

Marketing plan for UArctic's north2north student mobility program

University of the Arctic (UArctic)

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Wasif Jalal

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Abstract

This thesis is a marketing plan for north2north student mobility program. north2north program was initiated by the University of the Arctic (UArctic) in 2001. UArctic is a network of more than 170 universities, colleges and institutions with in and outside the Arctic region. Through north2north exchange program the students of the Arctic Circle do a study exchange in any of the partnering, Arctic institution. The main focus of the thesis is promotion of north2north exchange program with the help of social media. The research question concisely defines it as follows:

” How can social media be used to market north2north student mobility towards students at UArctic member institutions.”

This program at present is a partnership among 55 member institutions. The Communication advisor at the University of Arctic, Ute Vogel, put the idea of this thesis forward. This north2north exchange program is innovative with a lot of growth potential. The thesis discusses different types of innovation and explains that this exchange program is a service innovation that encompasses sustaining and incremental development. Moreover, the study defines the importance of social media and its importance in today’s life.

The thesis outlines the marketing plan with detailed explanation of the present market analyses. This analyses leads the study to analyze the current market situation, north2north exchange is doing business in. It further discusses the UArctic’s current situation and the way they position themselves. The marketing plan than pinpoints the competitors in the market and their strengths. As the final piece of the puzzle, marketing segmentation leads the thesis into making a two-dimensional marketing strategy for north2north student mobility program.

1: Introduction

The Arctic region is currently experiencing fast paced growth. However, abundant challenges are also being faced. The Arctic struggles with remoteness and isolation from the rest of the world and is spread over a vast area. Companies with intentions to grow are relocating and under-utilizing the local talent. One of the reasons of this under-utilization is that a great deal of talent is never unearthed. Or even when it is found, it never reaches the destination where it can be properly polished. Therefore, it is extremely important that there is a flexible system of international mobility of students so that the abilities of individual talent can be optimized. The profuse utilization of social media is probably the trend of the contemporary world. The Internet facility has made huge masses of population reachable at a very personal level. This is why it has become an excellent mode of advertisement and promulgation of ideas. The integration of social media in increasing the mobility of students has become also very significant. University of the Arctic (UArctic) is constantly striving to make the current system of student mobility better. In this respect, they have introduced a program called North2North student mobility program. This paper discusses and explores the prospects of success of this program and also considers the role of social media, specifically Facebook in this regard. UArctic envisions an educated and competent North to fulfill the rising needs of the Arctic region. The Northern region itself is transforming through new development of the natural resources and through competence accumulated over the years. As such, UArctic has an important role in converting the resource rich north into an attractive place to live and for business to flourish.

This chapter guides the reader as to the purpose of this research and the question that it attempts to answer. The answer is sought with the help of careful selection of the right theoretical concepts and the use of focused research methodology. This chapter highlights the ever-growing importance of universities and higher education as the most important factor in developing a society. Further, the higher education market is viewed and analyzed as the marketing researchers see it from different angles. A brief introduction to the organization and its operations provide a reader with a head start in understanding the organization and its goals. The chapter presents a theoretical framework for higher educational marketing and network based marketing to help develop an understanding of the whole theme.

1.1: Role of a University

This section provides a brief introduction for the universities are and have been playing for the society. In this relevance the role of UArctic has been defined as a core building block for the Arctic development. Altbach (1987) defines the role of the universities as that the “universities over the centuries, have become the most important stakeholders of modern knowledge through basic research. The contemporary university stands at the centre of its society as an institution, which is crucial. It is the most important institution in the complex process of knowledge creation and distribution.” Universities and the higher education institutions provide their students facilities through which they utilize their creativity combined with learned knowledge. This combination than produces new and innovative ideas that at times become leading products in the market. An example for this innovation is the making of Facebook.com. A student used his IT skills and produced a networking site that is visited every day by millions of people around the world.

In the present era universities are increasingly competing for international students in response to trends of global student mobility, diminishing university funding and government-backed university campaigns (Vrontis, Thrassou, Melanthiou, 2007). This trend has driven the need for the UArctic to focus on clearly articulating and developing their brand elements such as study portals and attractive study programs.

1.2: The University of the Arctic (UArctic)

UArctic acts like an umbrella organization with its foothold in the whole circum polar region, combining over 160 institutions to strengthen the education based collaboration within the North. This cooperative network of institutions is dedicated to empower the northern people and to strengthen and develop the North as the favorite destination for students, researchers and entrepreneurs. This is the largest educational and research network in the world that spans through 24 time zones in eight Arctic countries. UArctic was launched on June 12, 2001, endorsed by the Arctic Council. Fig 1 shows the UArctic logo.



Fig 1. UARctic logo. Education.uarctic.org¹

Mission:

The mission of the University of the Arctic is to create a strong, sustainable circumpolar region by empowering indigenous peoples and other northerners through education, mobility and shared knowledge.

In order to achieve this mission, UARctic relies on 27 thematic networks that it has developed through the past 13 years. This umbrella of themes provides with better circumstances for collaboration between the networks. Different members of the UArctic network are responsible for these thematic networks. The members are spread in the whole Arctic region and have their own themes to work with.

UARctic focuses on facilitating its members through provision of services and structures. This allows them to collaborate in the best manner and work in provision of higher education and research in the Circumpolar North. In addition, UARctic develops strategies for the North to enhance engagement with the non-Arctic world to expand its value network with a greater engagement with the South. UARctic works to strengthen knowledge and capacity to meet the needs of North and the world. UARctic believes that the sustainable future of the North and its people lies in a competent northern population, a stronger northern knowledge base, and partnerships with the non-Arctic world. The key elements this vision include is strengthening the voice of the Arctic in the world as well as the world's understanding of the Arctic, and to cooperate across the borders in the north to leverage experience, knowledge, competence, investment and influence.

Langlais and Snellman (1998) shed light on the importance of the University of the Arctic and express that it has been a key in providing the proper basis for the Arctic region. UARctic has

¹ Student study portal. uarctic .org. Website: <http://education.uarctic.org/> Dated: 15.08.14

become a major player in the knowledge economy of the North. Several initiatives have contributed in different ways to enable northern communities moving from almost non-existent to participants in the global game of knowledge and information.

UArctics services

UArctic serves the Arctic region with its three service pillars - north2north, GoNorth and the Thematic Networks. These pillars help UArctic in achieving its mission of strong Arctic region, where education and knowledge are the main focal points. Through the **north2north** student mobility program, opportunities are provided for students to acquire first-hand experience from different northern regions, and to share experiences face-to-face by allowing students to study at other UArctic institution. The program operates in close collaboration with the faculty exchange program to build mutual cooperation that can sustain and support student exchange. Promotion of north2north student mobility program is the focus of this thesis.

Through **GoNorth** program has been able to promote learning opportunities to people living outside the Arctic region, making the north the destination for higher education thereby promoting northern institutions as the leaders of higher education in northern curricular worldwide. It has enhanced the attractiveness and ensured the necessary encouragement of highly qualified graduates and scholars to gain experience within Europe and throughout the world.

By means of the **UArctic Thematic Networks**, institutional cooperation on subjects of shared interest among UArctic members is encouraged. It has been open for cooperation, sharing of resources, and development of stable relations among member institutions. This ensures both better program offers and exchange of research and education experiences in themes crucial for northern competencies. The networks enhance the roles of northern higher education institutions' as creators, holders and communicators of knowledge about northern issues and regions.

These were the three main service pillars for UArctic. Now the challenges that UArctic has to face in order to keep these pillars standing solid are discussed next.

Challenges for UArctic as higher education provider

Information and knowledge society attempt to capture the fact that knowledge has become crucial for the present development. But at the same time, they also emphasize the increasing contemporary influences of information and communication technologies as a base of knowledge generation and knowledge dissemination (Stehr, 1994). He further describe knowledge as a key characteristic of the present era, basically influencing all aspects of human lives, the way we do business, how and why we learn.

Lawton (1992) emphasizes on how higher education in this process is facing several major crises. Some of them can be applied to the present situation in the North, and how northern communities and education institutions are handling the challenges. The crisis encompasses 1) a crisis in the legitimacy and relevance of the knowledge. The challenge explains if the university is providing the most relevant knowledge for pursuing the political and economic developmental goals. 2) How well the organization responds if there are any gaps in relevance of the knowledge. For example a situation where the northern communities and business development of north have shown a limited ability to respond to the change in educational choices that youth makes. For example if the students of the North are more interested in arts and music rather than mining, oil exploration, and other Arctic related studies. Last but not the least 3) the maintained efficiency against the student dropout ratio, multiple study shifts, and mismatch between candidates produced and jobs offered. For example in Tromsø the private sector in the development phase and have not been able to create many jobs. Social sector on the other hand is the only successful job creator in the region.

1.3: Research question

This paper will be a blue print of the different segments in the higher educational market. It will lead us to define the targeted audience, that in this case are the students looking for higher education on the International arena, specifically in the North. The paper will explain the market and will identify the most attractive segments in the market. Moreover, it will explain the process of attracting those students to north2north mobility program. The research question that will be addressed in this paper is as follows:

“How can social media be used to market north2north mobility towards students at UArctic member institutions?”

The question might provide with some complexities as it revolves around the channels and means for spreading the word to the right audience in a vast area. Different regions or societies prefer different ways to gain information, however in this modern era, Internet and social media are the lead runners. Therefore, I will look into these techniques and will also search for other effective means of spreading information. In addition, this question will be addressed with the help of analyzing the student profile that we need to address and what choice behavior they have. Evaluation of the existing online marketing portals and media will also enhance the study i.e. study magazines online and social media communities. The underlined concept of finding the profile that will be willing to study in the north is scarce. No explicit research has been done for UArctic to find the perfect student, and thus hereby the reader will be introduced with this new student profile.

1.4: Theoretical framework

Before introducing a service to the market it is essential that we understand the behavior, perceptions, needs and wants of the market. Consequently, this information stresses on the fact that the marketing strategy should address the above mentioned variables in the market. As the question will address the marketing of UArctic in the Circumpolar region, therefore, this paper will look into these variables while researching, because this information will help identify the segments that UArctic needs to focus on.

Market study:

Without innovation and continuous development is crucial if some organization wants to survive in the market today. Therefore, while addressing these research questions I need to make a thorough analysis of the market where our potential segments are? Competitor identification is a key task for scanning competitive terrain, shoring up their defenses against likely competitive incursions, and planning competitive attack and response strategies. Consequently, it is extremely important to analyze the organization from the inside to generate good results. These results are than backed by the careful analyzing of the external

factors, such as the competitors, market trends, and government policies etc. A detailed discussion has been made for market situation and analyses with the help of PEST Analyses to understand the market UArctic is doing business in.

SWOT Analysis:

SWOT analysis came from the research conducted at SRI from 1960-1970. The research was funded by the Fortune 500 companies to find out what had gone wrong with corporate planning and to create a new system for managing change (Fair, 2005). SWOT is a tool that almost every organization uses to scan its environment in which it is operating. SWOT analysis stands for Strengths, Weaknesses, Opportunities and Threats. The first half i.e. “SW” defines the internal factors that are impacting the organizational operations and the second half “OT” scans the external environment. This tool also assists the organizations in defining the market strategy. The SWOT analyses for

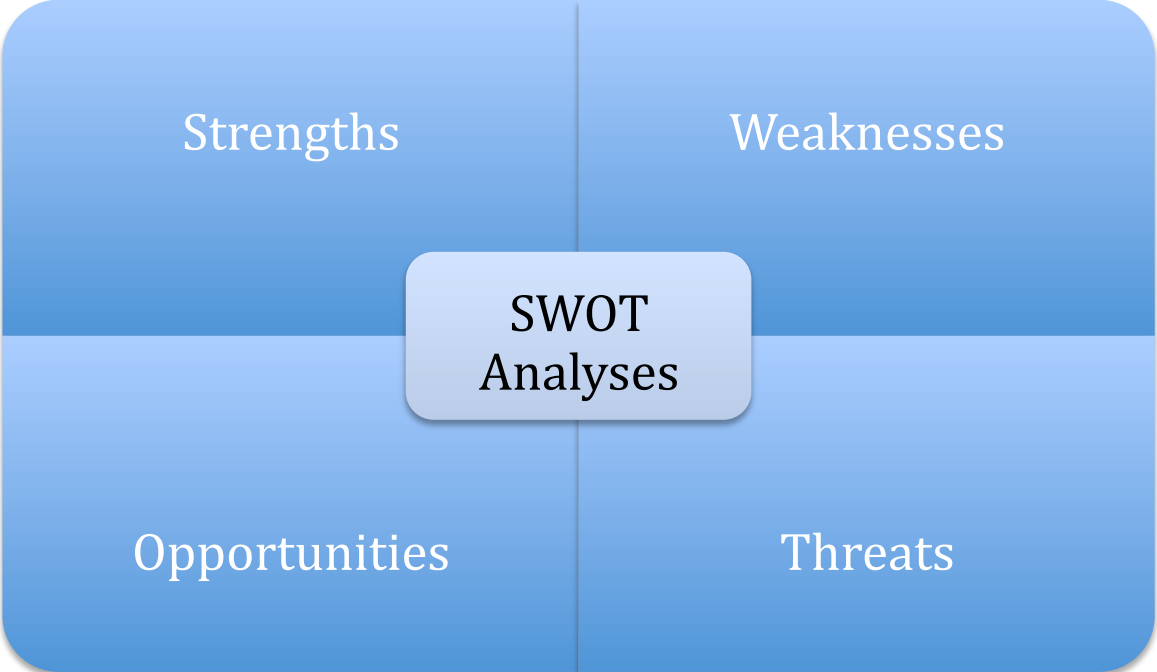


Fig2: SWOT Analyses.

1.5: Research methodology

There are two basic types of market data: *secondary data*, which is gathered from already published sources, like an industry association study or census reports, and *primary data*, which is collected specifically for a particular purpose through surveys, focus groups, or

experiments. I will collect a great deal of market information from secondary resources. Since secondary research requires less time and money than primary research. However, my primary information will be collected through a survey (see appendix 1) and a focus group. I might also have to travel to different countries for collecting the most relevant and legit information. Moreover, I am also aware of the possible inaccuracy and limitations of such data, such as lack of statistical insignificance.

Marketing of a network-based organization that spans over 160 institutions placed in scattered regions of the North can be considered as quiet a complex task. In addition, the novelty of such a network adds more complexity into the process and it is hard to look for such examples out in the market. Therefore, to overcome this complexity it is important that research is focused and involves only the most important variables connected to the study. Such as which countries are the main source countries for exchange students with in the Arctic Circle and what are the choice behaviors of the students. However, one can find many different examples of Higher education Institutions, that how do they administer their marketing efforts. In order to be successful, it is advisable to learn from the practices and strategies, these institutions are adapting.

The question is of an exploratory nature. To address this question the reports from World Education Service (WES) and Organization for Economic Co-operation and Development (OECD) will be followed. These reports provide a thorough overview on the education market and its trends. However, the underlined questions require a more detailed analysis of the service offered. Depending on the analysis this thesis will include recommendations for implementing the course of most effective channels for promoting the UArctic's north2north student mobility program.

1.6: Limitations

As an individual researcher conclusion of the whole study might give a reflection of subjective thinking. The process of writing and collecting data for such a vast organization scattered on different continents provides with a vast challenge, thus, affecting the legitimacy of the findings.

Time constraint and the accessibility to all the potential markets for UArctic also impose a great degree of challenge. Carrying out a thorough market research might not be possible as the resources (time, finances and HR) are scarce. This will also affect the information from the potential audience for the north2north student mobility program.

Lack of secondary data for educational networks also adds up the limitation in carrying out a thorough study for this thesis. Primary information in this case will be the best alternative; however, as mentioned above it has its own limitations.

1.7: Reflections

The thesis introduction links all the parts of the thesis and depicts the relationship between them. The thesis describes the way north2north should be promoted with the help of social media and the student ambassadors. It was really exciting to learn that how organizations can have a positive influence on the whole region.

The objectives of market study were specified and during the process a lot of information was gathered through survey and the interviews. This information gathering really helped me in making a sound marketing strategy that will deliver results for the organization. I used different types of innovations to understand which type of innovation north2north student mobility program has. north2north program proved to be incremental and sustainable innovation. The implementation of service quality model in the study also highlighted the core marketing concepts that can really make a difference for the organization when implementing the strategic plan.

The study had its own limitation with the amount of data received from the survey and interviews. The information was not sufficient enough to make realistic assumptions. However, the findings were compared with the well-established competitors and there were many similarities, like the demographics of the segmented market. On the personal level this thesis has been a great learning process and challenged me both intellectually and motivationally.

2: Technical study

This thesis is solemnly dedicated for spreading the word for UArctic through Internet. Therefore keeping this in mind social media seems to be the most logical tool in order to reach to the targeted audience at present. This idea has been derived through the effectiveness of social media in the recent past in spreading the word. In this chapter Internet has been defined as the technology used in the study. In addition, social media has also been given special attention to.

2.1: Internet

According to the oxford dictionary Internet is defined as *“A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.”*²

In the present era the Universities are restructuring themselves as service providers (Tsichritzis, 1999). Universities and businesses a-like view the Internet’s far-reaching capabilities, as a way of competing globally (Tsichritzis, 1999). And these new information technology (IT) dimensions pressure academics to respond to IT developments (Denning, 1997) (Gomez & Murphy, 2003). “An exploratory study of marketing education online”, by Gomez and Murphy (2003) has led this thesis to base the research on the building blocks of using internet as the main source of spreading the word about UArctic. Their research explores how educational institutions use internet technologies – Web sites and E-mail – to market to perspective students, as well as how prospective students use these technologies in their decision making process. Individual adoption of Internet includes using the web for gathering information as well as directly e-mailing educational institutions (Gomez & Murphy, 2003). However, in the case of north2north student mobility the focus will remain with social media and specifically Facebook.com.

A lot has changed in less than a decade with respect to the Internet. The World Wide Web, relatively new in 1996, did hold potential for multimedia in new ways, and with the coming of

² Define Internet. Dictionary.com Website: <http://dictionary.reference.com/browse/internet> Dated: 15.08.14.

greater bandwidth, wirelessness, enhanced email, picture-taking cell phones, palm-sized computers displaying movies, and the Web too, multimediation has exploded.

The web was originally remarkable for its ability to display graphics along side text, to run sound and video embedded in a document or linked through internet connections. Multimedia and the internet pertains to the convergence of media i.e., the capacity of computing networks and devices to transmit and display television signals, movies, music and other sound formats and because of the digitization of these signals, to facilitate their storage and alteration. In addition, multimedia pertains to efforts, and resistance to imbue long-distance or text based communication systems with greater capacity to transmit the physical elements of human speech, that is, voice and body message in addition to text. Therefore the use of web for UArctic is a necessity in spreading its word out in the market and enhancing the communication process with the help of web based socializing. Web based socializing has been able to create a personal feel to it. All the stakeholders of an organization feel close to it if they are engaged in its social media presence on the web. The web based socializing has given the freedom to people to express themselves in various ways and thus creating a visual contact without being there physically. Utilizing this opportunity of virtual presence UArctic well-managed social media can create massive amount of value for the biggest educational network.

2.2: Social media

“Social media is the interaction among people and businesses for exchanging, creating and sharing ideas and information in virtual communities and networks” (Ahlqvist, Bäck, Halonen & Heinonen. 2008). In the present era Social media became the main source of communication and socializing with others. This medium is not only limited to individuals, but also most of the companies find a lot of value in integrating their customers and employees through social media.

“Social networking is the grouping of individuals and organizations that have common objectives, interests, and or activities. Social networking exists as personal and direct social ties that link individuals who share similar values or beliefs. Social networking also exists in impersonal, formal and instrumental form” (Yadav, 2010). Now a days, a number of

organizations are running and implementing social media campaigns as one of the most effective and economical medium in spreading the word.

