Press, 2012. ISBN-10: 0199566496, ISBN-13: 978-0199566495
25. POPYHOVA, Irina. *Marketing strategy on the educational services market / Marketingovaja strategija na rynke obrazovatel'nyh uslug (Russian)* [online] Molodoj uchenyj.- №2 (2), February 2009, p. 77-78. Available from: <http://www.moluch.ru/archive/2/103/>
26. SCHIFFMAN, Leon G; WISENBLIT, Joseph. *Consumer Behavior: Global Edition*. Harlow: Pearson Education, 2015. ISBN-10: 0273787136, ISBN-13: 978-0273787136
27. SCOTT, David Meerman. *The New Rules of Marketing & PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly*. Hoboken, New Jersey: John Wiley & Sons, 2013. ISBN-10: 1118488768, ISBN-13: 978-1118488768.
28. SLABA, M; STARCHON, P; JAC, I. *Identification and Prioritization of Key Stakeholder Groups in Marketing Communication of Colleges*. E & M Ekonomie a Management. 2014, vol. 17, no. 4 s. 101-110. 30 November 2013. ISSN: 1212-3609.
29. TROMPENAARS, Fons; WOOLLIAMS, Peter. *Marketing Across Cultures*. Chichester, West Sussex, England: Capstone, 2004. ISBN-10: 1841124710, ISBN-13: 978-1841124711

30. TULCHINSKIY, Grigoriy. *PR in culture and education / PR v sfere kul'tury i obrazovanija (Russian)*. Lan' publishing house, 2011. ISBN: 978-5-8114-1241-9, 978-5-91938-035-1
31. VAN HAM, Peter. *Branding Territory: Inside the Wonderful Worlds of PR and IR Theory*. Millennium: Journal of International Studies. 2002, vol. 31, no. 2 s. 249-269. 30 November 2001. ISSN: 0305-8298.
32. WILLIAMS, Alex. *Move over, Millenials, Here Comes Generation Z* [online]. The New York Times, 18 September 2015. Available from: <http://www.nytimes.com/2015/09/20/fashion/move-over-millennials-here-comes-generation-z.html>
33. YERMOLENKO, Ivan. *Specifics of performing PR-activities in the area of paid education / Specifika osushhestvlenija PR-dejatel'nosti v sfere platnogo obrazovanija (Russian)* [online]. International Press Club, 2009. Available from: http://www.pr-club.com/pr_lib/pr_raboty/earlier/ermolenko.shtml

LIST OF ABBREVIATIONS

CIS	Commonwealth of Independent States.
ERASMUS	European Region Action Scheme for the Mobility of University Students.
QS	Quacquarelli Symonds.
PR	Public Relations
B2B	Business-to-business
B2C	Business-to-consumer
USA	United States of America
VS/vs	Versus
WOM	World of mouth
KPI	Key Performance Indicators
UTB	Univerzita Tomase Bati
Ph.D.	Philosophy Doctorate
CRM	Customer Relationship Management
TQM	Total Quality Management
UTP	Unique Trade Proposal
AVE	Advertising Value Equivalent
QR code	Binary code displayed as graphics
SEO	Search Engine Optimization
kc	Czech Kronas
FAME	Faculty of Management and Economics of UTB
UrFU	Ural Federal University
SMM	Social Media Marketing
CV	Curriculum Vitae
DDOS	Distributed Denial of Service

ROI Return of Investment

Etc. Et cetera (And so on)

B2 Vantage or upper intermediate level of foreign language proficiency according to Common European Framework of Reference for Languages

LIST OF PICTURES

Picture 1. Original selective questionnaire form example. Source: own research.	32
Picture 2. Studyinzlin.cz four faces of the logotype (gradient vertical face with the descriptor, monolith vertical face, monolith horizontal face, gradient horizontal face with the descriptor). Source: own design materials.	86
Picture 3. Studyinzlin.cz digital presentation designer template. Source: own design materials.	89
Picture 4. Studyinzlin.cz advertising poster. Source: own design materials.	90
Picture 5. Studyinzlin.cz “only for smart” advertising poster. Source: own design materials.	94

LIST OF FIGURES

Graph 1. Spontaneous attractiveness of abroad education. Source: own research.	34
Graph 2. Conscious interest to abroad education. Source: own research.	35
Graph 3. Factors limiting respondents' abroad education interest. Source: own research.....	36
Graph 4. Czech Republic as an opportunity for abroad education. Source: own research.....	37
Graph 5. Prioritization of Czech Republic. Source: own research.	38
Graph 6. Study preferences. Source: own research.	39
Graph 7. Target audience purchasing power (euro, annually). Source: own research.	40

LIST OF TABLES

Table I. - Pivot table of participants' age-gender distribution. Source: own research	34
Table 2 – The threat from products-substitutes. Source: own research.....	61
Table 3 - Rivalry among existing competitors evaluation. Source: own research.	62
Table 4 - Evaluation of new entry threats. Source: own research.	62
Table 5 - Evaluation of bargaining power of buyers. Source: own research.....	63
Table 6 - Evaluation of bargaining power of suppliers. Source: own research.....	64
Table 7 - The analysis results summary with comments. Source: own research.....	65
Table 8 – Existing agencies' offers product benchmarking.	66
Table 9 – Proposed media plan.....	81
Table 10 – Actions plan budgeting.....	83

APPENDICES

- APPENDIX P 1:** English translation of the selective questionnaire form
- APPENDIX P 2:** STUDYINZLIN.CZ brandbook
- APPENDIX P 3:** STUDYINZLIN.CZ business cards graphic layout
- APPENDIX P 4:** STUDYINZLIN.CZ leaflets graphic layout
- APPENDIX P 5:** STUDYINZLIN.CZ “Only for smart” event photo report
- APPENDIX P 6:** STUDYINZLIN.CZ B2B commercial offer cover

APPENDIX P I: ENGLISH TRANSLATION OF THE SELECTIVE QUESTIONNAIRE FORM

Hi, prospective student!

My name is Sergey, I am 23. So far, I am a graduate of the same school you are going to finish for more than 6 years. I am interested in marketing, advertising and public relations and wish to become a professional in this dynamic area.

The objective of my research is to discover the contemporary school students' and soon graduates' (therefore, you in person!) high education preferences: where and how do they plan to earn their diplomas. Answering the questionnaire, you will help to identify what education is in the highest demand among the generation of your counterparts. So!☺

1. Imagine that any university in the world is ready to accept you as a student. In this case you would more probably choose...
 - A Russian university
 - A university abroad
2. Would you like to get your higher education abroad and to have the overseas university diploma?
 - Yes, definitely.
 - No, definitely not. I am not interested.
 - Maybe. It depends on... (*what? Write, what exactly causes the uncertainty*) _____
3. The countries listed below are considered to be world leaders in quality and attractiveness of higher education. Which ones from the list do you evaluate as possible for your study?

• Australia	• Russia
• Austria	• USA
• Great Britain	• Finland
• Germany	• France
• Canada	• Czech Republic
• China	• Sweden
• Netherlands	• Japan
4. And now prioritize the above chosen countries starting from 1 - the highest priority (*I would like to study the most in this country*), and so on.
5. What is the approximate amount of money you and your family are ready to spend annually on your higher education? (excluding the relevant expenses on living etc.)
 - Nothing. I am not planning to get higher education.
 - Nothing. I consider only expenses-free variants.
 - Up to 100 thousand roubles annually
 - Up to 200 thousand roubles annually
 - Up to 300 thousand roubles annually
 - 300-500 thousand roubles annually
 - More than 500 thousand roubles. Education is not a matter of economizing!
6. Your age: _____
7. Your name*: _____
8. Contact number* _____

Many thanks for your help and have a perfect day!

APPENDIX P 2: STUDYINZLIN.CZ BRANDBOOK

STUDYINZLIN.CZ / Курсы чешского языка и высшее образование в Чехии

Кто вы?

Агентство по рекрутингу студентов studyinzlin.cz – вот, кто мы.

Что вы делаете?

Мы привлекаем клиентов на подготовительные (к поступлению в вузы) годовые курсы чешского языка в г Злин, Чехия, а также обеспечиваем всем учащимся курсов визовую и страховую поддержку, организуем трансфер и помощь в поиске проживания, заботимся и помогаем в решении возникающих проблем круглосуточно, 7 дней в неделю.

Курсы чешского языка организованы университетом Томаша Бати в Злине. www.utb.cz. Университет Томаша Бати – молодой, динамичный, интенсивно развивающийся, амбициозный, международный, перспективный, передовой европейский университет, расположенный в восточной части Чехии – практически в центре Европы – в городе Злин с населением примерно 75 000 человек.



Маленький и невероятно удобный для жизни европейский город имеет абсолютно всё, что нужно для полноценной жизни, а главное продуктивной учёбы и интересного досуга. Огромное преимущество – до всех удобств не более 20 минут пешком, можно вообще не пользоваться общественным транспортом. Два часа до Вены, Австрия, Четыре часа до Праги, пять часов до Кракова, Полтора часа до Братиславы. Недостаток: население говорит по большей части на чешском, и ни на каком другом.



В курсы входит 560 часов чешского языка, некоторая часть специальных часов в зависимости от специализации при поступлении, сдача унифицированного экзамена на подтверждение уровня B2 владения чешским – именно такой уровень является минимальным для обучения в вузах на чешском языке, процедура официального признания предыдущих учебных достижений – диплома о среднем либо высшем образовании – на территории Чешской республики.