In recent years, social media has become a huge and integral component of how people spend their time online. Between wikis, blogs, Facebook, Twitter, and many others, people are spending enormous amounts of time on websites used to share information and connect with people (Acar, 2008). Not surprisingly, people are easily connecting with others and sharing information more than ever before. Many people get their news, gossip, and friendship updates via social network sites, sometimes even before breakfast from the convenience of their mobile phone or laptop.

Social media can be defined as a website or Internet service that allows users to interact with each other and create content instantaneously. Examples include Facebook, Instagram, YouTube, Flickr, Twitter, etc. These online media facilitate “conversation as opposed to traditional media, which delivers content but doesn't allow readers/viewers/listeners to participate in the creation or development of the content” (Ward, 2010, p. 1). Social media allow people to share content such as life updates, pictures, videos, quotes, or anything the user creates or finds interesting and wants to share. This flow of data has given the user/consumer tremendous amount of information. The consumer uses this information to increase their knowledge about anything they might be interested in. By joining social network sites, which address the same interest, provides the user comfort and the sense of belonging.

Facebook is currently the most popular social media website in the world with over 500 million users. In 2010, 47% of adults who access the Internet used social media sites (Lenhart, Purcell, Smith, & Zickuhr, 2010). Social media use also accounted for 23% of Internet users’ time online (Mui & Whoriskey, 2010). Therefore, the use of Internet has changed tremendously during the last decade. People are spending a lot more time on socializing on the Internet rather than checking e-mails. Internet from its beginning has been one of the main sources in collecting information but, social websites like Facebook and Twitter has brought innovation in the way people interact and socialize.

Social networking has both, advantages and disadvantages. One can either consider it a waste of time or consider it a great opportunity to socialize and leave the rest for later. Man is a

social animal and it is tough to live life without friends/bosses/workmates etc. In life we are often subjected to good and bad choices and it is only we, ourselves, who can decide what we want, and it is us who also have to reap benefits or loss. The same goes with social networking. There is always the middle path and only we can choose how to find that path or how to utilize that path in the best possible way. We have all the time in the world to be careful in choosing whom to trust and whom not to trust, especially when it comes to socializing on Internet.

3: Innovation study

UARcti is one of the most innovative networks in the Arctic region. The innovation study for this thesis will help analyzing the innovative processes that the network has established in the organizational culture. The technology that is enabling this innovation is discussed in detail in the next chapter. It is important to mention the technology in this thesis as north2north mobility program is dependent on Internet based communication because of the scattered institutions throughout the Arctic. This chapter will in addition, discuss how innovation will help UArctic improve their communication processes and core strategies for being even more effective in approaching their goals. Moreover, This chapter will discuss thoroughly, innovation and its different types. On the bases of this study UArctic's north2north student mobility program will be evaluated to determine the type of innovation it encompasses.

3.1: Understanding innovation

Innovation is change that happens in either a planned or an unplanned manner; new processes new procedures or new ways of organizing; from the tiniest improvement to radical rethinking. It is a specific action that is identified, discussed and agreed, which begins with an idea and ends with that idea being put into practice (Bellon and Whittington, 1996).

Innovation is a process that happens over time and needs considerable hard work. Companies are spending millions of dollars for new product design, research and development. north2north student mobility program has a lot of potential to grow, which they can achieve if they will innovate. However, they need to be strategic in deciding, which element of the organization they need to innovate the most for achieving more students willing for their exchange program.

Bellon and Whittington (1996) further explain innovation as “*the successful application of knowledge and techniques in new ways or for new purposes*”. Innovation is for all businesses, whether they use high-technology or not. For a long time innovation was felt to be limited to the period of the company's creation, or to the introduction of the new piece of equipment. But innovation now has become one of the key bits within a business. Its influence cuts across the whole business.

The administration of north2north student mobility program has understood at last that they need to innovate their process of communicating with the student community. The program is planning to spend more time and effort on new ways of interaction with the student; most prominently increasing the use of social media a channel of interaction.

3.2: Types of innovation

This heading will lead the thesis in defining all different kinds of innovations that we learnt through the BCE program. Each innovation type is explained separately with examples. The section is divided in two parts; the first part defines the 4 types of innovation. These innovations are *incremental* and *radical*, *sustaining* and *disruptive*. The second section comprises of *product*, *service* and *process* innovation.

The research on innovation has progressed along a variety of courses rather than a single one. It encompasses diverse types that vary in scope, depth and objective. Among the different types of innovations defined by researches are incremental and radical innovations (Chiesa et. al., 1996).

Section 1

(Incremental and Radical, Sustaining and disruptive)

Incremental innovation

“Incremental innovations provide new features, benefits or improvements to the prior art technology in the existing market” (Garcia and Calantone, 2002). These incremental innovations accumulate almost continuously throughout the course of the production of any goods or service. Obviously these improvements do not appear by chance; they occur at different rhythms depending on the period, the industry or the individual business. Although the effects of incremental innovation have an extremely important impact on productivity improvements and thus on the economy as a whole, none of them on its own has a decisive effect. This argument is further supported by Rosenberg (1982). He explains that incremental innovations do not require high-level investments. By following the path of incremental innovation a company can effectively adapt to the changing demands of their customers and keep a positive cash flow. In addition, it provides with a window to get the valuable feedback

from the customers and implement the improvements that were suggested. According to the scholars almost 95% of the innovation in the present world are incremental.

GPS systems implemented in the cars are a very good example of incremental innovation. The GPS systems were in existence before they were used in the cars and were regularly used by hikers and explorers. GPS systems were reconfigured to be used in the cars thus, innovating the use of a technology.

Radical innovation

A radical innovation delivers a unique and original product, system or business model. This innovation leads to make other existing products obsolete or unnecessary. It with holds a high degree of success because of the newness and ambiguity of the needed design effort, technology, knowledge and market (Groenewegen, 2012).

An innovation to be considered as radical should have either new set of performance feature, 5 to 100 or greater improvements in the prior art features (Rice, 2002). The replacement of cotton by nylon or polyethylene, the introduction of the pneumatic wheels, an organizational change, or the purchase of a machine all involves such kind of substantial break with the past. These breaks have an immediate impact not only on their immediate surroundings but also on the different elements, which make up the production process.

A short and concise comparison of the above mentioned innovations could be seen in Table 1.

Definitions of Radical Innovation	Definitions of Incremental Innovation
New-to-the-world	New-to-the-company
Delivers a step-change in performance improvement	Delivers gradual performance improvement
Requires new competencies, skills or expertise	Utilises existing competencies and processes
Destroys existing organisational competencies	Enhances existing organisational competencies
High risk	Low risk
Requires a change in business model	Operates within the existing business model
Radical innovation that delivers sustainable development necessitates social and systemic change	Perpetuates existing social practices
Challenges the rules of the status quo and thus leads to the identification of systemic resistance to change	Does not challenge the systemic status quo, and therefore may be adopted with little resistance

Table 1. Isabel Gaupman (2012) What is Radical innovation anyway.

Sustaining innovation

Sustaining innovations are innovations that can be incorporated into the existing practices of organizations. In simple words it is an improvement of an already existing product in a way that customer expects and desires that it will satisfy their needs. Most new technologies are sustaining. They improve the performance of current products along dimensions that the market already values (Olsen, 2010)³. north2north student mobility is sustaining innovation and does not pose any threats to the dynamics of the present market. This program is new to the Arctic and provides with a unique opportunity for students to make exchange in the Arctic region. No, other networks or organizations are providing such an innovative service. Erasmus on other hand, does provide study exchange but it is assisting only in the European region. However, they are also starting with an exchange program outside Europe as well. Erasmus exchange is discussed in detail under competitor analysis. One of the biggest competitors is the Erasmus exchange program. Example of sustaining innovation is the increase in the data storage capacity in computers and laptops.

Disruptive innovation

Disruptive innovation serves as a base for creation of entirely new markets by introducing new kind of products or services with new attributes. It is mostly small innovative companies that introduce such innovations. They are able to do it because they are flexible in resource allocation, company values and ability to accommodate low margins in their cost structure (Christensen and Overdorf, 2000).

Christensen (1997) further explains that these innovations are inferior in performance as compared to the existing products available in the market. The market niches that are currently underserved or are not served at all adopts these innovations. According to him the disruptive innovation at times have very inclined pathway towards improvements so that in the late stage it can meet needs of the initial market as well. As they are not forced to compete on the basic resources and processes of their competitors, the disruptive innovation is mostly cheaper, smaller and requires less human resources. Innovations such as Wearables- an incredible range of new products that collect information about you and your body -

³ Sustaining, Disruptive innovations. FutureBlind. Website: <http://www.futureblind.com/2010/03/sustaining-disruptive-innovations/>
Published. 17.03.2010. Dated 06.08.2014.

are becoming really popular in the market. The article on Forbes.com states:

“ Accenture’s Digital Consumer Tech Survey 2014,⁴ released at CES, reveals significant market opportunities in wearable technologies. More than half of consumers are interested in buying wearables, including fitness products, smart watches, and connected eyeglasses.”⁵

Forbes.com

Furthermore, the performance of the disruptive innovation is highly valued by the niche market as the needs are unfulfilled of an emerging market. However, the situation changes gradually and adoption of the niche market creates opportunity to invest in new products and later on expansion. Increasing awareness has influence on the mainstream market and perceptions of what is the value of this innovation. As a result the innovation disrupts and replaces existing mainstream products, services and business models (Thomomd and Lettice, 2002). Mobile phone is one of the greatest examples of disruptive innovation as it was developed for a niche market, however, with the passage of time it began to rocket and there are approximately 6 billion people around the world with access to a mobile phone.

Section 2

(product, service and process innovation)

Successful innovation is the creation and application of new processes, products, services and methods of delivery, which result in momentous improvements in outcomes, efficiency, or quality. The categorization is based on the idea of applications or fields where innovations are used. Product, service and process innovations are the three categories that an organization can choose to implement in its operations (Wheelwright and Clark, 1992). This section will describe the above-mentioned types of innovation and will conclude, which innovation north2north mobility program is?

⁴ Digital Consumer Tech Survey. Accenture. Website: <http://www.accenture.com/us-en/Pages/insight-digital-consumer-tech-survey-2014.aspx> published: 03.01.2014. Dated: 15.08.14.

⁵ The Five Most Desruptive Innovations at CES 2014. Forbes.com. Website: <http://www.forbes.com/sites/bigbangdisruption/2014/01/10/the-five-most-disruptive-innovations-at-ces-2014/>. Published 10.01.2014. Dated: 15.08.14

Before describing product, service and process innovation this section will also look at the interaction of customers with the product or service, derived from these innovations. The two variables namely, the degree of tangibility and the degree of customer contact will help in analyzing the three different innovations graphically in Fig 3. Figure 3 shows us the relationship between the types of innovation based on the degrees of tangibility and customer contact. Tangibility of a product is its capability to be touched.

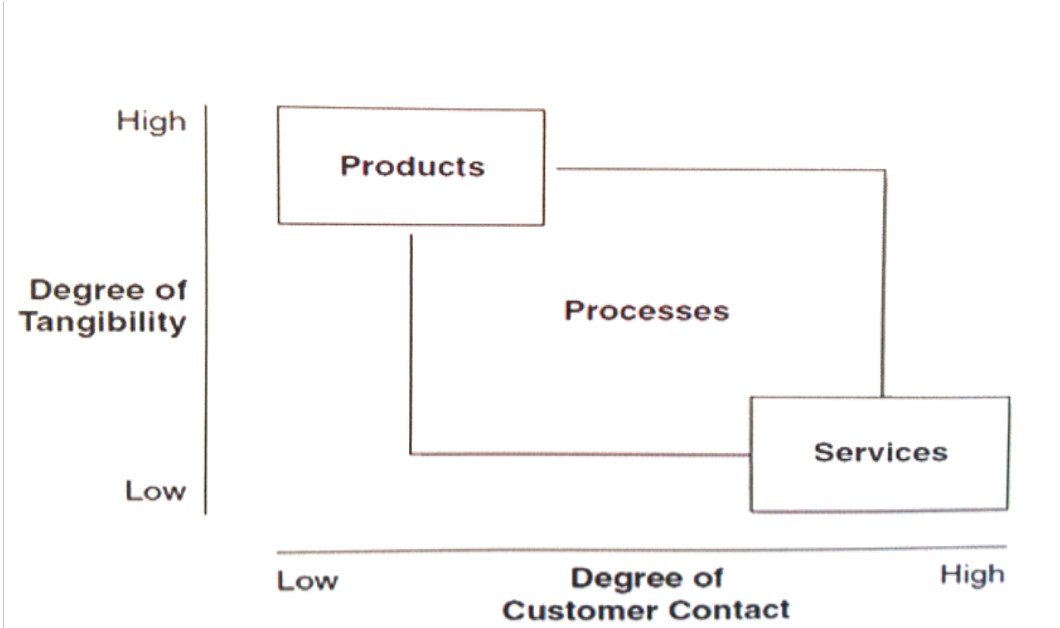


Fig 3: O’ Sullivan (2008) Degree of tangibility and Customer contact.

Now these three different innovations are presented one by one as follows:

Product innovation

Product innovation is usually perceived as an invention. Invention is the act of inventing something new. In simple words product innovation is about making changes to physical products. However, the degree of the change may vary and include incremental, additions to product families, next generation products and new core products. Established organizations often have a set of products that must be incrementally improved or adjusted as problems are identified in service or as new requirements emerge. It is important that they also work on additions to the product families (Wheelwright and Clark, 1992). Innovation is a continuous process and therefore the consumer feedback should be followed to make it even more innovative. Gijs Van Wulfen (2013) describes certain criteria for a product to be considered as a product innovation. *“The criteria accompanies relevance of the customer, recognizing the*

product's uniqueness, trial process lenience, its adaptability, possible changes to the production process and last but not the least the investment size.”

The role of product development/design team cannot be ignored in this case. Their main responsibility among others is to work on the up-coming products or new models of a product. These teams often work with designing radical new products that in hold radical new processes for creating them; as a result this expands the portfolio of an organization. Consequently, providing the organization with the possibility of notable increase in revenue and growth, which can also provide the organization with a competitive advantage over its rivals. The product development process for next-generation and new core products follows a familiar cycle in most organizations (Cooper 2000).

Service innovation

Just as product innovation, service innovation is about making changes to the services. In other words, making changes to intangible products such as north2north student mobility program. Services have a high degree of interaction with customers and are usually activated on demand by customer. Services are often associated with work, play and recreation. Such as banking, entertainment, government, hospitals, retail stores and education. Sometimes they even take a shape of entirely new concept, like Western Union money transfer⁶. This service allows the customers to send money anywhere in the world with in seconds.

Service innovation is in fact a driver of growth and structural change across the whole economy. It helps to make the entire economy more productive and provides fuel for innovation in other industries. It even has the potential to create new growth poles and lead markets that have a macro-economic impact. Service innovation thus can bring about structural and economic change in our societies by transforming the way we live, do business and interact with each other (European commission: The smart guide to service innovation 2012).

Service innovation quality

⁶ Western Union Money Transfer. Western Union Bank. Website: <http://www.westernunion.no/no/Home.page> Dated: 15.08.14.

It is important to mention here the service quality of the innovation. north2north exchange program is a service innovation as it is the only exchange program dedicated to the Arctic Circle. The marketing and promotional efforts that north2north make, generates an image in front of the potential consumers i.e. the students. Based on that image the students generate certain perceptions towards the program. This way of responding can also be described as brand awareness. Brand awareness is the extent to which a brand is recognized by potential customers and is correctly associated with a particular product Based on these associations the customer generates perception of quality, at times without even testing the brand. Brand awareness thus contributes in perceiving the service quality of a service innovation. Therefore, it is vital that we understand the concept and implement it in the marketing strategy and make conclusion after analyzing the service quality model (Fig 4).

In order to achieve success in today's competitive market the service innovation needs to be the reflection of service quality. Service quality could be defined as "*whatever, the customer perceives it to be*" (Grönroos, 2000, p.63). Oliver (1993, p.67) describes it as "*one form of value consumers receives in consumptions of events.*" Both definitions emphasize on customers' role in quality assessment as a focal point. There are also indications that services' characteristics (inseparability, perishability, intangibility and heterogeneity) make quality of the service unique to the customer (Grönroos, 2000). In turn, this means that all the customers experience service differently and all have different expectations on services' outcomes.

Service Quality model

The quality that customer perceives consists of technical and functional quality. *Technical quality is "what" the customer receives in the interaction with the service provider and functional quality is "how" the customer receives the service* (Magnusson and Sundin, 2005). These two dimensions are claimed to affect experienced service quality. The company's image is acting like a filter between these two dimensions i.e. the technical and functional quality, and the experienced quality. As a result affect the perception of quality. Grönroos (2000) means, on the one hand, if a company makes for example a minor mistake, its favorable image can lessen the damage. On the other hand, if the image is negative, the mistake may have a greater impact on the experienced quality than it otherwise would have. Moreover, an organization that is competing on the technical bases is only successful if technical solution is kept as a secret. Hence, every organization should focus that how the

service is delivered. By developing a service’s functional quality, the organization adds extra value to the customer, which increases its competitive edge (Grönroos, 2000). This is exactly the case with north2north exchange. As they have the similar product but they need to be more tangible while delivering their service to the customers. They can do this with the help of social media in addition to their already existing methods.

In addition to Grönroos’s (2000) notion of perceived service quality, Santos (2002) findings also prove that the degree of tangibility is influencing perceptions of customers towards service quality. In turn this would mean that by making service more tangible, service providers could make an impact on the expected or experienced service quality. For example, be aware of how technical and functional quality can appear more tangible. This might have an impact on customers’ service evaluation. Fig 4 demonstrates the service quality model that how technical and functional quality leads consumers’ perceptions towards drawing an image of the organization.

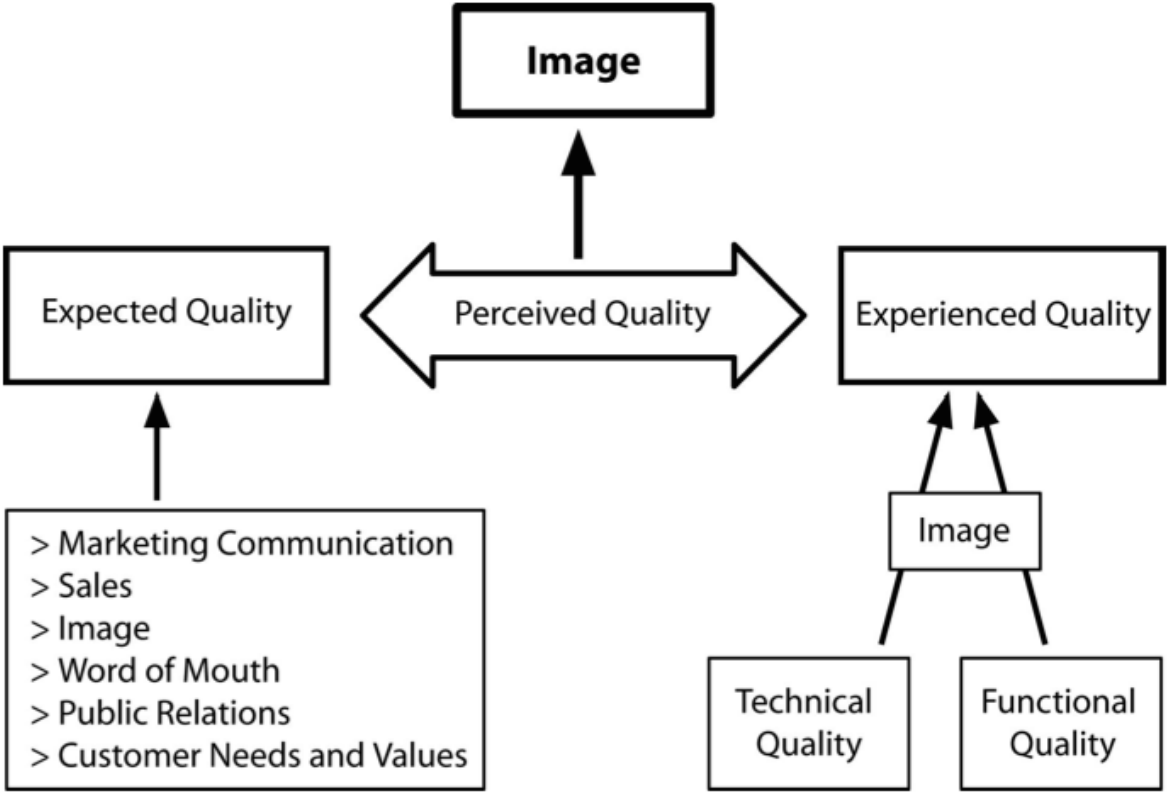


Fig 4: Grönroos’s (2000), Service Quality Model

The model also highlights that the expected quality that is driven by the marketing efforts goes parallel with the experienced quality. Thus, these two qualities also need to be adjacent

meaning; the message should reflect the real service. If the experienced quality is not up to the expectations it can cause negative image building. As in the case of north2north student mobility the presence of this exchange program is not very good in most of the member institutions. Therefore, the students are not able to perceive the quality and the whole image depends on experienced quality. In order to increase the quality of image in front of students, north2north student mobility program needs to implement a marketing strategy for every member institution. However, development of a marketing strategy for every institution is a time consuming job. The best alternative in this case would be the implementation of a student ambassador in every partner institution. This will increase the presence and will result in positive image building of the service. The marketing strategies that can enhance the north2north student mobility image are discussed in detail under marketing strategy.

Process innovation

Process innovation can be viewed as the introduction of new or significantly improved method of production or delivery of output that adds value to the organization. The term process refers to an interrelated set of activities designed to transform inputs onto a specified output for the customer. It implies a strong emphasis on how work is done within an organization rather than what an organization does (Davenport, 1992). After few informal interviews and talks with the employees and in my own work experience from UArctic, it can be concluded that UArctic might need to consider the way their decision process undertakes. For taking even a small step that concerns a middle manager, needs to be approved by the top management. This top to bottom decision making consumes massive amount of time. In addition, the middle management does not feel any ownership towards the decision-making. Consequently, losing the interest in the organization, which results in in-efficiency.

Processes relates to all activities by which value is offered to the end customer. There are a lot of known and well-implemented process innovations and the most common of them are just-in-time, total management, lean manufacturing and supply chain management. Ford, 3M, Wal-Mart are a few of the well know companies that successfully implemented process innovation in their activities.

Graphical representation of the types of innovation

In my discussion of innovation and its types, I have mentioned north2north mobility as an innovative service for the Arctic students, which is not going to impact the market on a big scale. This section presents the graphical representation of what type north2north student mobility is. According to the first section of innovation study, north2north student mobility is defined as sustaining and incremental innovation Fig 5.

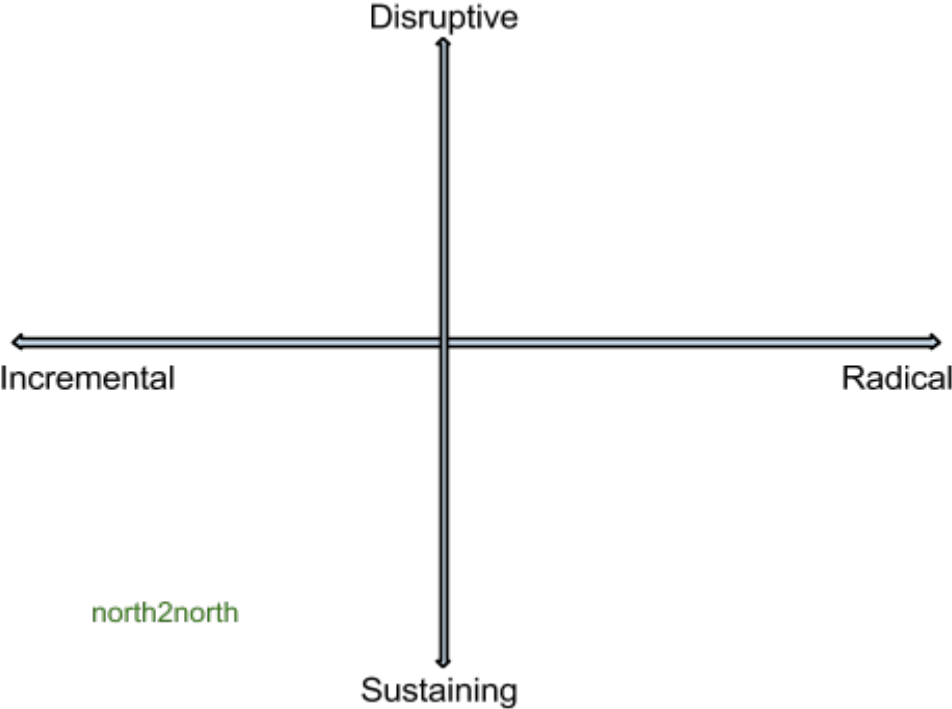


Fig 5: Presentation of north2north on Christensens innovation map

The second section describes the exchange program as service and as well as process innovation. The north2north exchange program will be promoted through new channels in the coming time, thus, fulfilling the criteria for process innovation.

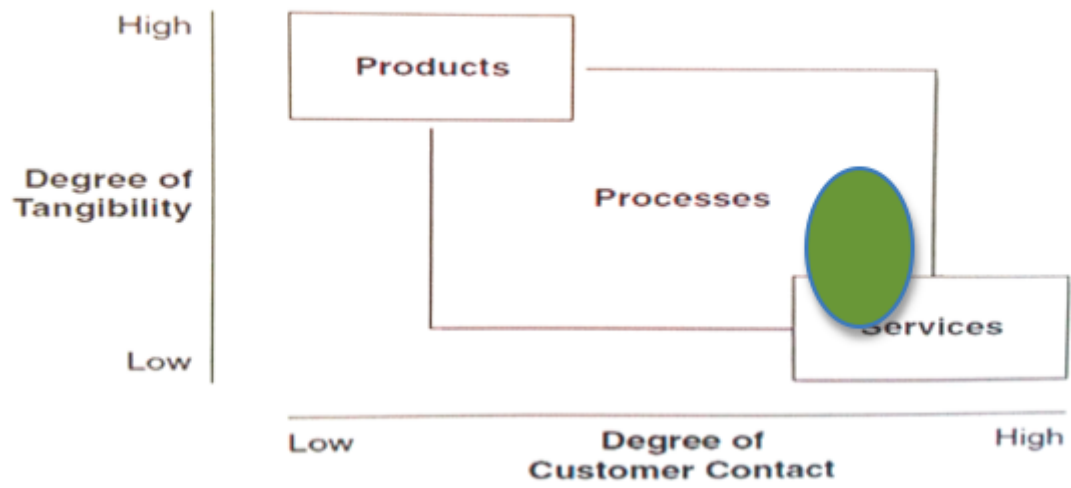


Fig 6: Visual explanation of north2norht (green oval figure) innovation type. According to O' Sullivan (2008)

4: Marketing plan

A marketing plan describes activities involved in achieving specific marketing objectives within a set time frame. A marketing plan begins with the identification through market research of specific customer needs and how the firm intends to fulfill them while generating an acceptable level of return. A detailed marketing plan about UArctic's north2north student mobility is crafted in this thesis. The marketing plan will first describe the market analyses for the education sector. Under the light of market analyses, UArctic and its operations are explained in detail. End of this plan consists a strategic plan that UArctic is advised to implement for achieving its goals.

4.1: Executive summary

The purpose of this marketing plan is to draw a strategy, which will lead north2north student mobility program to increase the number of exchanges through the use of social media. The study shows that the international student mobility throughout the globe is on a rise. The students are willing to travel abroad for study purposes and learn new languages cultures and to meet new people.

north2north is planning to expand and making effort to be successful in it. This marketing plan is just another piece of the effort. The study shows that the students decide to choose an institution where they want to travel and experience that particular country. Their decision making process may depend on other factors as well such as political situation in the country, quality of education and language of tuition etc.

UArctic positions itself as the expert of the Arctic region and projects interesting propositions to the student world like its untempered landscape, extreme weather condition and biodiversity of the Arctic. The competitors like Erasmus, have very strong hold in the European region. Competitors have been in the business for more than two decades and are well established among the student community as compared to north2north exchange program.

The marketing strategy is focused on how to use Facebook page and or Facebook group for promoting north2north exchange program in the partner institutions. The strategy is structured as two components one is the managing of the Facebook page by an expert another is the practical promotion of the Facebook page and group.

4.2: *The challenge*

The service that needs to be promoted strategically is a student mobility program initiated by UArctic in 2001. This exchange program is known as north2north student mobility program. This program supports the students with scholarship and thus is among the most favorite ones. One of the only drawbacks with this exchange program is its presence in the social media. The program is also not very well known in many of the partner institutions.

Goal of this program has not been put down in numbers by the administration of the exchange program. Consequently, the exchange program has not been measured for its success or failure rate. Therefore, it is not possible to make any projections on the growth. However, on the more general bases the program aims to generate more exchanges with the partner institutions.

One of the current strategic goals is to increase their presence on the social media, especially through Facebook.com. The plan describes how it should be done.

4.3: *Market and situation analyses*

One can find a lot of research done on mobility in higher education sector. However, it is still a challenge to find detailed information about student mobility among institutions that are above the Arctic Circle. This part of the study will focus in finding the possible market that can be exploited to increase the student mobility with in the UArctic member institutions.

National economies are becoming more interconnected than ever before. Consequently, the participation in education is expanding at a very high rate. The studies from OECD reports show that the market for student mobility is growing continuously. The most popular region for students outside their home countries is Europe. *“It comprises of 41% of all international students as compared to the 38% in 2009. Out of all international enrolments in EU, 76% of them are from other EU countries. North America provides with 21% of all the mobility students and stands at second place.”* (Education at a glance 2013: OECD Indicators)

At present, governments and individuals are looking for higher education outside their home country. Students and individuals broaden their horizons by studying in international institutions and this helps them to understand and experience other cultures, business methods and languages.

Trends in higher education market

As mentioned before, the mobility in the education market is on a high increase than ever before. The number of international students enrolled worldwide doubled during the term 2000 till 2011. Fig 7 illustrates the increase of international student enrolled in countries abroad. This growth was accumulated at an almost 7% growth rate annually.

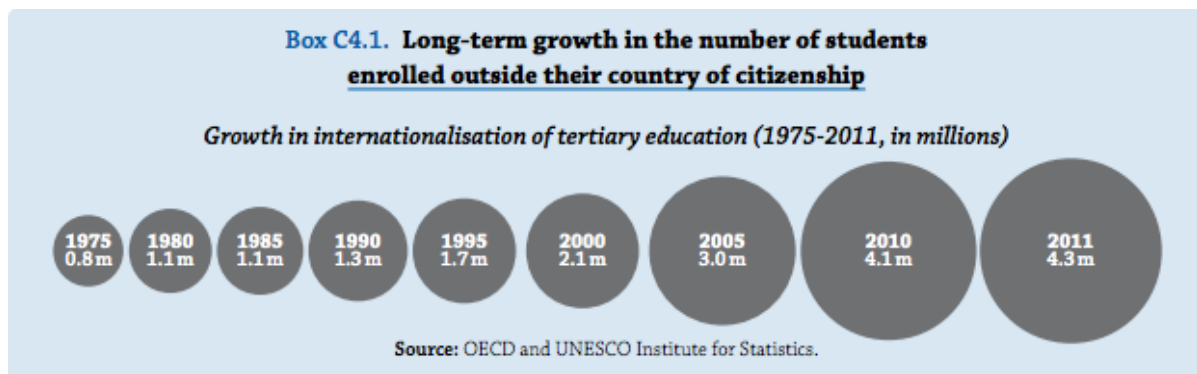


Fig 7: Long-term growth for International students. ⁷

Europe and North America are the leading hosts. More than 50% of all the foreign students throughout the world are received by these countries: Australia, Canada, France, Germany the United Kingdom and the United States. However, since 2000 Oceania region has tripled the number of students hosting. This comprises less than 10 % of the whole student mobility market worldwide. Asia, Latin America and The Caribbean are also seeing the increase of international students, therefore reflecting the increase of student mobility on a global scale.

⁷ Education at a glance: OECD Indicators. OECD. Website: ([http://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)--FINAL%2020%20June%202013.pdf)). Dated. 10.04.2014

Table C4.6. Trends in the number of foreign students enrolled in tertiary education, by region of destination and origin (2000 to 2011)

Number of foreign students enrolled in tertiary education, head counts

Foreign students enrolled in the following destinations	Number of foreign students					Index of change (2010)				Foreign students enrolled in OECD countries from the following regions of origin (2011)
	2011	2010	2009	2005	2000	2010=100	2009=100	2005 = 100	2000 = 100	
Africa	176 990	155 293	147 338	107 851	99 117	114	120	164	179	344 784
Asia	500 947	486 076	446 055	322 449	214 744	103	112	155	233	1 610 203
Europe	2 033 082	1 968 418	1 665 829	1 388 027	920 140	103	122	146	221	916 895
North America	913 464	880 427	850 966	738 401	569 640	104	107	124	160	102 888
Latin America & the Caribbean	78 760	77 735	77 546	39 227	31 058	101	102	201	254	209 580
Oceania	343 298	350 013	335 305	251 904	118 646	98	102	136	289	26 219
Worldwide	4 265 579	4 119 002	3 707 756	2 982 588	2 071 963	104	115	143	206	3 316 209
OECD	3 283 381	3 181 939	2 838 027	2 373 011	1 588 862	103	116	138	207	1 053 978
EU countries	1 734 334	1 686 306	1 413 462	1 201 503	806 286	103	123	144	215	736 978
<i>of which in EU21 countries</i>	1 695 758	1 647 730	1 378 961	1 174 107	776 672	103	123	144	218	623 887
G20 countries	3 550 625	3 418 367	3 040 151	2 488 585	1 718 429	104	117	143	207	1 659 923

Table 8: Education at a glance: OECD 2013. ⁸

Choice of a country for studying

There might be a lot of different factors that determine the choice of a student for the destination country. This part will mention some of these factors and will determine the few important findings.

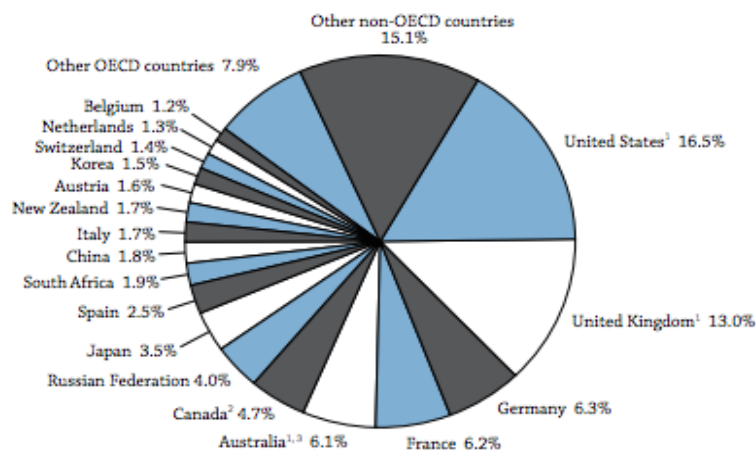
Language of instruction

The language that is used or spoken during the teaching may determine the choice of a country that a student might make. The popular destinations for international students are the countries in which the language of instruction is widely spoken and read: languages such as English, French, Spanish, German and Russian.

⁸ Education at a glance: OECD Indicators. OECD. Website: [http://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%202020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)--FINAL%202020%20June%202013.pdf) Dated: 10.04.2014.

Chart C4.2. Distribution of foreign students in tertiary education, by country of destination (2011)

Percentage of foreign tertiary students reported to the OECD who are enrolled in each country of destination



Note: Year of reference of data for countries other than OECD and G20 is 2010.

1. Data relate to international students defined on the basis of their country of residence.

2. Year of reference 2010.

3. Student stocks are derived from different sources and therefore results are indicative only.

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD destinations. Table C4.4 and Table C4.7, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).


StatLink  <http://dx.doi.org/10.1787/888932847564>

Fig 9: Education at a glance: OECD 2013.⁹

From Fig 9 it can be concluded that the destinations with the English speaking instruction are dominant, such as United States and the United Kingdom, reflecting the adoption of English abroad are expected to learn English in their home country. This pattern is also reinforced due to the fact that English is official language in a large number of countries. Moreover, in some countries the school syllabus is in English. “*On average across all OECD countries in 2011, around one in four foreign students came from the country with the same official or widely-spoken language as the country of destination.*” (Education at a glance: OECD 2013).

Tuition fees

“Tuition costs do not necessary discourage international students, as long as the quality of education provided is high and its potential returns make the investment worthwhile.”

(Education at a glance: OECD 2013). For students considering the costs is an important factor. Therefore, the students might select the options that offer opportunities at lower cost.

⁹ Education at a glance: OECD Indicators. Website: [http://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)--FINAL%2020%20June%202013.pdf)
Dated: 10.04.2014

However, this might not represent the whole picture as high prices might also define, high quality.

Quality of Education

A number of higher education programs are available in this global era. The quality of these programs can be determined by the information and rankings available online and through other means. Consequently, the students are selecting the study destinations after considering the available information and thus selecting the best possible programs that reflect their education background.

Socio-economic policies

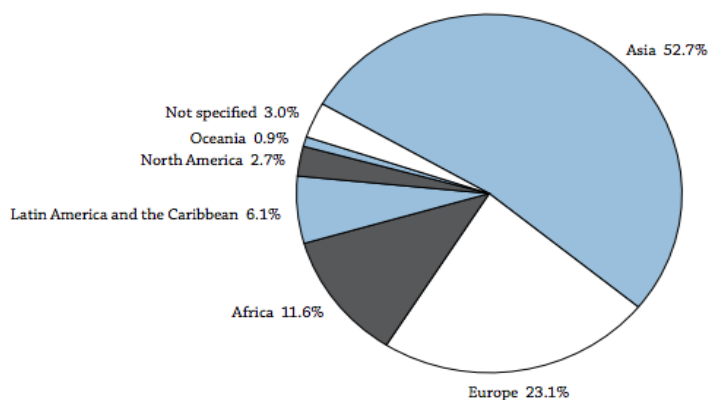
To increase the labor force in a country, a lot of nations have implemented such immigration policies that allow the international students to migrate from their home countries. Therefore, providing the students with more options to choose from and one more factor that affect their choice of destination.

Afore mentioned are a few of the factors that effect student choice or behavior while selecting the destination country or institution. However, there might be many more factors such as parents will, transfer of credits between the institutions, academic reputation of the institution, just to name a few of many. Thus, providing countries and institutions an opportunity to consider these factors and improve on it, and providing the students more choice options and increased higher education quality. Consequently, increasing and improving the inter-cultural education experience; and increased student mobility options.

Main countries of origin

Chart C4.5. Distribution of foreign students in tertiary education, by region of origin (2011)

Percentage of foreign tertiary students enrolled worldwide



Note: Year of reference of data for countries other than OECD and G20 is 2010.

Source: OECD and UNESCO Institute for Statistics for most data on non-OECD destinations. Table C4.3.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).