Казалось бы, курсы чешского, и что тут такого?

Особенность чешской системы высшего образования – бесплатное образование на чешском языке! Если ты знаешь чешский язык и имеешь подтверждение уровня его владения – двери любого из государственных вузов Чехии для тебя открыты. Получаешь передовое европейское образование бесплатно, при этом проживая в одной из самых прекрасных, благополучных, а главное – недорогих по стоимости проживания странах Европы! Кроме того, если успешно сдаёшь вступительные экзамены – получаешь стипендию как полно-

правный студент чешского вуза, которой даже хватает на полное обеспечение своего проживания, а если учишься успешно – твоя стипендия увеличивается от семестра к семестру! Для студентов англоязычных же программ стипендия, чаще всего, не предусмотрена в принципе.

Образование на чешском языке значительно качественнее и глубже образования на аналогичных программах, но преподаваемых на английском языке. Вдобавок, за преподавание на английском языке необходимо прилично заплатить. Цена варьируется от 1500 до 3000 евро за год обучения.

Во время получения образования есть множество возможностей для путешествий во все уголки старого света – лишь бы позволяли финансы. Географическое положение как Злина, так и самой Чехии к этому так и располагает.

Какой у вас бизнес?

Не новый продукт, не новый рынок. Курсы чешского языка в Чехии существуют давно – в Праге, в Брно (второй по величине город Чехии). Курсы чешского языка в большей или меньшей степени регламентированы чешским законодательством, поэтому они повсеместно более или менее одинаковые. Курсы организованы чаще всего при университетах ввиду наличия у университетов инфраструктуры и кадров для проектов такого плана. Иногда студенты, окончившие курсы при определённом университете, имеют преимущества при поступлении в этот университет. Но это совершенно не значит, что если ты закончил курсы при университете, к примеру, в Брно, то ты не можешь поступить в университет, расположенный в Праге. Также есть и отдельные от университетов языковые школы, которые находят клиентов в основном за счёт более продвинутых методов продвижения при сохранении качества и репутации качественного образования. Более старые школы, таким образом, берут «надёжностью», многолетним опытом и поколениями успешных выпускников, а более молодые – динамичностью и различными вариациями в цене и продвижении. Также на спрос на рынке оказывает существенное влияние цена услуги – в Праге она ощутимо дороже из-за столичного статуса и скопления различных вузов, с которыми впоследствии удобнее решать вступительные вопросы, а в Брно – дешевле (по обратным причинам). Зачастую в цену услуги также включают стоимость проживания, качество которого тоже варьируется (в Праге, в зависимости от размеров твоего кошелька, от элитного к приемлемому, в Брно – от приемлемого к хардкорному).

Однако, университеты, при которых чаще всего организованы курсы, отнюдь не всегда самостоятельно привлекают клиентов для своего продукта (просто некогда этим заниматься, неприоритетные задачи, нет ресурсов для продвижения – людских или материальных - или они не предусмотрены) – они отдают эту функцию на внешнее исполнение, и за неё охотно берутся рекрутинговые агентства всего мира, добавляя к стоимости курсов стоимость своих услуг, а разницу складывают в карман. В случае с языковыми школами ситуация обратная, они стараются сами найти себе клиентов, чтобы сэкономить на

конечной стоимости услуги для потребителя и, таким образом, занимаются продвижением сами, пытаясь получить выигрыш в цене.

Ситуация в случае с Университетом Томаша Бати в Злине стандартна. Университет запускает курсы чешского языка, надеясь обеспечить себе приток студентов регулярных программ (бакалавриата и магистратуры) из-за рубежа, при этом берёт на себя обязательства по контролю качества продукта и предоставляет место для проведения занятий (самого себя). Вариативная часть, таким образом, остаётся на усмотрение посредников – итоговую цену для потребителя и методы продвижения определяют агентства по рекрутингу студентов за рубежом, исходя из своих соображений и амбиций. В итоге, университет взимает фиксированную обговоренную плату с агентств за обучение и сертификацию каждого студента, остальное остаётся на балансе агентств, которые также занимаются благополучием и помощью студентам в решении повседневных вопросов в другой стране, а также вопросами жилья, визы, страховки, помощи в поступлении и т.д.

Для кого существует такой продукт? Кто является целевыми аудиториями?

Подобные курсы, безусловно, заинтересуют тех, кто ищет выгоду и перспективы в получении европейского высшего образования. Таких категорий несколько.