StatLink  <http://dx.doi.org/10.1787/888932847621>

Fig 10 t: Education at a glance: OECD 2013. ¹⁰

Asia is the biggest supplier for international students worldwide. More than 50% of all the international students are supplied by this region only. The figure mentioned below gives an overview of the percentage of international students by the region of origin.

4.4: Company analyses

Company analysis can be done with the help of model shown in Fig 5. The six different factors that outline and define the company are its goals, focus area, the company culture, Strength and weaknesses and part of market it holds as its share. All these facts about UArctic are being introduced as follows:

10

education at a glance: OECD economic indicators. Website: [http://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)--FINAL%2020%20June%202013.pdf)

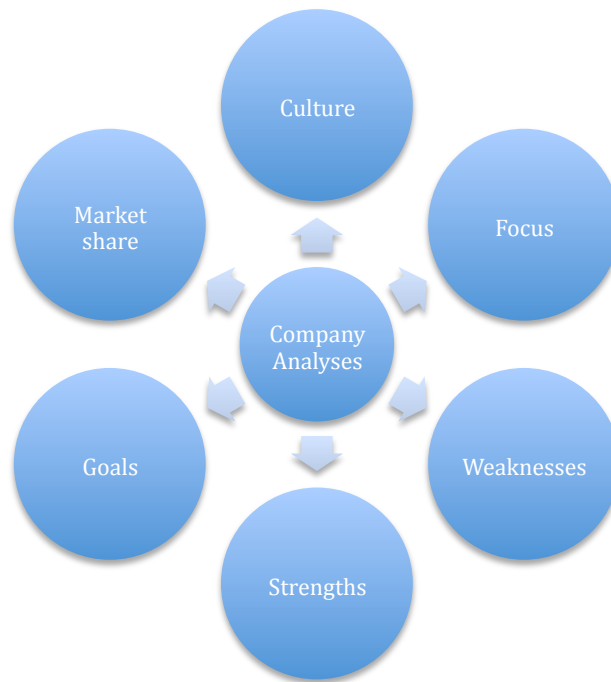


Fig 11: Company analyses model

Goals

Last year in the month of November the Board of Governors approved the new long-term strategic plan for UArctic, establishing its role as membership organization that serves the North. The upcoming goals for UArctic are that the students in the North should have access to the best and most relevant instructional and training resources. UArctic also needs to make sure that all the members of the network participate as key participants in the Arctic research. Moreover, by 2020 UArctic should be the leader in expanding knowledge about the North. Last but not the least, the member institutions of the network gain value by participating in the organization. (UArctic magazine: Shared Voices 2014)

These goals are the reflection of the UArctic performance in the past years. The students in the North feel that they need to travel south for attaining the knowledge they are interested in. Even if that knowledge is available in the Arctic region it might not reflect the world-class standards. However, it does not mean that all the institutions are of low standards in the North. In addition, UArctic has not shown its full potential up-till now and that's why the member institutions are skeptical towards the value of being part of this network.

Focus

UArctic bases its focus on a three level classification. First, UArctic is focusing on presenting a platform for cooperation between international partners at the administrative level. It provides access to interaction with intercontinental-Arctic institutions and organizations, public authorities, business partners and non-profit organizations of the region. UArctic Rector Forum is one of the examples, where important issues are discussed and agreed upon at the highest administrative level. In addition, UArctic is trying to spotlight the importance of giving its members an opportunity to get involved with education and research policy evolution in the North through collaborative activities and projects. (Marina Kallnina 2014)

Secondly, focal point of UArctic is to provide the North a platform for establishing strong research and academic relations, particularly through assistance with in the Thematic Networks. Thematic Networks present UArctic members with a great potential for evolving joint projects and educational programs. For example the UArctic research office anchored by NArFU (Northern Arctic Federal University) is designed to play a link between Russia and Western scientists in the Arctic and to boost collaborative interdisciplinary research in the Arctic. (Marina Kallnina 2014)

Last but not the least, UArctic is striving in becoming a tool for students' absorption in international assistance through various educational programs, mobility programs such as north2north mobility, educational projects and student forum. (Marina Kallnina 2014)

Culture

Ravasi and Schultz (2006) stated that organizational culture is a set of shared mental assumptions that guide interpretation and action in organizations by defining appropriate behavior for various situations. Although a company may have its own unique culture, in larger organizations there are sometimes conflicting cultures that co-exist owing to the characteristics of different management teams. Organizational culture may affect employees' identification with an organization (Schrodt 2002).

As Wal-Mart grew into the world's largest retailer, its staff was subjected to a long list of dos and don'ts covering every aspect of their work. Now the firm has decided that its culture based on rules is too inflexible to cope with the challenges of globalization and technological change, and is trying to diffuse a "values-based" culture, in which employees can be trusted to do the right thing because they know what the firm stands for.

A new study suggests there is less to this than it says on the label. Commissioned by Dov Seidman, boss of LRN, a firm that advises on corporate culture, and author of “How”, a book arguing that the way firms do business matters as much as what they do, and conducted by the Boston Research Group, the “National Governance, Culture and Leadership Assessment” is based on a survey of thousands of American employees, from every level of the corporate ladder.

It found that 43% of those surveyed described their company's culture as based on command-and-control, top-down management. Mr Seidman calls it “blind obedience” (The Economist: Hunting the rich, 24.09.2011). The corporate culture of UArctic is similar to this. Every single decision needs to be approved by the board of certain division. Consequently increasing the loss of time and decreasing the degree of innovation. Thus, settling the whole organization as non-innovative and static. The leadership of UArctic should at least make the management of north2north an independent decision making body. This program addresses the young students who are dynamic in their approach and are used to new ideas and thoughts. UArctic can learn from the example of Wal-Mart and bring innovation in their processes but still believing in their core values and beliefs.

Weaknesses

Almost every organization on the surface of Earth does this analysis of analyzing the internal threats and external opportunities they have to face while being in the market. Unveiling these facts will help any organization in expanding their business and attracting more customers/consumers. Companies tend to analyze their weaknesses in order focus on a business area that needs attention and not to damage their character. Few of the weaknesses of UArctic are as follows:

Online presence

One of the most prominent weaknesses of UArctic lies in its out dated presence on the web and online in general.

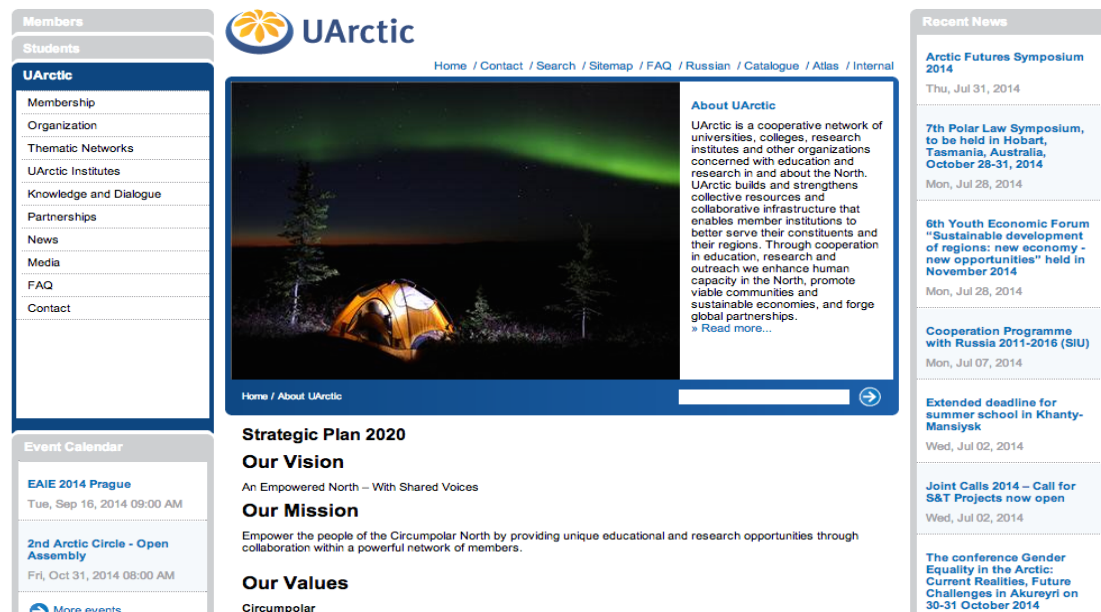


Fig 12: Main page for the UArctic website.¹¹

For any successful online marketing campaign it is very important to have an attractive home page for the organization. However, as one can see in the figure above that the main page for UArctic is outdated and the visitor of this page needs an effort to find relevant information.

Consumer of the present era are increasingly using Internet to research organizations, find their contact information and browse what they have to offer. Consequently, a presentable presence online may be the pivotal for achieving success in the endless competition in today's market. north2north student mobility is present on Facebook but with almost null activity from both sides i.e. the students and the administration.

Branding and Reputation

Companies with better brand identification and well-established reputation are thought to have a higher market share. In addition the consumers tend to believe in the quality of product/service of a brand with established reputation. From the survey, north2north mobility it was established that all the subjects participating, knew or had heard about the brand UArctic However, it is still not established that how well the brand "UArctic" is known among the students at the member institutions.

¹¹ Main page. UArctic. Website: <http://www.Uarctic.org> Dated: 15.05.2014

Moreover, on the personal account, none of the students responded in a Yes, on being asked if they knew about UArctic. This suggests that UArctic as a brand of unique opportunities is unknown among many students and therefore, many of them are unaware of the opportunities that they have at their door-step. Thus, UArctic needs to portray them selves as a mature and vibrant brand among the students and should be physically present in the member campuses. This will help increase their brand recognition that will hopefully translate into more exchanges per year.

The new webpage for education web-portal for students is just one of the steps towards increasing the interest of students in north2north student mobility program. This page also increases the level of being dynamic and attractiveness. This web portal is new to the student and it is much easier to navigate for the right choice of study and destination. Individuals exclaimed that this new web-portal looks promising and gives perception of a good exchange program Fig (3).

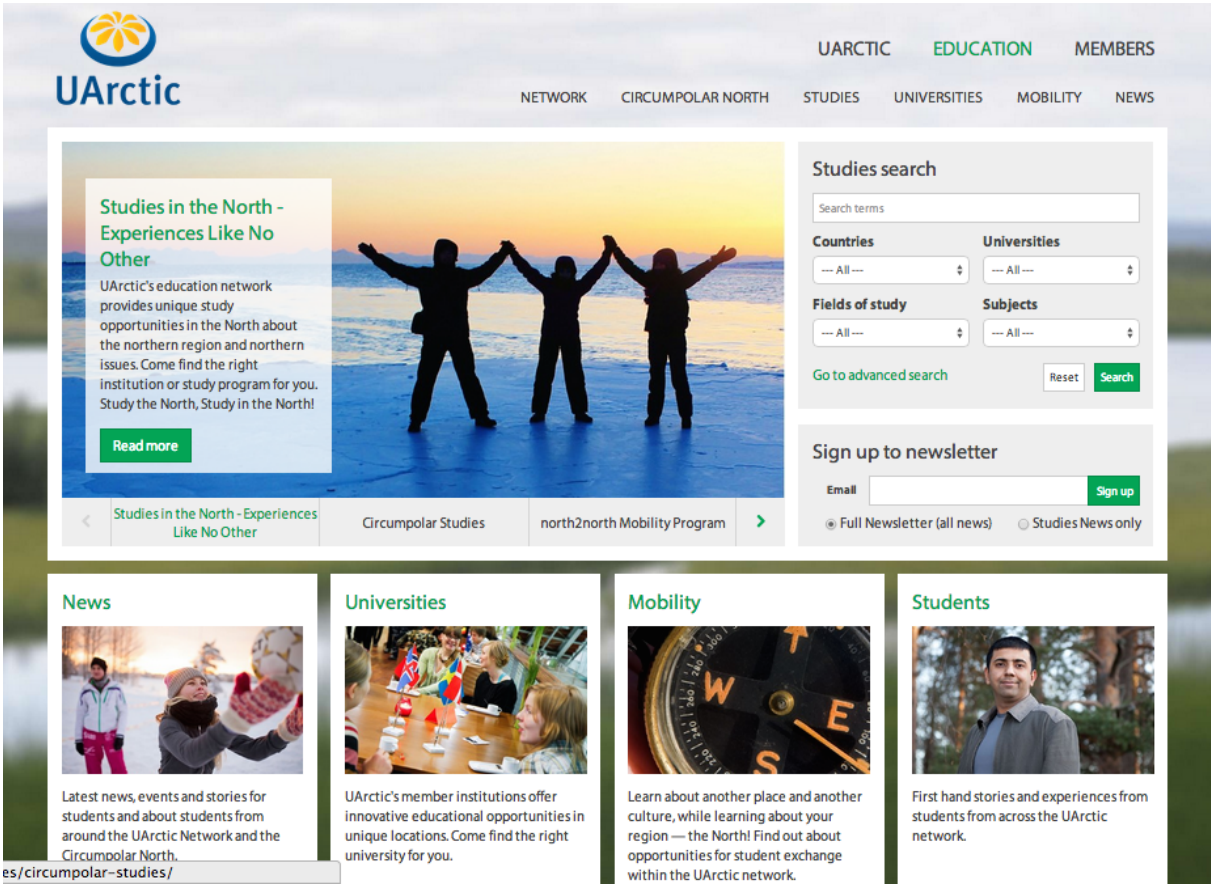


Fig 13: Main page for UArctic’s study portal.

Strengths

In a competitive market, the features that make your company better or more effective than your competitors are translated as the strengths of the company. For example strength could be competent and skilled work force in an organization. Below, few of the strengths are mentioned that UArctic possesses:

Geography

The feature that makes UArctic more interesting than its competitors is the region it is situated in. Arctic possesses the wilderness and the right appeal for many researchers and students. As mentioned in the above chapters that UArctic is becoming the focal point of the whole world. This is happening because of the UArctic's focus on the People and the region of the Arctic, melting ice opening up new sea-routes, ever increasing research in the unexplored vast land of UArctic with bundles of minerals, and last but not the least, oil explorers are eager to jump in the Arctic region for finding more oil reserves. This situation provides UArctic with more firmness as compared to its competitors in the region. Therefore, providing UArctic with the unique selling proposition, "explore the unexplored".

Partners

UArctic as an organization has extremely valuable and influential partners that have distinguished reputation in the market. The Arctic Council, Nordic Council, the governments of all 8 Arctic countries are few of the allies that are helping UArctic in achieving its goals. In addition, to the 150 institutions in and outside the Arctic region. Some of these institutions specialise in the courses related to the Arctic region. Thus providing its stakeholders the value that they might not achieve in other parts of the globe.

Market share

*"Market share is the percentage of an industry or market's total sales that is earned by a particular company over a specified time period. Taking the company's sales over the period and dividing it by the total sales of the industry over the same period calculate market share. This metric is used to give a general idea of the size of a company to its market and its competitors"*¹². In terms of market share the numbers for north2north mobility will be in decimals as compared to established exchange programs like ERASMUS. 163 students have

¹² Definition of Market Share. Investopedia US. Website: <http://www.investopedia.com/terms/m/marketshare.asp> Date: 10.08.14.

been on exchange with north2north mobility, while ERASMUS has managed 252, 827 students in 2012 i.e. the difference is almost uncountable. ERASMUS possesses a high The customer analysis is arguably the most important part of any marketing plan. This analysis provides the pivotal information for designing the marketing strategy. In order to recruit more students for north2north mobility program UArctic needs to demonstrate which students they are looking for. It identifies target customers, determine the needs of these customers, and then stipulate how the product or service satisfies these needs. There are two main aspects to any customer analysis, a demographic profiling and a behavioral analysis. Demographic profiling breaks down customers into age, income, and geographic and other easily identifiable categories. A behavioral analysis in its simplest form describe the reasons customers choose to buy a product rather than of the alternatives. This analysis you will find in detail under chapter Market Segmentation.

In addition to being a critical component of a company's marketing plan, a customer analysis is also an excellent tool to use when initiating or upgrading an Internet marketing campaign. The behavior analysis will aide the development of customer focused content for the Website and email marketing by identifying precisely what customers want to hear. The customer demographic profile will help identify the best marketing channels by comparing the demographics for each of the potential channels (Thorn 2009).

If we see the data from the Survey about north2north student mobility and compare it with the data taken from ERASMUS, see fig (14) exchange one can find many similarities in the findings. Although our survey is not comprehensive in relative terms. The similarities in the demographic findings are quite consistent and they are the level of education, the age group and the gender i.e. bachelor, 20-24 years of age and female respectively.

The strategy at present for reaching out to the students is not innovative and exciting. There is no specific plan for how north2north should reach out to the students rather than just the lecture talks that north2north administration delivers at the campus. Students are given the information about north2north exchange program without much feedback, and is expected that reasonable results will appear. In the last year there were 163 exchanges. This number has a huge potential to grow if the marketing efforts of north2north mobility increases tremendously among all the member institutions.

The students of the north are becoming more dynamic as they are getting more opportunities at their door-steps. UArctic, is currently promoting the north2north program by only lecture talks and recently through a newly designed website. This new web site is designed according to the latest trends. According to UArctic, students have really appreciated this new website (www.education.uarctic.org). The current strategy of UArctic is to engage the current students and the alumni through the means of social media. As the need of the time, a well established social media platform can turn results in-favor of UArctic in terms of increased mobility and it's branding. In addition the social media will provide the students an opportunity to share their stories from their exchange experience with others.

4.5: Customer analyses

The customer analysis is arguably the most important part of any marketing plan. This analysis provides the pivotal information for designing the marketing strategy. In order to recruit more students for north2north mobility program UArctic needs to demonstrate which students they are looking for. It identifies target customers, determine the needs of these customers, and then stipulate how the product or service satisfies these needs. There are two main aspects to any customer analysis, a demographic profiling and a behavioral analysis. Demographic profiling breaks down customers into age, income, geographic and other easily identifiable categories. A behavioral analysis in its simplest form describe the reasons customers choose to buy a product rather than of the alternatives. This analysis you will find in detail under chapter Market Segmentation.

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4.6: Competitor Analyses

Accessing a lot of customer information in today's competitive market will not give an edge to a company if they do not consider the competitive companies. Every company needs utmost attention towards finding out the plans and strategies of its competitors. Ignoring or underestimating the threat posed by potential competitors and focusing only on current competitors is often referred to as "Competitor Myopia". This term was coined by Theodore Levitt to describe situations in which firms fail to recognize the full scope of their businesses. Competitor Myopia can drive firms out of business (Cuellar-Healey & Gomez 2013).

Competitor analysis provides both an offensive and a defensive strategic context for identifying opportunities and threats. The offensive strategy context allows firms to more quickly exploit opportunities and capitalize on strengths. Conversely, the defensive strategy context allows them to more effectively counter the threat posed by rival firms seeking to exploit the firm's own weaknesses. Through competitor analysis, firms identify who their key competitors are, develop a profile for each of them, identify their objectives and strategies, assess their strengths and weaknesses, gauge the threat they pose, and anticipate their reaction

to competitive moves. Firms that develop systematic and advanced competitor profiling have a significant competitive advantage. (Cuellar-Healey & Gomez 2013).

An organization can have multiple competitors direct or indirect. Where as direct competitors are those that have virtually identical goods or services to sell in the same market, and indirect competitors are firms selling un-identical goods and services in the same market but, fulfilling the same needs. This section describes one of the main competitors, among others i.e.

Erasmus student exchange program that is organized and supported by the EU. In addition, there are other opportunities for students for studying abroad through Kilroy (<http://www.education.kilroy.no>) and some other sources.

Market positioning









Market positioning is an effort to influence consumer perception of a brand or product, relative to the perception of competing brands or products. Its objective is to occupy a clear, unique, and advantageous position in the consumer's mind.

With more than 150 member institutions in the eight Arctic countries and beyond, UArctic is the North's only truly circumpolar higher education institution and one of the world's largest education and research networks. Moreover, north2north student mobility program offers exchange among 55 member institutions of the UArctic network. This program is the only of its kind and covers the whole Arctic region i.e. all eight. The opportunities that UArctic provides to the students and the region are high standard education and mutual development "for the Arctic, by the Arctic". north2north exchange program has a very strategic importance in this scenario. As students from the Arctic region travel within the Arctic and gain valuable knowledge and skills for the sound development of the region. UArctic also positions itself as keeper of perfect knowledge about the Arctic region whether it is about its people, resources cultures or landscape.

Erasmus on the other hand positions itself as the biggest exchange provider in the European region and planning to extend the exchanges with other continents. They also position themselves as the core in sound development of the communities of Europe through study and skill exchanges.

Erasmus European Exchange

UArctic works with many other organizations and networks in the Circumpolar North and beyond to promote cooperation in higher education in the region. Below is a list of UArctic’s partners with which it has formal working relationships. Moreover, the governments of all the countries in the Arctic Circle have a stake in UArctic’s growth. These governments are actively funding UArctic’s projects. Canadian government on the other hand, recently stepped back in funding more projects from UArctic. They argued that the network is not worth of spending money. However, Norwegian foreign affairs invested Kr 942,000/- in developing its latest project known as “north2north+”. See appendix (2)

 <p>ARCTIC COUNCIL</p> <p>The Arctic Council</p>	 <p>Northern Forum</p>
 <p>UNEP United Nations Environmental program</p>	 <p>Teachers' Enhancement institution</p>
 <p>Arctic Frontiers</p>	 <p>INTER = ACT Interact</p>
 <p>Association of Polar Early Career Scientists</p>	 <p>International Arctic Social Science Association</p>

Erasmus is part of the EU’s Lifelong Learning Program, with a budget of EUR 3 .1 billion for the period 2007-13. During the academic year 2011- 12, 33 countries took part in the Erasmus Program i.e. the 27 EU Member States, Croatia, Iceland, Lichtenstein, Norway, Switzerland and Turkey. On its inauguration year, 3244 students from 11 countries spent a study period abroad under the Erasmus Program. In 2011-12 the number of Erasmus students exceeded 250,000. In addition, more than 46000 staff from 33 European countries spent time abroad. Erasmus mobility, with its strategic focus on skills development, is a central element of the European Commission’s strategy to combat youth unemployment, featuring prominently in the Europe 2020 strategy for growth and jobs. It is very interesting to see that UArctic and Erasmus’s strategy are very similar and is focused for regional development through skill improvement with the help of student exchange. This provides the students of the region in the Arctic a choice between two alternative exchange programs. Thus UArctic needs to improve their communication and presence on the social media. Fig (14) gives a birds-eye view of the whole ERASMUS exchange program.

ERASMUS Strengths

Erasmus study exchange is a well-known exchange program among all European students. It might not be an exaggeration to say that this exchange program is the first choice for studying abroad for most of the European students. The organization is well established for just under 30 years now with very promising results. The European Commission directly funds Erasmus exchange program. Moreover, Erasmus Exchange program is a prominent feature in the future planning of the European Commission. Its social media presence is admirable and is followed by the students and the administration for effective and fast communication. Such social media presence enhances the Student-Student and student-administration integration, which builds trust. Presence of Erasmus program on social media is discussed in detail in the next chapter.

Student mobility in figures

	Type of student mobility		Total
	Studies	Work placements (traineeships)	Student mobility
Total number of Erasmus students	204744	48083	252827
Average EU monthly grant (EUR)	232	357	250
Average duration (months)	6.3	4.3	5.9
Number of special needs students	295	41	336
Top sending countries (absolute numbers)	ES, DE, FR, IT, PL	FR, DE, ES, UK, PL	ES, DE, FR, IT, PL
Top sending countries (% share of the student population)	LU, LI, ES, LT, LV	LV, LI, LT, MT, EE	LU, LI, LV, ES, LT
Top receiving countries	ES, FR, DE, UK, IT	ES, UK, DE, FR, IT	ES, FR, DE, UK, IT
Level of studies (% share)	Bachelor 70% Master 28% Doctorate 1% Short-cycle 1%	Bachelor 57% Master 29% Doctorate 3% Short-cycle 11%	Bachelor 68% Master 28% Doctorate 1% Short-cycle 3%
Average age of students (years)	22.5	22.8	22.5
Number of Higher Education Institutions sending students in 2011-12	2283	2574	3189
Gender balance (% of women)	60.6%	61.1%	60.7%

Fig (14): European Commission: Erasmus student mobility¹³

¹³ Student Mobility in figures. European Commission. Website: http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/31957_Erasmus_Facts_Figures_Trends_11_12_en.pdf. Published 2011-12. Dated 10.08.2014

ERASMUS Social Media presence

As mentioned in the theoretical discussion that social media at present holds a lot of power in terms of creating and improving image among the consumers. A social media page empowers the consumer to share and interact with people of similar interests and values. Erasmus has given this very opportunity to its stakeholders, specially the Erasmus students to share their stories and feel themselves as part of a huge network. Unlike UArctic, Erasmus has integrated its administration and students through social media. One example of such integration is their Facebook page known as “Erasmus Student Network” see Fig (14). On this network there are a lot of stories of different students and sharing their priceless experiences with the network. At present they have a campaign “#Erasmus Tips” in which the new Erasmus students are helped with their queries and question about anything.



Fig (15): Erasmus presence on social media. Erasmus student network.¹⁴

¹⁴ Erasmus Student Network. Erasmus European Exchange. Website: <https://www.facebook.com/esn?fref=ts> Dated 10.08.2014.

Erasmus exchange as part of European culture

For many European students, the Erasmus Program is their first time opportunity for living and studying in another country. Hence, it has become a cultural phenomenon and is very popular among European students, going on to become the subject of movies such as the French film *L'Auberge Espanola*, the documentary *Erasmus 24 7* and guidebook *Erasmus, Here I Come!*.

The Program cherishes not only learning and understanding of the host country, but also a sense of community among students from different countries. The Erasmus experience is considered both a time for learning as well as a chance to socialize.

Some academics have speculated that former Erasmus students will prove to be a powerful force in creating a pan-European identity. The political scientist Stefan Wolff, for example, has argued that "Give it 15, 20 or 25 years, and Europe will be run by leaders with a completely different socialization from those of today", referring to the so-called 'Erasmus generation'.¹⁵

KILROY Education

KILROY is an international organization based in traveling education and is not a direct competitor for north2north student mobility. This educational program provides an opportunity for students to travel to different countries for education purposes. KILROY's Annual Report 2013 states *"The KILROY brand is strong in the student market, also in terms of education abroad. KILROY offers counseling service for students seeking overseas study and internship opportunities. The current portfolio provides a range of destinations, fields of study and experience via highly-ranked universities and other education partners throughout the world."*

A merger between Nordic student travel organizations and the Scandinavian Student Travel Service (SSTS) created Kilroy International AS. The idea around establishing these organizations was to provide the youth in the Scandinavian countries with affordable travel opportunities. It is interesting that what started off as an initiative to promote youth's mobility

¹⁵ Erasmus Programme. Erasmus European Exchange. Website: http://en.wikipedia.org/wiki/Erasmus_Programme Dated 10.08.2014

and their wellbeing was transformed in to a brand that became a common brand signifying affordable travel opportunities for its customers. The key success factor that has given Kilroy the edge lies with the fact that the group consists of travel organizations that have partnered together in order to achieve the common goal of acquiring affordable travel options for their customers.



Strengths

The main strength behind the success of the Kilroy lies with the way the group has been able to utilize the economies of scale to their advantage; where bulk purchase has an important role in influencing the affordability of travel plans for its customers. The other main strength that Kilroy focuses on is that it believes in creation of strong brands and their dedication towards the understanding of the markets need and adjusting accordingly. In addition to this, Kilroy as a group has several business area and all of which have their own profit –and-loss responsibility, which enables the group to operate most efficiently and effectively, being able to recognize the weaknesses within the group and addressing it accordingly.

4.7: Collaborators

UArctic works with many other organizations and networks in the Circumpolar North and beyond to promote cooperation in higher education in the region. Below is a list of UArctic’s partners with which it has formal working relationships. Moreover, the governments of all the countries in the Arctic Circle have a stake in UArctic’s growth. These governments are actively funding UArctic’s projects. Canadian government on the other hand, recently stepped back in funding more projects from UArctic. They argued that the network is not worth of spending money. However, Norwegian foreign affairs invested Kr 942,000/- in developing its latest project known as “north2north+”. See appendix ()

 <p>ARCTIC COUNCIL The Arctic Council</p>	 <p>NORTHERN FORUM Northern Forum</p>
 <p>UNEP United Nations Environmental program</p>	 <p>Teachers’ Enhancement institution</p>
 <p>Arctic Frontiers</p>	

Arctic Frontiers	Interract
 Association of Polar Early Career Scientists	 International Arctic Social Science Association

4.8: PEST Analyses

PEST analysis describes a framework of macro-environmental factors used in environmental scanning. It is a part of the external analysis when doing market research and gives a certain overview of the different macro-environmental factors that the company has to take into consideration. PEST analyses for UArctic will include all the 8 Arctic countries. The thesis will analyze the whole region as one entity. The discussion will include the similarities and the differences among the 8 Arctic countries under each variable i.e. political, economical, social and technological.

Political

Political factors are basically to what degree the government intervenes in the economy. Specifically, political factors include areas such as tax policy, labor law, environmental law, trade restrictions, tariffs, and political stability. Political factors may also include goods and services which the government wants to provide or be provided and those that the government does not want to be provided. Furthermore, governments have great influence on the health, education, and infrastructure of a nation.¹⁶

All Arctic countries are very similar in terms of political and economic stability, technological advancements and societal values on the macro level. But, Russia on the other hand, is unique in its own way. Communism prevails in Russia. In other 7 Arctic countries Democracy is the way of rule. However, Capitalism dominates these countries. The political situation in the Scandinavian and North America is very stable. Parliamentarianism, democracy, a high proportion of women in the national parliaments and a well-developed welfare model are all

¹⁶ PESTEL Analyses. CIPD. Website: <http://www.cipd.co.uk/hr-resources/factsheets/pestle-analysis.aspx> Published: October 2013 Dated. 12.08.14

characteristic of politics in the Nordic Region¹⁷. In addition, Scandinavian and North American are considered to be the best for living standards.

The situation in Russia is a bit different. The living standards are not the best you can find and due to the recent developments between Ukraine and Russia the political stability is under pressure. Due to the political situation in Russia a lot of students are willing to travel outside the country for education and finding a job. Russian students are the main supply for north2north student mobility. The north2north administration is now planning to work strategically to get students from other countries to choose their program for study exchanges.

Economical

Economical factors include economic growth, interest rates, exchange rates, and the inflation rate.¹⁸ Although there are some significant differences among the Nordic countries, they all share some common traits. These include support for a "universalist" welfare state relative to other welfare states, which is aimed specifically at enhancing individual autonomy, promoting social mobility and ensuring the universal provision of basic human rights, as well as for stabilizing the economy, alongside a commitment to free trade (Pontusson, 2011). The economic situation of the Nordic countries is stable as compared to south or European countries. Oil and Gas are the main source of income for Norway. Sweden is known for its automotive and green gas generation. Denmark's income sources are exports of agriculture, farm and dairy products and oil and gas¹⁹. Electronics, machinery and other engineered goods are the main produce and exports of Finland's economy²⁰. Iceland's economy depended heavily on fishing, which still provides 40% of export earnings and employs 7% of the work force. However, its importance is diminishing from an export share of 90% in the 1960s to 40% in 2006²¹.

Canada's manufacturing, mining, and service sectors have transformed the nation from a largely rural economy to an urbanized, industrial one. Like many other developed nations, the Canadian economy is dominated by the service industry, which employs about three-quarters

¹⁷ Politics. Norden. Website: <http://www.norden.org/en/the-nordic-region/politics> 12.08.14

¹⁸ PESTEL Analyses. CIPD. Website: <http://www.cipd.co.uk/hr-resources/factsheets/pestle-analysis.aspx> Published: October 2013 Dated: 12.08.14

¹⁹ Denmark. GlobalEdge. Website: <http://globaledge.msu.edu/countries/denmark/economy>. Dated: 12.08.2014.

²⁰ Finland. International Monetary Fund. Website: <http://www.imf.org/external/pubs/ft/weo/2013/01/weodata/weorept.aspx?pr.x=65&pr.v=7&sy=2009&ey=2012&scsm=1&ssd=1&sort=count&rv&ds=.&br=1&c=172&s=NGDPD%2CNGDPDPC%2CPPP&grp=0&a=> Retrieved 17 April 2013. Dated: 15.08.14

²¹ Energy Data. Askja Energy. Website: <http://askjaenergy.org/iceland-introduction/energy-data/> Dated: 12.08.14.

of the country's workforce. However, Canada is unusual among developed countries in the importance of its primary sector, in which the logging and petroleum industries are two of the most prominent components²². The United States is the largest importer of goods and second largest exporter. In 2010, the total U.S. trade deficit was \$635 billion. Canada, China, Mexico, Japan, and Germany are its top trading partners. In 2010, oil was the largest import commodity, while transportation equipment was the country's largest export. Chemical products are the leading manufacturing field. The United States is the third largest producer of oil in the world, as well as its largest importer. It is the world's number one producer of electrical and nuclear energy, as well as liquid natural gas, sulfur, phosphates, and salt. While agriculture accounts for just less than 1% of GDP, the United States is the world's top producer of corn and soybeans.²³

Russia has an economy with enormous natural resources, particularly oil and natural gas. It has the 9th largest economy in the world by nominal GDP. Since the turn of the 21st century, higher domestic consumption and greater political stability have bolstered economic growth in Russia. The country ended 2008 with its ninth straight year of growth, averaging 7% annually between 2000 and 2008. Oil, natural gas, metals, and timber account for more than 80% of Russian exports abroad.²⁴

Social

Social factors include the cultural aspects and include health consciousness, population growth rate, age distribution, career attitudes and emphasis on safety. Trends in social factors affect the demand for a company's products and how that company operates. For example, an aging population may imply a smaller and less-willing workforce thus increasing the cost of labor.²⁵ Nordic countries have historically been one of the most socially progressive cultures in the world and culture is one of the main components of co-operation between the Nordic countries. The policies of the Nordic countries with respect to cultural life, mass media and religion have many shared values and features in common. However, some differences may be pointed out; for instance, cultural institutions arising from historical circumstances. In both

²² Canada. Statistics Canada. Website: <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/gblec02a-eng.htm> November 16, 2009. Dated: 12.08.2014.

²³ USA trade statistics. Greyhill Advisors. Website: <http://greyhill.com/trade-statistics> Dated. 12.08.14.

²⁴ Russia. World Development indicator. Website: <http://databank.worldbank.org/data/home.aspx> last updated: 09.04.2014. Dated: 12.08.14.

²⁵ PESTEL Analyses. CIPD. Website: <http://www.cipd.co.uk/hr-resources/factsheets/pestle-analysis.aspx> Published: October 2013 Dated. 12.08.14

Denmark and Sweden, there are cultural institutions with roots in the traditions of the royal courts. In these countries, national institutions formed the foundation of cultural life at an early stage while, in Norway cultural institutions began to form later.²⁶

Canada's culture draws influences from its broad range of constituent nationalities, and policies that promote multiculturalism are constitutionally protected. In Quebec, cultural identity is strong, and many French-speaking commentators speak of a culture of Quebec that is distinct from English Canadian culture. However, as a whole, Canada is in theory a cultural mosaic – a collection of several regional, aboriginal, and ethnic subcultures. Government policies such as publicly funded health care, higher taxation to redistribute wealth, the outlawing of capital punishment, strong efforts to eliminate poverty, strict gun control, and the legalization of same-sex marriage are further social indicators of Canada's political and cultural values (Bricker and Wright, 2005). The United States is home to many cultures and a wide variety of ethnic groups, traditions, and values. Mainstream American culture is a western culture largely derived from the traditions of European immigrants with influences from many other sources, such as traditions brought by slaves from Africa. More recent immigration from Asia and especially Latin America has added to a cultural mix that has been described as both a homogenizing melting point, and a heterogeneous salad bowl in which immigrants and their descendants retain distinctive cultural characteristics.²⁷

Among all of the Arctic countries, Russia is most diverse in their culture. There are over 160 different ethnic groups and indigenous peoples in Russia. Ethnic Russians with their Slavic Orthodox traditions, Tatars and Bashkirs with their Turkic Muslim culture, Buddhist nomadic Buryats and Kalmyks, Shamanistic peoples of the Extreme North and Siberia, highlanders of the Northern Caucasus, Finno-Ugric peoples of the Russian North West and Volga region all contribute to the cultural diversity of the country.²⁸

Technological

²⁶ Top 10 best selling Scandinavian artists of all time. All Scandinavian. Peter Krogholm and Thomas Brundstom. Website: <http://allscandinavian.com/591/top-1010-best-selling-scandinavian-artists-of-all-time/> Published 10.03.2014 Dated 12.08.14

²⁷ USA. Americans give record \$295B to Charity. Website: http://usatoday30.usatoday.com/news/nation/2007-06-25-charitable_N.htm?POE=click-refer Published. 25.06.2007. Dated. 12.08.14.

²⁸ The World Factbook. Central Intelligence Agency. Website: <https://www.cia.gov/library/publications/the-world-factbook/geos/rs.html> Dated: 12.08.14.

Technological factors include technological aspects such as R&D activity, automation, technology incentives and the rate of technological change.²⁹ All Scandinavian countries are technically advanced and are contributing actively to the development of new innovations across different industries. In the 20th century, Danes have been innovative in several fields of the technology sector. Danish companies have been influential in the shipping industry with the design of the largest and most energy efficient container ships in the world. Danish engineers have contributed to the design of MAN Diesel engines. In the software and electronic field, Denmark contributed to design and manufacturing of Nordic Mobile Telephones, and the now-defunct Danish company DanCall was among the first to develop GSM mobile phones.³⁰ The traditional engineering industry is still a major source of Swedish inventions, but pharmaceuticals, electronics and other high-tech industries are gaining ground. Tetra Pak was an invention for storing liquid foods, invented by Erik Wallenberg. Losec, an ulcer medicine, was the world's best-selling drug in the 1990s and was developed by AstraZenica. More recently Håkan Lans invented the Automatic Identification System, a worldwide standard for shipping and civil aviation navigation. A large portion of the Swedish economy is to this day based on the export of technical inventions, and many large multinational corporations from Sweden have their origins in the ingenuity of Swedish inventors. Swedish inventors held 41,735 patents in the United States in 2012, according to the United States Patent and Trademark Office. As a nation, only ten other countries hold more patents than Sweden.³¹

In 2011, Canada spent approximately C\$29.9 billion on domestic research and development. As of 2012, the country has produced fourteen Nobel Laureates in physics, chemistry and medicine and was ranked fourth worldwide for scientific research quality in a major 2012 survey of international scientists. It is additionally home to a number of global technology firms. Canada ranks seventeenth in the world for Internet users as a proportion of the population, with over 28.4 million users, equivalent to around 83 percent of its total 2012 population.³² The United States has been a leader in scientific research and technological innovation since the late 19th century. In 1876, Alexander Graham Bell was

²⁹ PESTEL Analyses. CIPD. Website: <http://www.cipd.co.uk/hr-resources/factsheets/pestle-analysis.aspx> Published: October 2013 Dated: 12.08.14

³⁰ Denmark. GlobalEdge . Website: <http://globaledge.msu.edu/countries/denmark/economy>. Dated: 12.08.2014

³¹ *Fact Sheet FS 4*. Sweden.se Website: Sweden.se. Published: February 2010. Dated:12.08.14

³² Top 250 Canadian Technological companies. Branham Group Inc. Website: <http://www.branham300.com/index.php?year=2011&listing=1> Dated. 12.08.14.

awarded the first U.S. patent for the telephone. Thomas Edison's laboratory developed the phonograph, the first long-lasting light bulb, and the first viable movie camera. In the early 20th century, the automobile companies of Ransom E. Olds and Henry Ford popularized the assembly line. The Wright brothers, in 1903, made the first sustained and controlled heavier-than-air powered flight.³³

Science and technology in Russia blossomed since the age of Enlightenment— emphasis on reason and individualism— when Peter the Great founded the Russian academy of Science and Saint Petersburg State University, and plymath Mikael Lumonosov established the Moscow State University, paving the way for a strong native tradition in learning and innovation. In the 19th and 20th centuries the country produced a large number of notable scientists and inventors.³⁴

4.9: SWOT Analyses

A tool of situation analysis, SWOT (strengths, weaknesses, opportunities, and threats) is used in the preliminary stage of strategic decision-making (Johnson et al 1989) where it provides the basic framework for strategic analysis. SWOT generates lists, or inventories, of strengths, weaknesses, opportunities and threats. Organizations use these inventories to generate strategies that fit their particular anticipated situation. One of the main purposes of these analyses is to convert the weaknesses and threats of an organization into strengths and opportunities. A SWOT analysis can be carried out for a product, place, industry or person. It involves specifying the objective of the business venture or project and identifying the internal and external factors that are favorable and unfavorable to achieve that objective.³⁵ The objective of north2north student mobility at present is to increase their awareness, and recruit more students through social media. Identification of SWOTs is important because they can inform later steps in planning to achieve the objective.