Прежде всего, это русскоговорящие (или владеющие другими языками славянской группы – украинским, польским, болгарским) студенты – будущие выпускники программ бакалавриата и специалитета. Им примерно 21-25 лет, молодые, динамичные, амбициозные, задумывающиеся о будущем, мечтающие о путешествиях и новых впечатлениях, желающие построить международную карьеру, любопытные до зарубежного опыта и культур, желающие стать востребованными специалистами. Другая категория из числа тех же студентов – те, кто достаточно обеспечены и хотят получить возможность путешествовать, жить и весело проводить время на вечеринках старого света целый год – именно на такой период выдаётся долгосрочная виза, либо вид на жительство в Чешской республике. Балансовые девочки из инстаграма, сыновья крупных бизнесменов и предпринимателей, тусовщики и сорвиголовы – вот примерные представители второй подкатегории.

Во-вторых, продукт создан для школьников, готовящихся к завершению своих долгих школьных лет и стоящих перед выбором своего дальнейшего будущего. Что привлекает школьников в таком предложении? Свобода от родительского надзора (и перспектива провести без этого надзора ещё, как минимум, четыре года), новые горизонты и приключения впереди в новой САМОСТОЯТЕЛЬНОЙ жизни В ЕВРОПЕ!! Однако, будет ошибкой сказать, что даже единицы школьников принимают подобные решения относительно своего будущего самостоятельно. Инвестировать в подобный проект «высшее образование любимого чада в Европе» могут лишь родители. Как и любых инвесторов, их волнует успех проекта. Принесут ли инвестиции прибыль? Не заплачу ли я за то, о чём потом сильно пожалею? А главное – не случится ли что-то с моим самым бесценным сокровищем, когда я не буду рядом? Управление абсолютно любым риском критически важно,

поэтому факторами принятия решений для данной целевой группы становятся: надёжность, успешная репутация, многолетний опыт, престиж, перспективы, отзывы предыдущих участников, любое социальное доказательство безопасности и гарантия достижения успеха в нерядовом деле поступления в европейский вуз.

Частично целевой аудиторией могут быть также и скорые выпускники программы магистратуры, задумывающиеся о получении степени Ph.D. в европейском университете с минимальными затратами. Однако, здесь существует множество альтернативных вариантов – программы аспирантуры на английском языке мало чем уступают программам на чешском языке. Хотя они и стоят существенных денег, в отличие от бесплатных чешских, зато под них достаточно легко получить одну из разнообразных стипендий. Вдобавок, все аспиранты получают неплохие деньги за исследования (помимо основной стипендии). Что же это за тип людей? Студенты или молодые профессионалы 24-30 лет, преданные науке исследователи, серьёзно озабоченные изменением мира к лучшему, усердные и готовые трудиться на собственный успех и успех того, кто готов платить за их исследования. Для них имеет значение серьёзный подход, профессиональная ориентированность, исследовательские перспективы и статус учебного заведения.

Последние потенциальные потребители наших околообразовательного сервиса – те, кто лишь хочет выучить чешский язык и получить официальное признание своих предыдущих учебных заслуг, чтобы иметь возможность работать в Чехии с подтверждённым дипломом о высшем образовании. Такие люди видят для себя в этом перспективы, они знают, чего хотят от жизни, а волнует их прежде всего цена – ведь продукт является повсеместно однородным, а если не видно разницы, то зачем платить больше? Состоявшиеся профессионалы в возрасте 25-35 или студенты, которые не хотят получать дальнейшее образование, а планируют исключительно работать и зарабатывать, проживая в Чехии в своё удовольствие.

Если следовать закону Парето 80/20, то первые две категории, безусловно, составляют 80 % наших потенциальных клиентов, а третья и четвёртая – 20, да и то в самом лучшем случае.

Что же такого особенного в вашем продукте по сравнению с остальными?

Прежде всего, это соотношение качества и цены услуги. Цена будет САМОЙ низкой во всей Чехии по многим причинам – и потому, что это будет первый год для нового университета, и потому, что в этом регионе Чехии всё, включая зарплаты и затраты, немного дешевле, чем в центральных регионах, и отсутствие прочих «удорожающих» факторов вроде столичности и каких-либо карьерных перспектив (городок-то маленький).

Кроме того, если взять в расчёт, что цены на всё, начиная от проживания и заканчивая ценами на продукты в Злине, на порядок ниже, чем в Праге или Брно – для конечного потребителя это оборачивается настолько существенной экономией затрат, что выгода и

преимущество нашего продукта перед другими становится неприлично очевидным. Продукт везде примерно один и тот же, а получив подтверждение знания чешского языка в Злине можно спокойно поступать в вузы Праги или Братиславы, если это необходимо для построения профессиональной траектории.

В чем основной недостаток для продукта? Его новизна и отсутствие репутации в глазах целевых аудиторий. Минимальное социальное доказательство надёжности. Никто не знает, что за город Злин, возраст университета Томаша Бати насчитывает 14 лет (не то, что Карлов, который существует с 1348 года), а курсы чешского языка здесь впервые появятся осенью 2015 года. С этим недостатком будет призван побороться визуальный стиль нашей организации – первейший элемент визуальной коммуникации нашего бренда с конечным потребителем.