The discussion will continue by describing internal and external aspects of the company by expounding strengths, opportunities, weaknesses and threats. During this section I will focus only on the north2north project.

³³ Edison's Story. Lemelson Center. Website: http://invention.smithsonian.org/centerpieces/edison/000_story_02.asp Dated. 12.08.14.

³⁴ Panzerkampfwagen T-34George Parada (n.d.) Achtung Panzer!. Website: <http://www.achtungpanzer.com/panzerkampfwagen-t-34r-soviet-t-34-in-german-service.htm> Dated: 12.08.14.

³⁵ SWOT Analyses. Wikipedia: http://en.wikipedia.org/wiki/SWOT_analysis Dated: 12.08.2014.

Strengths

Strengths are the characteristics of the business or project that give it an advantage over others. 55 member institutions of the UArctic network are currently part of the north2north program and are reported to grow over period. The north2north program is supported by National Agencies in some of the 8 Arctic countries and by an international network of member institution contacts. north2north student mobility is funded by Norwegian Ministry of Education together with an in kind contribution from Finnmark University College. The International as well as the Norwegian National office are supported by the UArctic Secretariat hosted by the University of Lapland with consistent year-to-year funding. The administration of the program as well as the mobility operations are supported through additional funding from the Governments of Sweden and Finland and each participating UArctic institutions. Last year the program supported 326 students, which is good as compared to the low awareness this program has in the member institutions.

Weaknesses

Weaknesses are the characteristics that place the business or project at a disadvantage relative to others. The promotion efforts for north2north program are consistent in all the participating institutions. For example at University of Tromsø the program is promoted by only one channel and that is an information meeting with the students. There is no active participation on social media or visual presence at the university campus. Very little activity on the social media is one of the biggest weaknesses of the program. The administration should learn from examples like Erasmus's presence on social media, i.e. being active and engaging students throughout Europe. One of the organizational weaknesses in the structure of the organization is top to bottom structure. We learnt in the PEST Analysis that Nordic countries are used to work in flat structure environment, which totally contradicts with the UArctic's organizational structure that consists of 5 out of 8 countries.

Opportunities

Opportunities can be defined as the external elements that a project could exploit to its advantage. north2north student mobility program can extensively increase the number of exchanges by including more member institution. The north2north program administration is

looking into the opportunity of expanding their horizon to non-Arctic countries under the new initiative known as “north2north+”. This opportunity will open new grounds for the program and will generate more awareness of the brand. north2north should look into the promotional opportunities in the member organization by implementing new ideas like student ambassadors and student fairs. There is a huge opportunity for this program to create awareness around it at the campuses of member institutions.

Threats

Threats are the elements in the environment that could cause trouble for the business or project. One example of such threats that can put a negative influence on the project is that, the government of Canada has stopped funding the north2north project. Therefore, it is a threatening situation as other countries might take the same lead and stop funding the project. Another threat to this program is the strong competitors in the market like Erasmus and Kilroy. Students from the Arctic region can choose any of these opportunities for studying abroad. New entrants in the market like Erasmus+ create an environment where the students from all over Europe and outside Europe can apply for exchange. This threatens the position of north2north and might push it down.

North2north exchange program has a lot of potential to grow and assist UArctic in achieving their mission of educated and skilled Arctic. By believing in their strengths of secure funding they can utilize their assets in an effective way by strategic market planning. North2north in itself is a threat to other exchange programs as its unique for the Arctic region with credibility of all 8 Arctic countries. They should focus on their weaknesses and try to implement a flat organizational structure for effective administration and innovative process development.

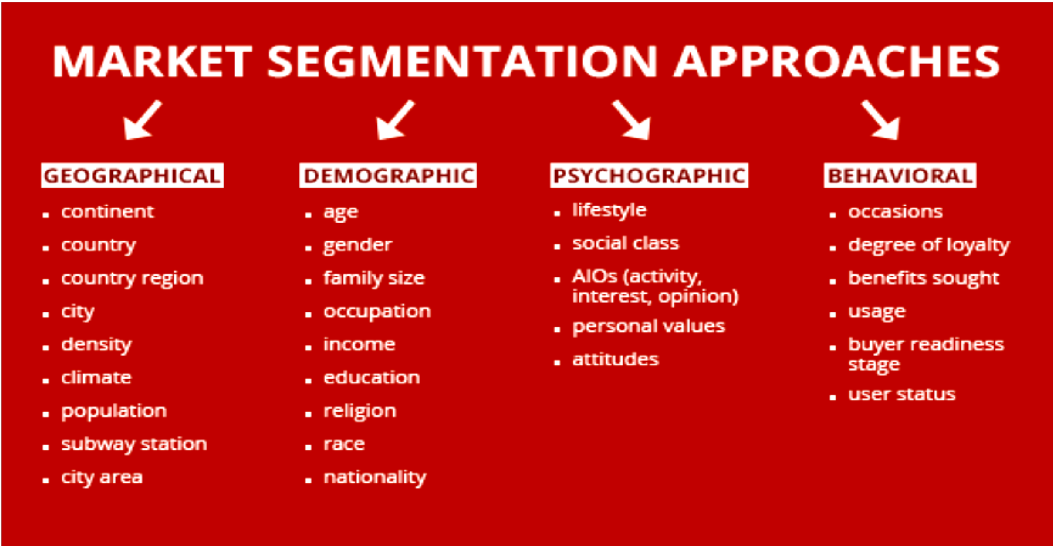
4.10: Market segmentation

Smith introduced an integral part of market planning known as market segmentation, in 1956. A market segment is a group within a market that is clearly identifiable based on convinced criteria. Consumers within such a sub-market are pretended to be quite identical in their demands, characteristics and behaviors (Lin 2002). In other words, acknowledging that all the customers are not the same and are thus divided into non-homogeneous markets leads to an important strategic maneuver known as market segmentation.

The process of splitting of customers or potential customers with in a market into different groups or segments is known as market segmentation. For the companies that are competing in the today’s competitive market, the final say is always with the customer. The today’s customer is living in the knowledge era and has a lot of options present at its disposal to choose from. Based on the assessments and perceptions, the customers make their choices and choose the prepositions that they believe provide them with the best value of their money. (McDonald & Dunbar, 2004). Therefore, the companies have to understand the customers’ perceptions of what those prepositions are and in what way they can be profitable for the company.

Market Segmentation approaches:

Market segmentation process is highly adaptable framework. In addition to student recruitment, it can be used to segment and classify: donors relative to fund raising; employers relative to student placement; participants relative to trainings; and alumni relative to involvement (Lewison & Hawes 2007). This thesis uses the following approaches for determining the market segmentation. These approaches will in addition, include the results and findings from the survey conducted among north2north mobility students from different universities and colleges in the UArctic network. See appendix 1. This section will also include the findings that are specific for the Arctic region.



Geographical

Geographic boundaries might be considered as the pinnacle to determine for carrying out a market segmentation project. Geographic analysis helps in analyzing the size of the market, enables the project to understand the localities in order to develop related plans and strategies and last but not the least identifying the opportunities that different localities withhold. Figuring out the geographic scope is as important for any organization regardless of its size or even if it is local or global (McDonald & Dunbar 2004). However, in case of UArctic the geographic boundaries are spread over eight Arctic countries and above 150 institutions, thus fueling the amount of challenges for finding the right market segments. On the other hand, it also limits the number of possible segments as the market is quantifiable and can be reached with the already present communication network, UArctic.

The idea of conducting a survey was to find out the most attractive institutions and arctic countries for north2north mobility program. The survey got very little response therefore it is very difficult to determine specific results. The study will include the assumptions based on the information gathered from the survey. Geographical data is shown with the help of figure 7. Out of these countries there were 15 different universities that were represented in the survey.

International companies and networks would love to map out a single global segmentation model that can be applied to every single country. However, these companies have experienced over the years that while entering a new market they might have to act local. Moreover, this does not necessarily mean that every country is solitary in terms of the segments found in it. Russia on the other hand might be considered as a very different market as compared to other five shown in the figure (McDonald & Dunbar 2004). Social media in Russia is different when it comes to the use of social media channels e.g. in the rest of the countries Facebook might be considered as a standard tool for promoting education with the students and with in students but, in Russia the mostly used social network is VKontakte. However, the information gathered from the focus group it was mentioned that VKontakte is

³⁶ How To Build Customer Profiles For Your Social Media and Content Strategy. SteamFeed. Website: <http://www.steamfeed.com/customer-profile-social-media-content-strategy/> Published: 26.11.13. Dated: 08.08.2014

not used for promoting education. This could also translate for UArctic to exploit one more channel in a different geographic boundary.

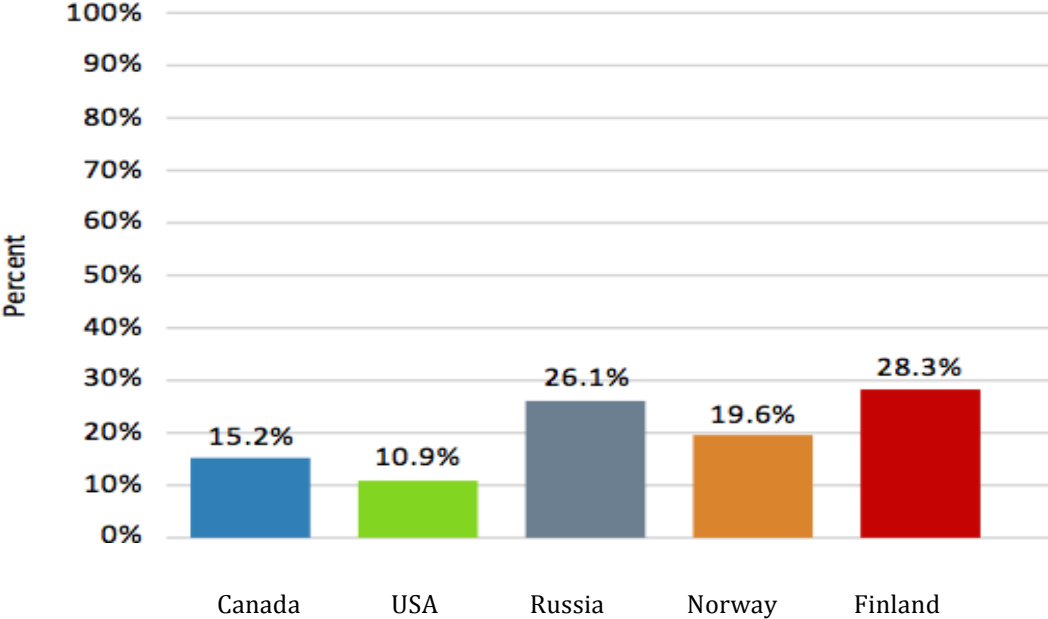
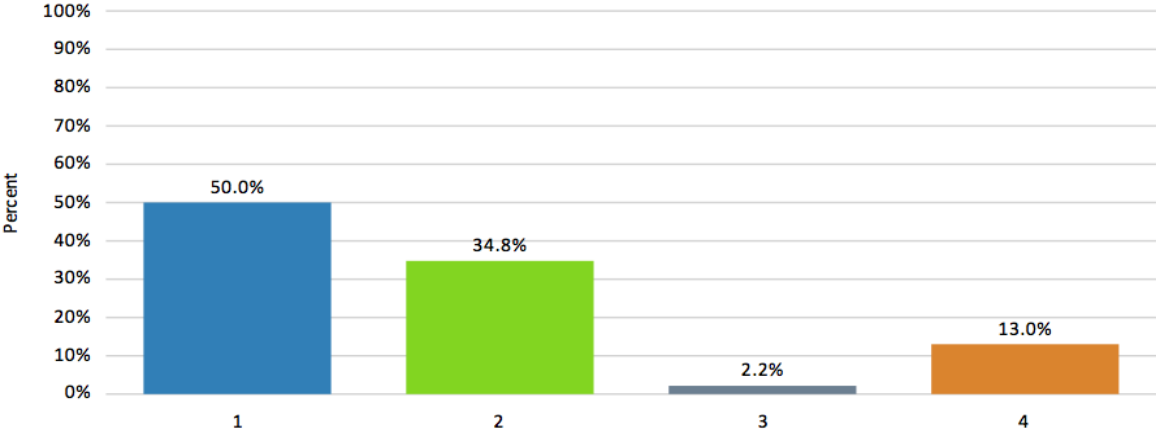


Fig. 17: Countries of the respondents from the “Survey about north2north student mobility.”

Demographical

The segmentation based on demographics consists of these variables: age, sex and lifestyle etc. These variables are combined to create a demographic profile that is used to determine the data about an exemplary group in order to develop a mental picture for the assumption (McDonald & Dunbar 2004). Demographics tell us something about the person but not enough to know the person and do not tell a great deal about consumer’s life or their lifestyle (Lin 2002).



1: Bachelor, 2: Masters, 3: PhD, 4: others.

Fig: 18. The education level of the respondents from the “Survey about north2north student mobility.”

Fig. 5 and 6 are taken from the internally conducted survey for north2north student mobility showing that more than 65% of the respondents were between the age 21-24 and half of the whole surveyed population is studying at bachelor level. The students that answered the survey are a mix of 67.4% Female and 32.6% male. However, this does not suggest that the female students are most likely to go on exchange.

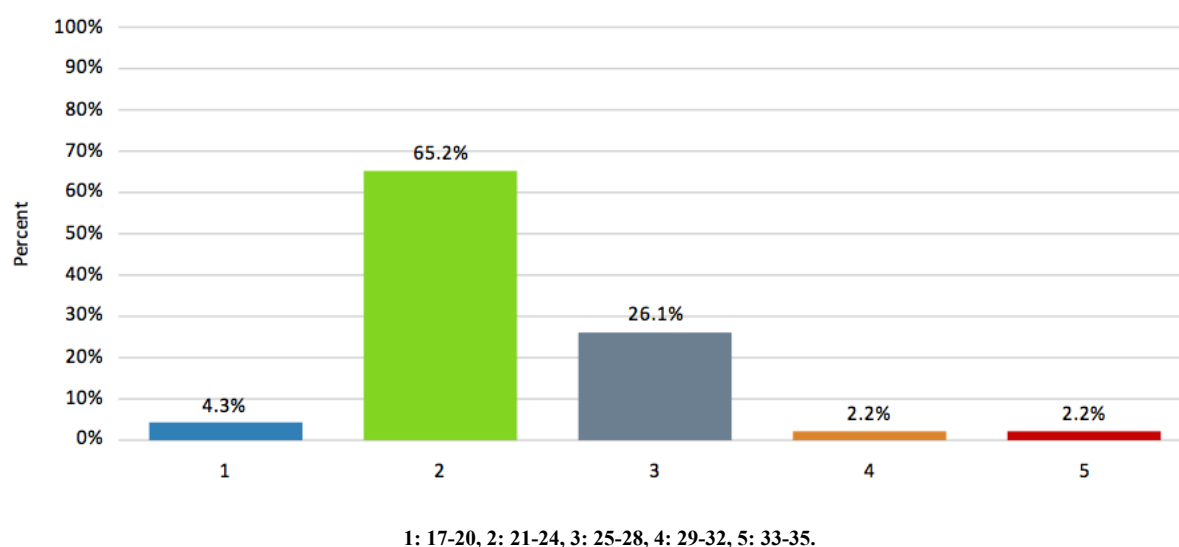


Fig 18: The age group of the respondents from the “Survey about north2north student mobility.”

The information gathered from the survey may not be comprehensive, however it does provide with a head start in recognizing some of the traits of the students that need to be considered while mapping out a marketing strategy. Moreover, these traits are quite similar to the findings of our competitors. Demographics have an important role to play in market segmentation however; it does not define the proposition of the segment requirements. These attributes of the customers are used in identifying the particular characteristics of individuals in different segments of the market (McDonald & Dunbar 2004).

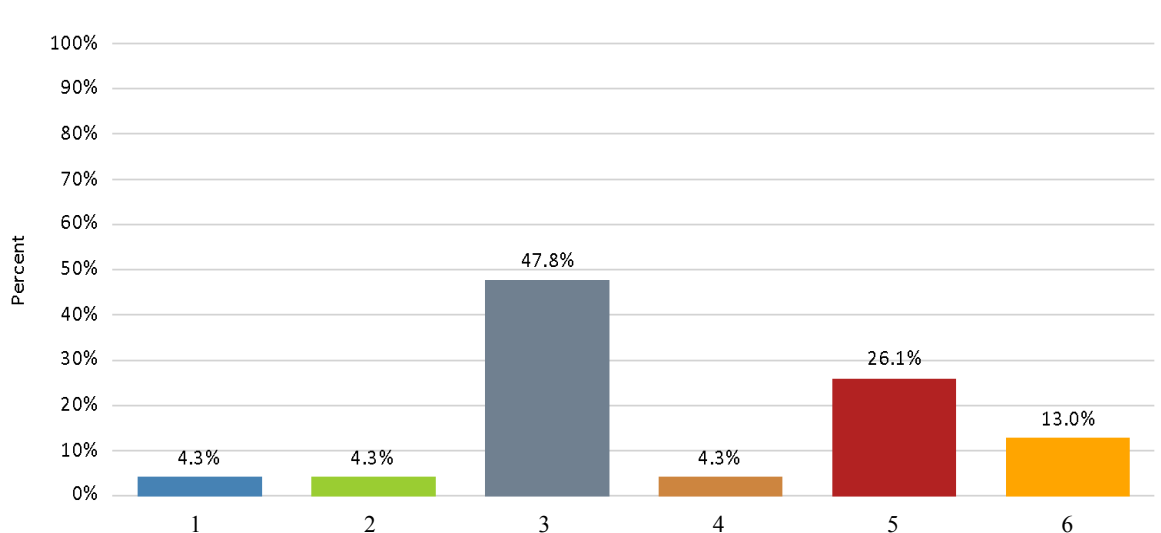
Psychographical

Another very important insight of individuals in a segment that cannot define the customers' entire proposition but plays an important role in identifying different emotional and value based perspectives. In other words, psychographics are lifestyle and personality descriptors. It not only assists in targeting the right market, it also becomes a critical source for gaining the attention of the marked segment. By identifying internal drivers of customer behavior that can be associated with specific segments, psychographics can help define the most appropriate emotional stance to take. (McDonald & Dunbar, 2004).

There is a relationship between lifestyle and consumer behavior (Fullerton 2007) so people with similar lifestyle buy similar products/services.

Behavioral

Behavioral segmentation is based on the variables such as usage patterns, price/cost sensitivity, brand loyalty and benefits sought. Benefit sought is an important form of behavioral segmentation. Benefit segmentation requires marketers to understand and find the main benefits customers look for in a product/service. Behavioral analysis also helps in finding out how the consumers make their decisions or what influences their decision-making. As it became clear from the survey that one of the biggest benefits for the students is the scholarship program as explained graphically in fig 10. The students were asked; why did they choose the north2north exchange program?



1	It has a good reputation
2	My friends have done it
3	It provides a scholarship
4	I could choose many different institutions
5	Because I wanted to stay in the North.
6	Other

Fig. 19: Why did the students choose this program? “Survey about north2north student mobility.”

Conclusion

Economic stability and security are one of the main concerns for the students. Most students that come to Tromsø for an exchange are actively looking for some source of income during their stay. Same practices are followed in other countries as well. However, due to the economic support of north2north student mobility the students feel much comfortable and secure with the economic situation.

The students that are most likely to do exchange through north2north student mobility are bachelor students with an average age of 21-24 (see figures 18 & 19). The countries that are most active in this exchange program are Norway, Finland, Russia, USA and Canada.

4.11: The Marketing strategy

Marketing strategy is the explanation of how an organization is going to achieve its marketing goals. Marketing strategy is solemnly based on the marketing goals that are set by the organization. Organizational goal in this case is spreading the word about north2north student mobility through social media, specifically through Facebook. The strategy for spreading the word through Facebook will be dependent on two parts. One part will focus on managing the content and the other will be marketing of the Facebook page and the Facebook group. A

strategic linear model has been developed for understanding the process through which Facebook page will be managed and promoted fig (16).

Management

The real challenge for north2north right now is their active use of social media by the staff. The traffic on their Facebook page is almost none. See (16)

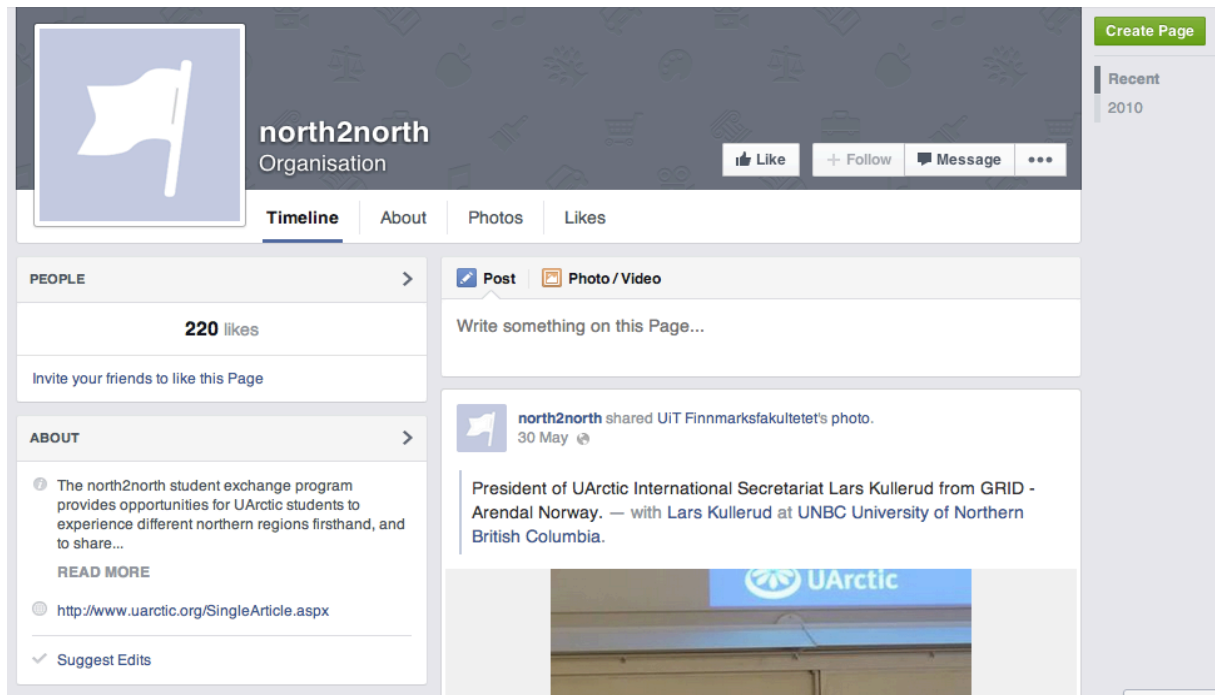


Fig (16): north2north's Facebook page. North2north.³⁷

One of the main reasons for this low traffic is the lack of centralized accountability. None of the staff is directly responsible for posting the content on behalf of north2north program. Therefore, it is of utmost importance that the Facebook page should be organized by one full-time employed social media professional working from the main office i.e. Arctic University of Norway, campus Alta. If the hiring of a full-time professional is not cost efficient, north2north can hire an individual with experience for internship for example through AIESEC at UiT.³⁸ A dedicated hiring for social media will ensure an active presence of the program and its content. This facebook page can include the recommendations that we received from the survey.

³⁷ north2north. Facebook official page. Website: <https://www.facebook.com/pages/north2north/10150089098885074?fref=ts>. Dated: 14.08.14

³⁸ AIESEC for companies. AIESEC. Website: <http://aiesec.no/companies/> Dated: 14.08.14

Name	Percent
Information about study options (programs, field work, courses)	82.6%
Student stories and experiences	78.3%
Information about institutions	58.7%
Information about study destinations (City, region, country)	56.5%
Practical information about scholarship programmes and application process	65.2%
Invitation to webinars and moocs	23.9%
Information about conferences and workshops	28.3%
Activities of UArctic thematic networks	26.1%
Other	4.3%
N	46

Table (2): What content and features should a North2North facebook group provide?

Promotion

The second part will deal with the promotion of facebook page. At present the staff at every member institution is promoting the program by lecture talks and it has seemed to work just fine. The students feel more credibility of the information coming from an official. After the proper management of the facebook page the staff can also promote the facebook page to the students. However, the main contribution here will be the student ambassadors. UArctic is planning to hire a student ambassador in all 55 member institutions that are part of north2north mobility. These student ambassadors along side the promotion of the mobility program should also highlight the facebook community that can help the students with valuable information. This facebook community will act like a support mechanism for the new prospective students that are willing to go on an exchange.

The student ambassador will play a very important role, as he/she is the link between UArctic and the students at campus. A student ambassadors is selected to positively represent a college or university as they help prospective students by answering questions and giving campus tours. However, the duties that the UArctic's student ambassador may perform are to encourage the prospective students to choose north2north student program as their exchange program choice through student fairs and stands. He/she will assist the prospective students in gathering information from the Facebook page. Last but not the least, he/she will be trained in a way that he/she can answer any kind of questions related to exchange from their institution or UArctic related questions. The student ambassador will be trained with the help of weekly manuals with all the instructions on how to promote, which he/she will follow. Every week

will have designated tasks for promoting north2north program on the campus. In addition the student ambassador can promote the facebook page. The model underneath shows the flow of information on Facebook and also which, elements are active at what stage. The beginning phase is the proper employment of an individual. This is important, as the staff at the partner institutions should be active only in administrative job. And it has been experienced that the staff responsible for north2north at the partner institutions are not active in publishing any information on the official Facebook page.

“The staffs at the partner institutions responsible for north2north exchange program have other administrative work in addition to north2north administration. Moreover, the staff does not have proper training in managing the facebook page.”

Ute Vogel.

This leads to zero participation of the administration on the page, thus the students do not have any motivation to visit the page. By having a dedicated person the information flow will be high and will result in more traffic on the page. When the page is set up it can be promoted with the help of student ambassadors at partner institutions. As mentioned above the student ambassadors in every partner institution will be promoting north2north exchange through student fairs, presentation and marketing material, Facebook page and group should also be promoted by the ambassador. The facebook page should also be mentioned on the marketing material and the PowerPoint presentations. This act of promoting the Facebook page will increase brand awareness for the exchange program and will positively affect the Facebook page traffic.

The last step in the information chain will be the north2north administrative staff and the potential students who are willing to go for an exchange. At present one of the most affective ways for the students in gathering information is joining a Facebook page or a group. In my own experience with the university administrative work almost all the international students joined the Facebook page of the University of Tromsø before arriving in the city. The north2north staff can navigate the prospect student to the Facebook page for gather more information about the formalities around exchange program.

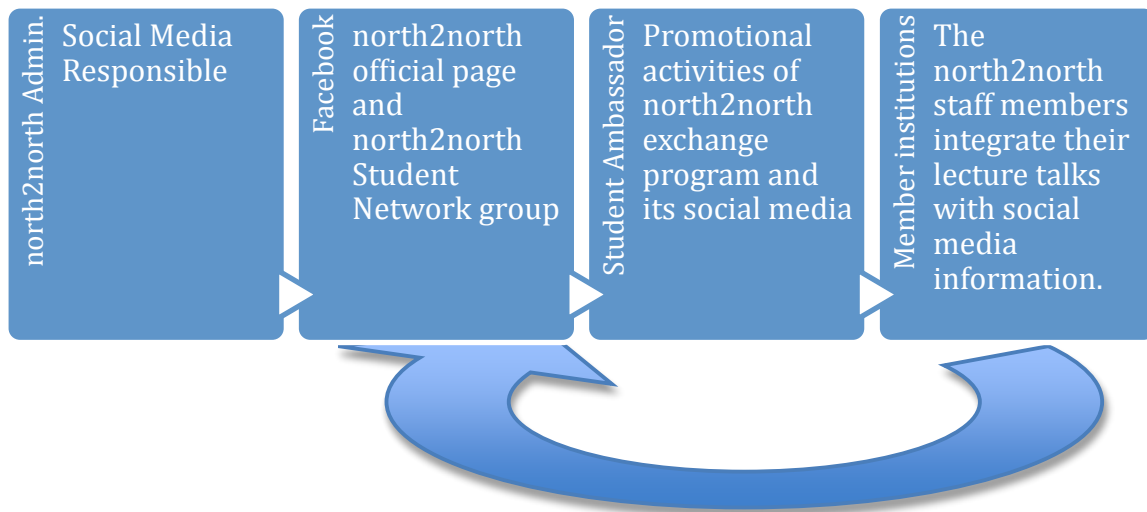


Fig (17): Processed communication flow through Facebook.

It is recommended to north2north mobility with the help of Student ambassadors that they should create a facebook group aswell. This Facebook page will allow all the students of north2north exchange their stories and other relevant information that might be helpful for any other prospect student. The group will also give the students the comfort and informality to freely express their feelings and feedback. north2north program requests its exchange students to write down a feedback note (Appendix 3) for further improvements. The Facebook group can also provide opportunity to give their feedback in an informal way. This will help north2north mobility program in receiving honest and quick feedback. In order to make it innovative and exciting the students can be given a free hand to choose their feedback method. For example a student can make a video or write a poem about the Arctic and post it on the group. This will enhance the creativity and innovative thinking in the students.

In this way north2north can keep the formality through their Facebook page where they share information about the administrative matters like deadlines and admission dates etc. In addition, this action will let the students open up and share what they have in their hearts through videos and other creative means.

A successful way of increasing the traffic for the page or a group could be creating a contest related to the mobility program. One example could be “Creative feedback contest”. The

students are given the opportunity to give their feedback in the most creative and innovative way. The most creative feedback post on the group or page will be awarded.

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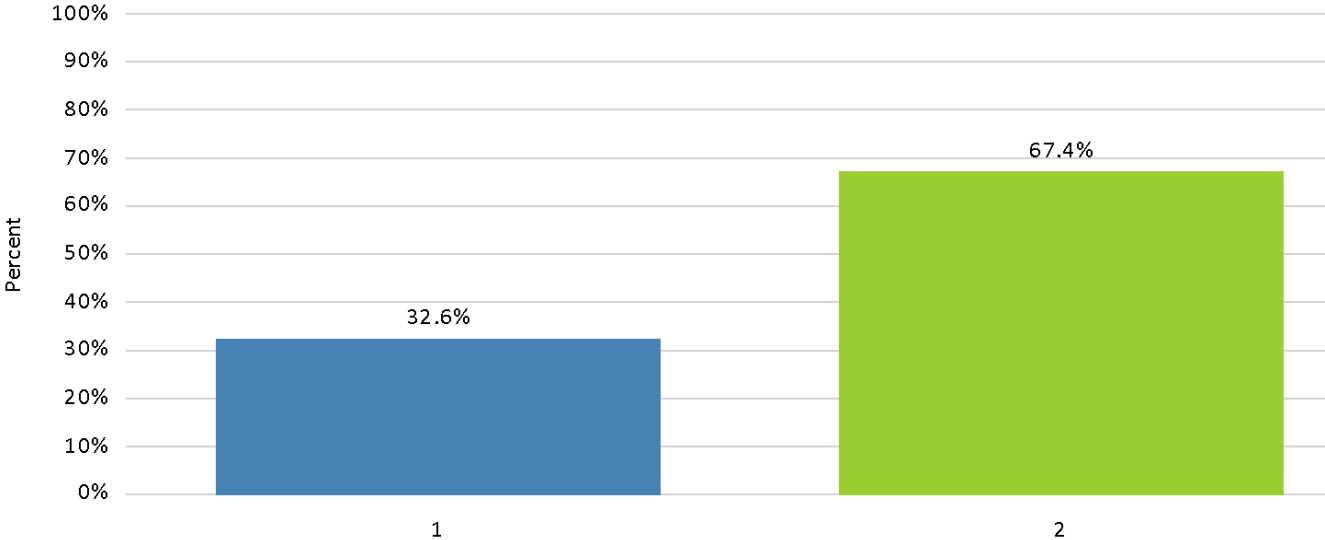
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Appendix

1: Survey about North2North student mobility

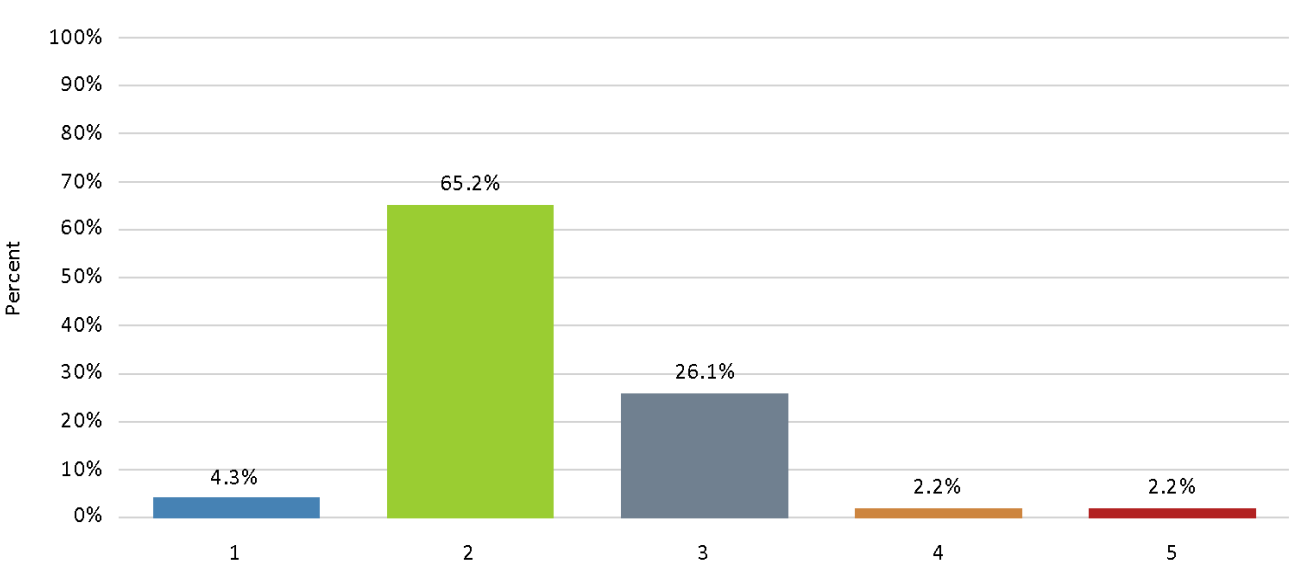
1. Gender



	Name
1	Male
2	Female

Name	Percent
Male	32.6%
Female	67.4%
N	46

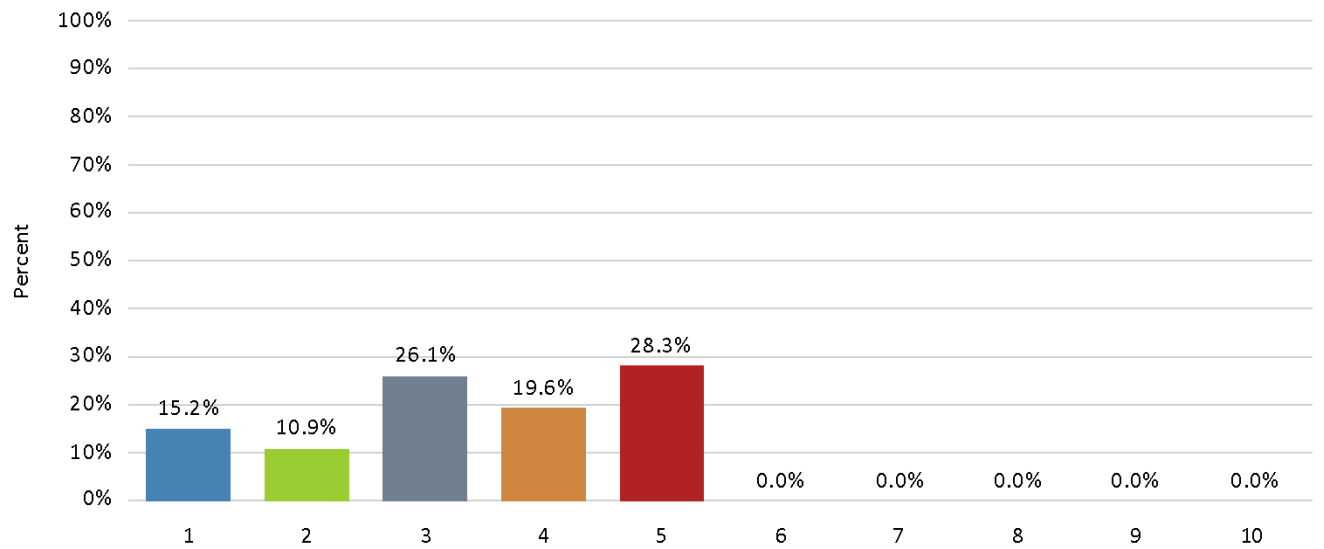
2. Your age group?