Кстати, визуальный стиль университета с этой задачей уже пытается побороться, причём весьма успешно.

Ну, университет понятно. Но ведь вы не университет? Почему люди будут обращаться к вам и вам верить?

Действительно, мы не связаны с университетом – ни формально, ни материально. Но что мы можем предложить этому университету, чтобы он понял, что мы и есть те, кто приведёт им новых студентов и сможет взять на себя их проблемы?

- Мы молодая, энергичная и дружная команда – верим в наш успех, готовы упорно работать на него и знаем, как завоевать доверие нашей целевой аудитории;

- Каждый из нас сам прошёл через поступление, учебу и жизнь в Злине – мы научились на собственном опыте и теперь готовы делиться им и заботиться о других;

- Мы умелая и серьёзная команда – обладаем нужными знаниями и навыками, работаем профессионально и берём на себя ответственность за успешный результат;

- Только у нас есть широкая сеть контактов с более чем 140 вузами и школами и более чем 150 агентствами по рекрутингу студентов в крупнейших городах России (Екатеринбург, Москва, Санкт-Петербург, Казань, Пермь и другие) – а значит, есть все предпосылки для успеха.

Словом, чтобы добиться нужных результатов и реализовать все свои амбиции и профессиональные задатки, нам не хватало лишь этой возможности – и теперь мы её не упустим!

Что ж, хорошо. Какие планы на будущее? Есть у вас дальнейшие цели?

Конечно! В будущем мы планируем достичь успеха в привлечении студентов, набраться опыта и стать системообразующим стратегическим партнёром Университета Томаша Бати по привлечению студентов из-за рубежа. Также стать не просто рекрутинговым агентством, а полноценной организацией в сфере образования с ассортиментом услуг полного цикла, специализирующейся на высшем, среднем образовании и языковых курсах в Чехии; оказывающей консалтинговые, страховые, посреднические услуги в сфере образования. Наша цель – стать самым крупным и единственным агентством по рекрутингу студентов в Восточной Чехии, а также открыть представительства в крупнейших городах восточной Европы.

Однако, несмотря на все амбиции, мы определяем для себя нашу миссию как (есть целая методика, как формулировать миссию очень круто, но мне лень сейчас её запускать. Короче, что мы не будем размениваться на деньги и будем заботиться о том, чтобы все участники процесса получали качественно то, что они хотят, и были все довольны), и мы будем придерживаться её от момента нашего возникновения и на всём протяжении нашего существования.

Мы также планируем разработать и внедрить инновационные стандарты в области оказания образовательных и сопроводительных услуг студентам из-за рубежа, и будем придерживаться их в своей работе, чтобы гарантировать неизменно высокое качество нашего сервиса.

А проблемы есть?

К сожалению, да. Крупнейшей проблемой на данный момент является конкуренция, которая уже чуть не оставила нас за бортом из-за промедления. У открывающихся в этом году курсов будет не один, а два партнёра по привлечению контингента. Причём конкурент обладает более привлекательными условиями для конечного потребителя – возможностью предоставить стипендию на обучение, которой у нас нет. На стороне конкурента – опыт, известность, доброе имя, отработанные технологии работы.

Но мы не боимся, ведь на нашей стороне молодость, энергия, знания, связи, а главное – желание достичь успеха и превзойти соперника!

И что вы планируете сделать?

Важнейшая вещь, которую нам необходимо заполучить с самого начала – это безоговорочное доверие к нашей команде и её услугам с первого же контакта. Для этого мы хотим самым тесным образом объединить восприятие нашей организации в глазах целевых аудиторий с восприятием университета в целом – в этом случае все позитивные ассоциации, вызываемые по отношению к университету, автоматически будут распространяться и на нас.

Как этого достичь? Очень просто. Достаточно избрать такой схожий с университетским, но при этом уникальный визуальный стиль, чтобы обычный человек не мог различить один от другого. Таким образом, услуги нашей организации будут восприниматься как оказываемые напрямую университетом, и университет будет выступать мнимым гарантом качества услуги. Тот же принцип (прочная иллюзия работы от лица университета) должен наследоваться и в других коммуникациях – персональных, электронных, опосредованных.

Кое-что для этого мы уже сделали. Название нашей организации выбрано не случайно, а по итогам анализа современных визуальных коммуникаций университета. STUDYINZLIN – часть креативной концепции продвижения вуза в международной среде, выраженная в слогане “BE IN. STUDY IN ZLIN.”. Слоган встречается в подавляющем большинстве печатных и электронных материалов, что генерирует для нас отличные дженерик-коммуникации (продвигает название нашей организации и создаёт необходимые ассоциации без нашего участия).

А какие ещё ассоциации для вас являются важными?

Прежде всего, мы бы хотели с помощью визуального стиля управлять восприятием наших целевых аудиторий. Контакт с нашим брендом должен вызывать следующие ассоциации:

- Профессионализм
- Надежность
- Европейское качество
- Уверенность в успехе
- Молодость
- Свежесть
- Динамика
- Постоянное развитие
- Смелость
- Решительность
- Яркие впечатления и перспективы
- Современные тенденции
- Организация нового поколения
- Честность
- Гарантированное решение
- Клиентоориентированность
- Открытость и прозрачность
- Персональный подход и коммуникации
- Инновационный образ мыслей

Что вам нужно?

Прежде всего, конечно же, логотип. Логотип не должен противоречить всем вышеперечисленным ассоциациям, быть прочно ассоциирован с деятельностью Университета Томаша Бати.

Пожелание к логотипу – соответствовать современной эпохе цифровой революции и передовых технологических решений. Предложение к достижению этого: логотип должен представлять собой некое уникальное начертание названия организации – STUDYINZLIN.CZ, либо содержать в себе написанное название. Таким образом, достигается и ещё одна стратегическая задача – создать дополнительный источник просмотров базовой лендинг-страницы, располагающейся по одноимённому адресу. Проблемным аспектом является регистр написания названия – как он будет смотреться лучше? В верхнем или нижнем регистре?

Логотип университета Томаша Бати для поиска вдохновения прилагается (только он должен быть оранжевым, а надпись – металлическим).



Во-вторых, это фирменный визуальный стиль организации, правила его использования (опционально) и несколько образцов (4-5) применения фирменного стиля на конкретных графических материалах. Критическим является именно разработка нескольких адаптаций визуального стиля для конкретных элементов визуальной коммуникации.

Руководство по использованию визуального стиля должно содержать ответы на следующие вопросы:

- Основное начертание логотипа, знак, будет ли дополнительное начертание логотипа или вариации, сколько должно составлять свободное поле, начертание логотипа в зависимости от фона.

- Использование каких цветов, каких вариаций их насыщенности, и каких их сочетаний будет разрешённым, а каких – нет?
- Что будет являться стилеобразующим элементом? Каковы правила его использования? Использование логотипа в сочетании со стилеобразующим(и) элементом(элементами)?
- Как, в соответствии с выбранным визуальным стилем, оформляются фотографии?
- Какой шрифт станет итоговой составляющей визуального стиля?

Основной шрифт, который использует в своих корпоративных коммуникациях Университет Томаша Бати - Berlin CE Regular. Итоговый шрифт должен быть максимально схожим (либо даже полностью аналогичным). Однако этот шрифт используется преимущественно в заголовках, обычный текст, как правило, оформляется шрифтом Arial, что выглядит уже не настолько привлекательно. Необходимо будет подумать, использовать ли по образцу университета два шрифта в коммуникациях, либо же ограничиться одним. Ещё более критичное пожелание к шрифту – должен обладать как кириллическими, так и латинскими литерами (потому что большая часть информационных материалов в первое время будет оформляться исключительно на русском языке).

Вот пример использования корпоративного шрифта университета в информационных материалах:



APPENDIX P 3: STUDYINZLIN.CZ BUSINESS CARDS GRAPHIC LAYOUT



APPENDIX P 4: STUDYINZLIN.CZ LEAFLETS GRAPHIC LAYOUT

ЧТО ЕЩЕ ВКЛЮЧЕНО В СТОИМОСТЬ?

- Помощь в оформлении вступительных документов
- Комплексные консультации по всем вопросам жизни и учебы в Чехии
- Информационная поддержка при выборе университета и специальности и подаче заявлений на учёбу
- Содействие в получении визы
- Персональный куратор на год
- Встреча по приезду в Брно, Прагу, Вену или Братиславу

ЗА ЧТО ВЫБИРАЮТ УЧЕБУ В ЧЕХИИ?

- 1 богатейшие вековые традиции, европейское качество и престиж высшего образования; актуальные специальности и передовые методики их освоения
- 2 европейские стандарты обучения и квалификации: дипломы чешских вузов по умолчанию признают во всех странах старого света
- 3 грамотная образовательная политика равных возможностей, иностранные и чешские студенты учатся бок о бок в мультиязыковой и мультикультурной среде
- 4 гармония теории и практики: образование на реальных проектах и обязательные стажировки в компаниях внутри страны или за рубежом
- 5 безграничные возможности студенческого обмена: обширные сети контактов с университетами всего мира и стипендии ERASMUS на обучение и жизнь в выбранной стране
- 6 индивидуальные образовательные траектории в рамках Болонской системы: 3 года на бакалавриате и 2 в магистратуре могут быть при необходимости ускорены или продлены
- 7 существенная финансовая поддержка учащихся: множество грантов, стипендий и разновидностей социальной помощи всем категориям студентов
- 8 отличные перспективы при трудоустройстве: центры занятости оборудованы прямо в университетах и обеспечивают студентов вакансиями ещё до выпуска
- 9 высочайший уровень жизни и комфорта при низких ценах и повседневных расходах
- 10 годы яркой студенческой культурной, спортивной и научной жизни в Европе
- 11 учёба в стране с одним из самых богатых на Земле культурным и историческим наследием

Тебя ждёт большое будущее

МЫ ЗНАЕМ, КАК ЕГО ПРИБЛИЗИТЬ



STUDYINZLIN.CZ
HIGHER EDUCATION IN CZECH REPUBLIC



Высшее образование и языковые курсы

ТОЛЬКО С НАМИ ТЫ ПОЛУЧИШЬ ПРЕСТИЖНОЕ ВЫСШЕЕ ОБРАЗОВАНИЕ В ЦЕНТРЕ ЕВРОПЫ ЗА 1990 ЕВРО

остались вопросы? мы на связи с тобой!

Сергей Хмелинин
s.khmelinin@studyinzlin.cz
+7 912 651 48 39
+420 608 040 394




Давай знакомиться!
Мы образовательный проект нового поколения STUDYINZLIN.CZ - молодая, дружная и амбициозная команда профессионалов. Люди доверяют нам своё будущее и обращаются за помощью, когда хотят добиться успеха в Европе. Ведь мы знаем, что именно и почему для этого необходимо.

Наш профиль - международное образование: мы приглашаем будущих студентов со всего мира учиться в Чехии.

Каждый из нас на своём опыте прошёл через поступление, учёбу и жизнь в этой удивительной стране - и теперь готов поделиться им с тобой.

Мы умеем использовать возможности чешского образования по максимуму и позаботимся о тебе лучше других! Вот почему STUDYINZLIN.CZ - идеальный партнёр твоего успеха.

КАК ПОЛУЧИТЬ ПРЕСТИЖНОЕ ВЫСШЕЕ ОБРАЗОВАНИЕ В САМОМ СЕРДЦЕ ЕВРОПЫ ЗА 1990* ЕВРО?

Ты + Мы

По закону «Об образовании» высшее образование на чешском языке **БЕСПЛАТНО** в государственных вузах Чехии. Дело за малым - выучить чешский язык, выбрать университет и выдержать вступительные испытания!

Выучить чешский язык с нуля до необходимого для учебы уровня позволяют годовые интенсивные подготовительные курсы. Такие курсы существуют при университетах и частных языковых школах уже десятки лет. В самом деле, не лучше ли учить язык там, где на нём говорит каждый?

Следующий этап - специальная медицинская страховка на весь период обучения и поиск проживания в Чехии. Это может быть студенческое общежитие, квартира в аренду или гостиница - лишь бы это было удобно для учебы и приемлемо для консультации. Только так можно получить долгосрочную визу или вид на жительство с целью обучения

Когда виза готова, дорога в мир чешского языка, культуры и традиций открыта! Жизнь в Чехии протекает иначе, чем принято считать - и понимая это только оказавшись здесь. Развитая транспортная сеть и расположение в центре континента открывают безграничные возможности для путешествий (конечно, если знаешь, куда и как ехать)

Мы

Мы поможем тебе разобраться в многообразии чешских образовательных возможностей, понять платную схему поступления и выстроить индивидуальную траекторию успешного обучения и карьеры

Мы предоставим тебе уникальную возможность обучаться на курсах чешского языка в университете Томаша Бати в Злине по самой низкой в Чехии цене от 1990 евро

Мы проконсультируем тебя по всем вопросам получения визы и подберем самые удобные варианты проживания на любой вкус (и кошелек)

Мы поможем тебе освоиться в новой стране, поддержим и поможем в крулоспонтанном режиме и организуем для тебя незабываемые путешествия в свободное от учебы время

Ты + Мы

Обучение завершает итоговый экзамен на знание языка. Для обучения на чешском языке необходим уровень B2. В случае успешной сдачи экзамена выдается свидетельство о владении чешским на соответствующем уровне

Последний этап - поступление в университет. Пакет документов в соответствии с требованиями системы образования и выбранных вузов необходимо оформить и подать в срок вместе с электронной заявкой. Если всё в порядке, то тебя пригласят на вступительные экзамены в зависимости от программы обучения

Готово! Ты полноценный студент: можешь получать стипендию и социальную поддержку, пользоваться инфраструктурой, участвовать в проектах университета или уехать по обмену практикой в любую страну мира - выбор только за тобой!

Мы

Мы предлагаем интенсивную программу обучения - 850 часов, 5 дней в неделю - для гарантии успеха на экзамене и обеспечим дополнительные занятия с носителями языка, если это будет нужно

Мы возьмем на себя все сложные вопросы оформления документов и тщательно подготовим к вступительным испытаниям, чтобы гарантировать поступление в вуз по твоему выбору

Мы проконтролируем, что ты доведешь результат, и всегда будем рядом при первой же необходимости - консультации по учебе, визовой и страховой поддержке, организации яркого досуга и многое другое

Что входит в интенсивные подготовительные курсы чешского языка, которые мы предлагаем?
850 часов аудиторных занятий с преподавателем (5 дн в неделю, 5 ч в день согласно законодательству)
Итоговый аттестационный экзамен по чешскому, соответствующий уровню владения языком B2

Свидетельство об аттестации на уровне B2, дающее право учиться бесплатно в государственных вузах на чешском

APPENDIX P 5: STUDYINZLIN.CZ “ONLY FOR SMART” EVENT PHOTO REPORT

Information package:



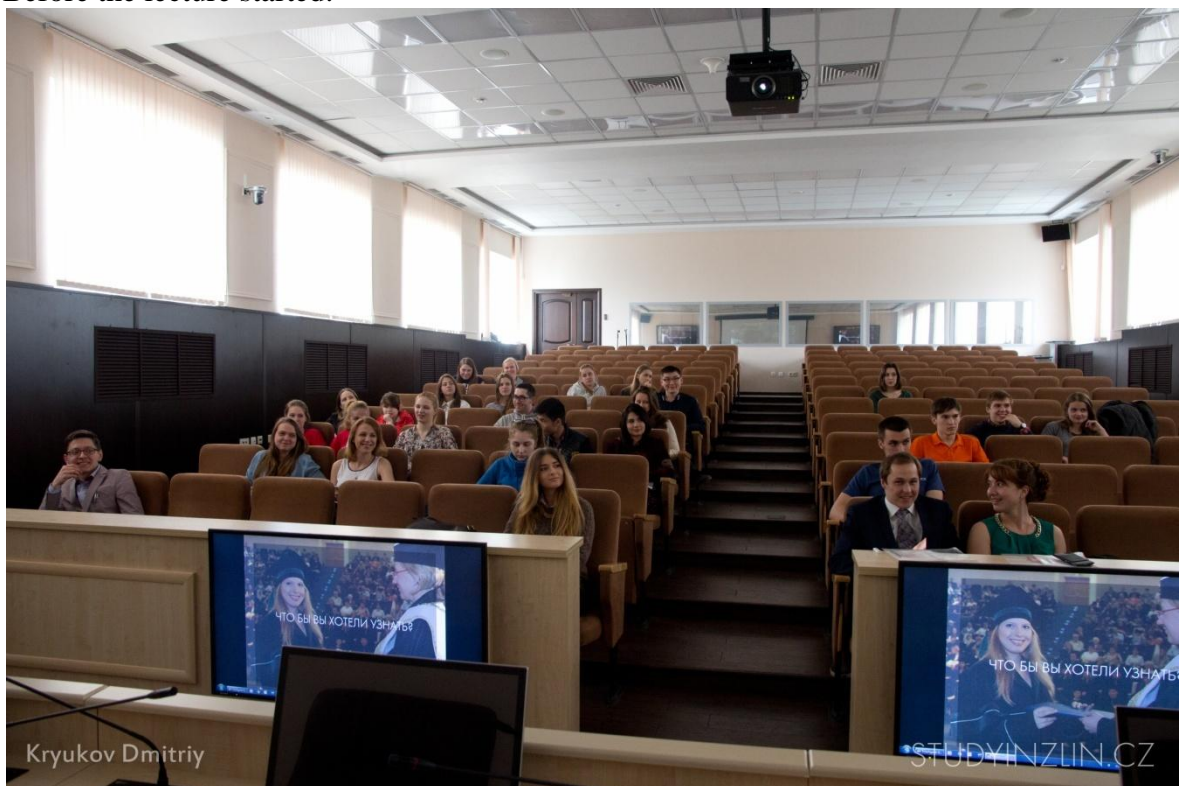
Event organization:



Participants coming:



Before the lecture started:



Public speaking:



Organizers team:



**APPENDIX P 6: STUDYINZLIN.CZ B2B COMMERCIAL OFFER
COVER**

Для тебя нет ничего невозможного

НАШИ СОВМЕСТНЫЕ
ВОЗМОЖНОСТИ
ПОПРОСТУ БЕЗГРАНИЧНЫ



STUDYINZLIN.CZ
HIGHER EDUCATION IN CZECH REPUBLIC



Высшее образование и языковые курсы в Чехии