	Name
1	17 - 20
2	21 - 24
3	25 - 28
4	29 - 32
5	33 - 36

Name	Percent
17 - 20	4.3%
21 - 24	65.2%
25 - 28	26.1%
29 - 32	2.2%
33 - 36	2.2%
N	46

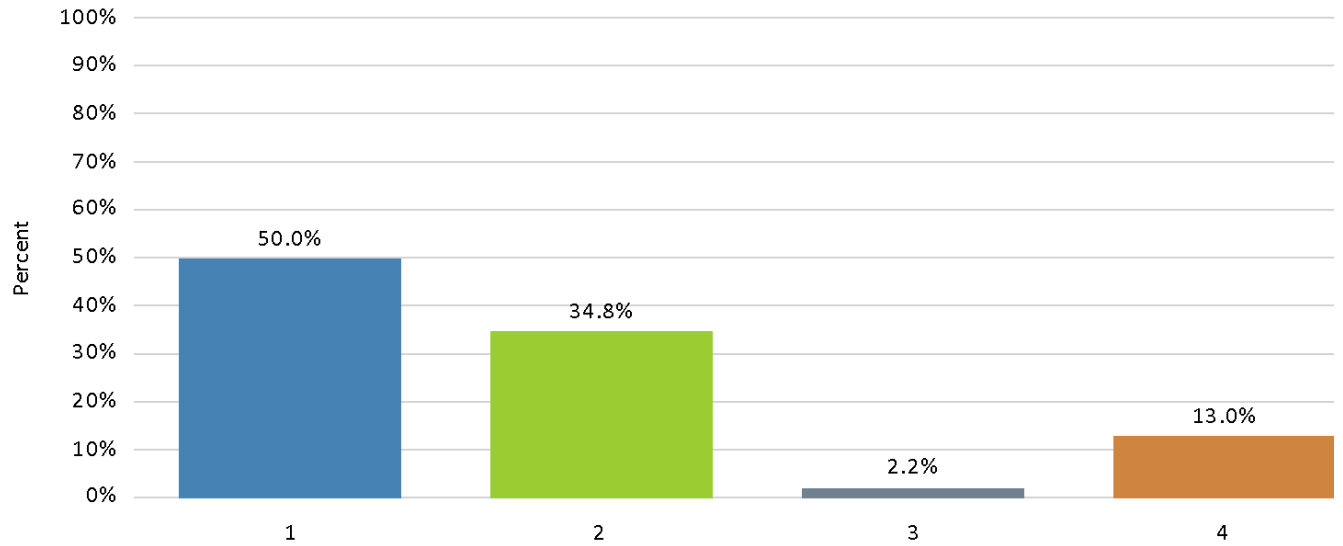
3. Which country are you from?



	Name
1	Canada
2	USA
3	Russia
4	Norway
5	Finland
6	Sweden
7	Denmark
8	Greenland
9	Iceland
10	Other

Name	Percent
Canada	15.2%
USA	10.9%
Russia	26.1%
Norway	19.6%
Finland	28.3%
Sweden	0.0%
Denmark	0.0%
Greenland	0.0%
Iceland	0.0%
Other	0.0%
N	46

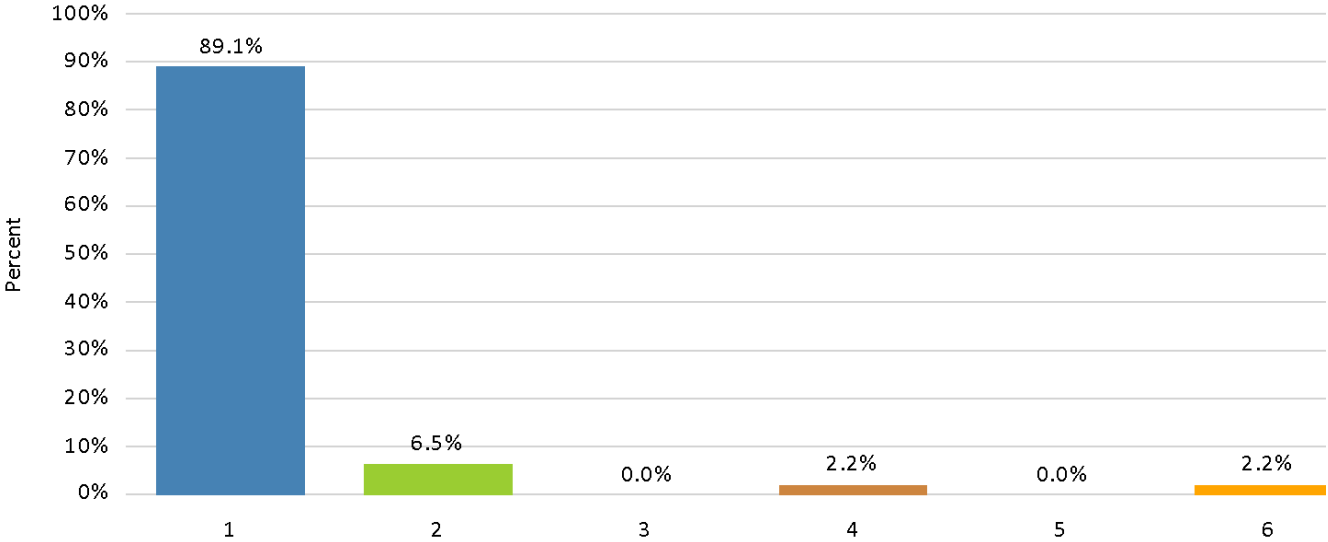
4. Your level of education?



	Name
1	Bachelors
2	Masters
3	Ph.D
4	Other

Name	Percent
Bachelors	50.0%
Masters	34.8%
Ph.D	2.2%
Other	13.0%
N	46

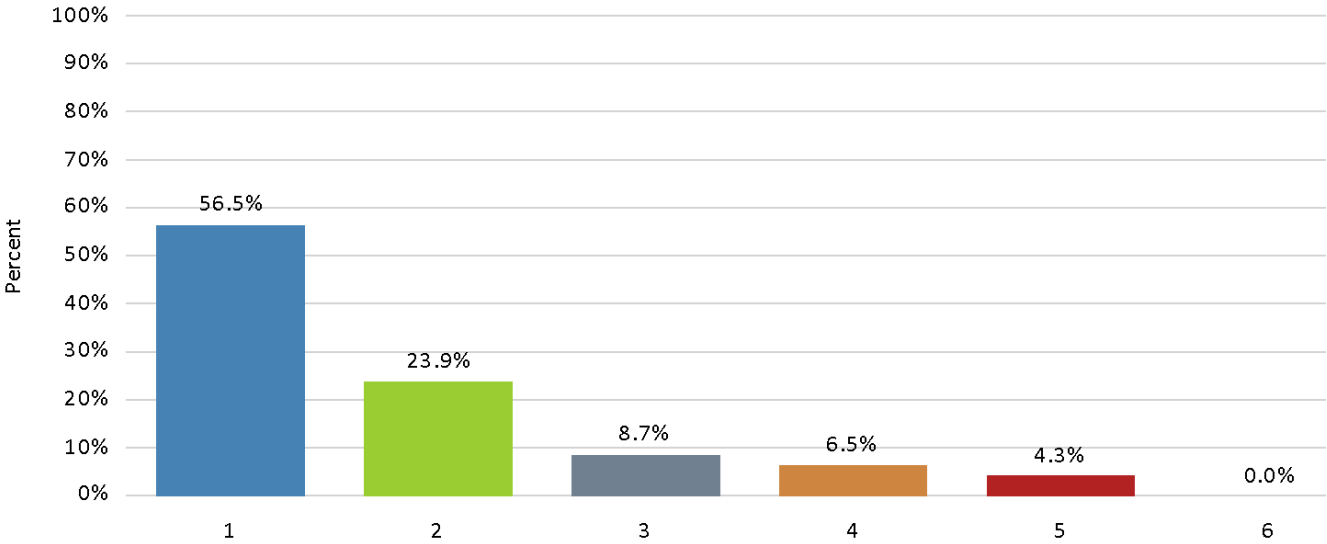
5. What kind of mobility or scholarship programme have you participated/are participating in?



	Name
1	North2North
2	High North Scholarship Programme
3	Nordplus / Nordlys
4	None
5	I don't know
6	Other

Name	Percent
North2North	89.1%
High North Scholarship Programme	6.5%
Nordplus / Nordlys	0.0%
None	2.2%
I don't know	0.0%
Other	2.2%
N	46

6. How good are you familiar with the University of the Arctic (UArctic)?



	Name
1	Yes, I know what it is.
2	I have heard of it.
3	Never heard of it.
4	Did you mean The Arctic University of Norway?
5	I would like to know more about it.
6	I don't know

Name	Percent
Yes, I know what it is.	56.5%
I have heard of it.	23.9%
Never heard of it.	8.7%
Did you mean The Arctic University of Norway?	6.5%
I would like to know more about it.	4.3%
I don't know	0.0%
N	46

7. What is the name of your home institution?

Arctic State Institute of Art and Culture = 1 response

Memorial University of Newfoundland = 2 responses

Murmansk State Humanities University = 3 responses

North-Eastern Federal University = 3 responses

Northern Arctic Federal University = 2 responses

Nunavut Arctic College = 1 response

State Polar Academy = 1 response

UiT = 10 responses

Ukhta State Technical University = 2 responses

University of Alaska Fairbanks = 4 responses

University of Lapland = 5 responses

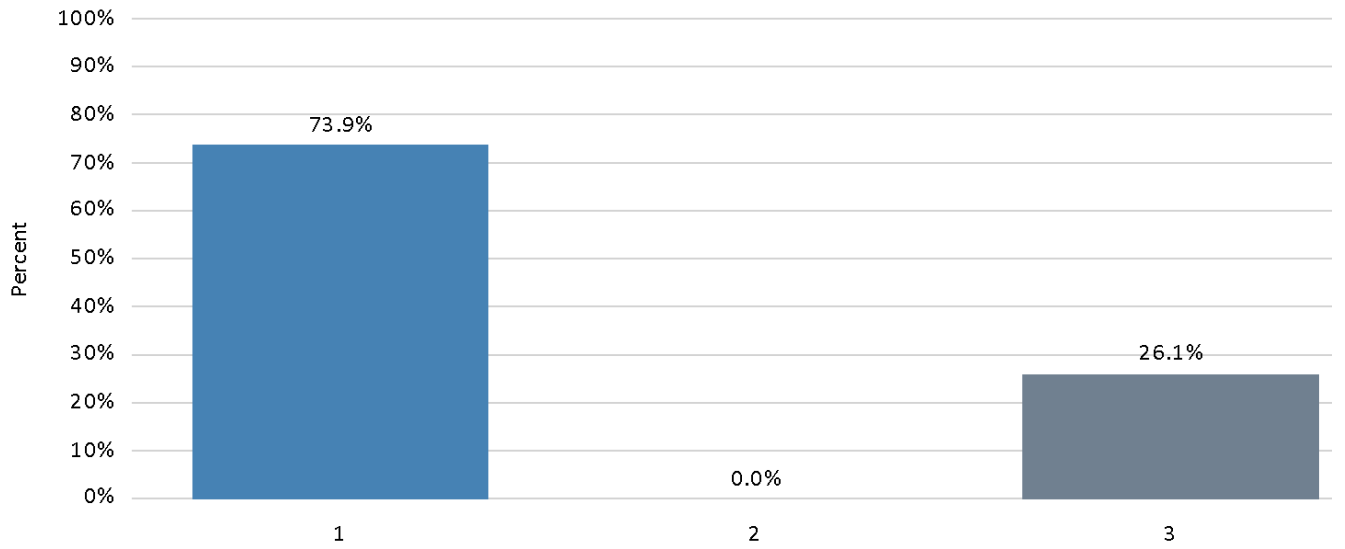
University of Northern British Columbia = 2 responses

University of Saskatchewan = 1 response

University of Turku = 8 responses

Vancouver Island University = 1 response

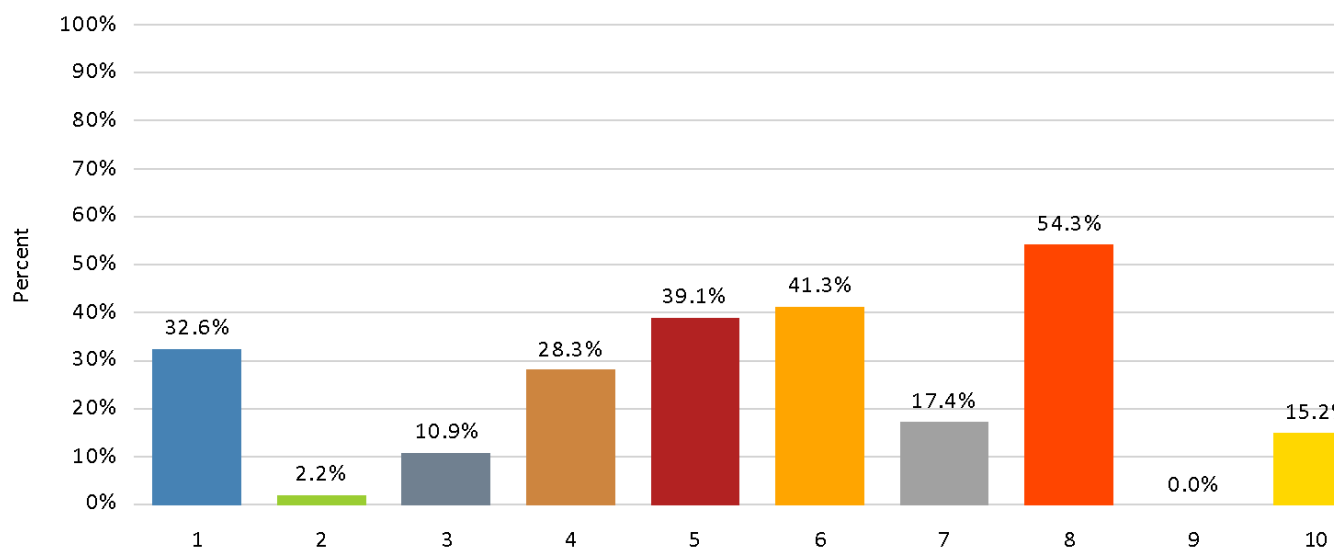
8. Does your home institution belong to the UArctic network?



	Name
1	Yes
2	No
3	I don't know

Name	Percent
Yes	73.9%
No	0.0%
I don't know	26.1%
N	46

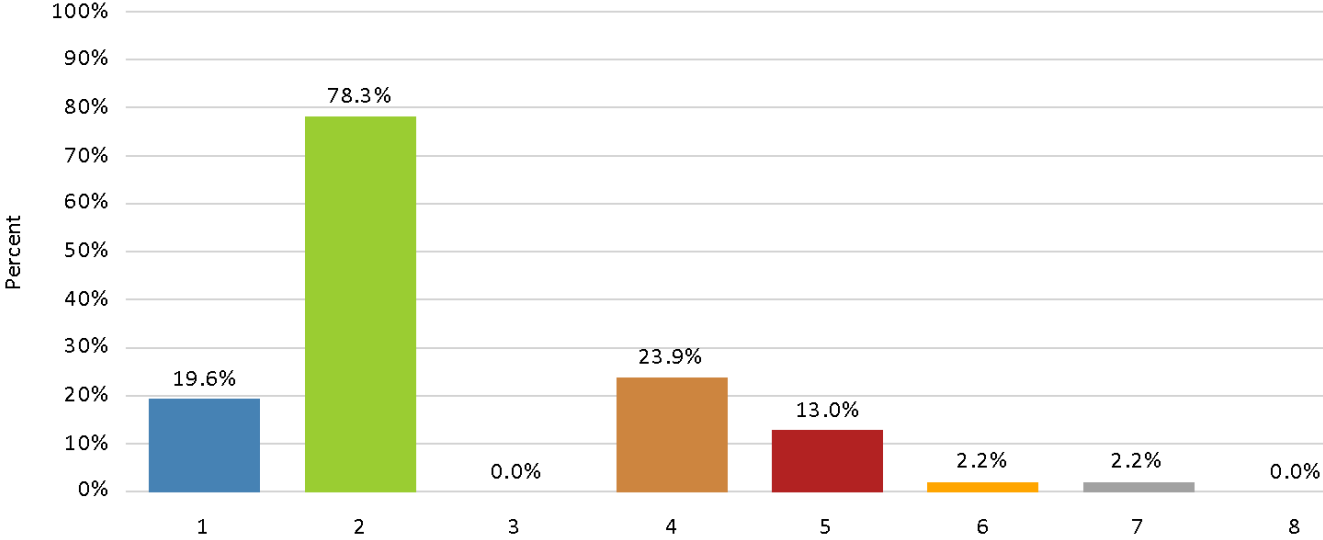
9. What made you choose your host institution?



	Name
1	My institution recommended it
2	I follow the institutions on Social media
3	My friends are there
4	Its adventurous there
5	The right course for me
6	The geographical location
7	The reputation of the institution
8	The country it is located in
9	I don't know
10	Other

Name	Percent
My institution recommended it	32.6%
I follow the institutions on Social media	2.2%
My friends are there	10.9%
Its adventurous there	28.3%
The right course for me	39.1%
The geographical location	41.3%
The reputation of the institution	17.4%
The country it is located in	54.3%
I don't know	0.0%
Other	15.2%
N	46

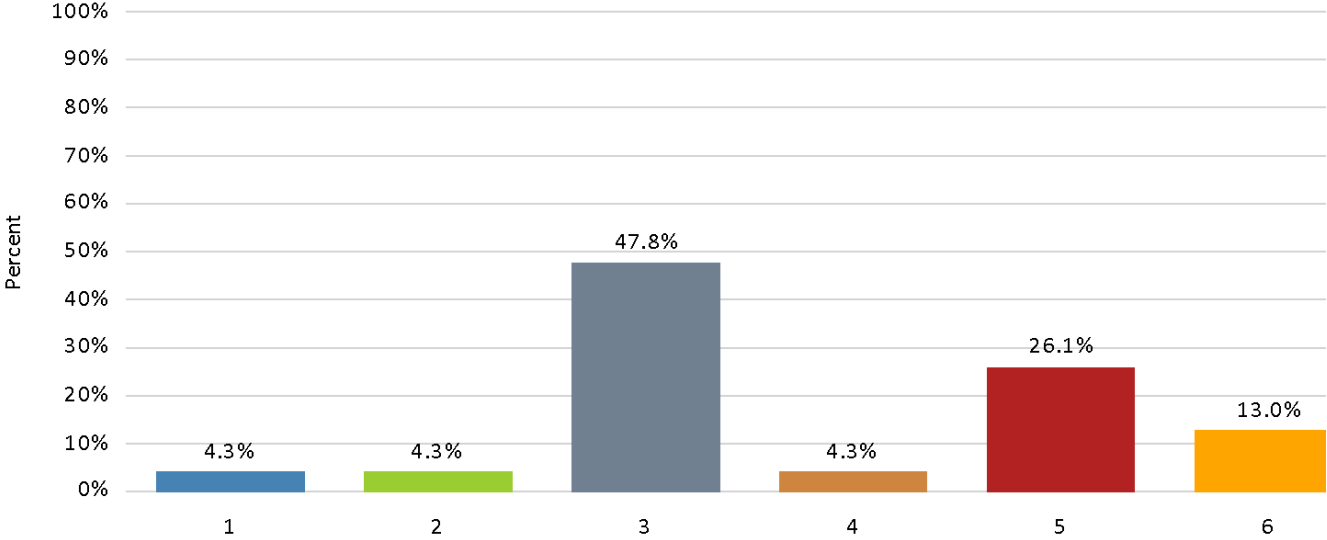
10. How did you learn about the North2North mobility programme?



	Name
1	From a friend
2	University staff
3	Social media (Facebook/Twitter)
4	Internet/Websites
5	Brochure/Flyers
6	Student fair
7	Newsletter/e-mail
8	Other

Name	Percent
From a friend	19.6%
University staff	78.3%
Social media (Facebook/Twitter)	0.0%
Internet/Websites	23.9%
Brochure/Flyers	13.0%
Student fair	2.2%
Newsletter/e-mail	2.2%
Other	0.0%
N	46

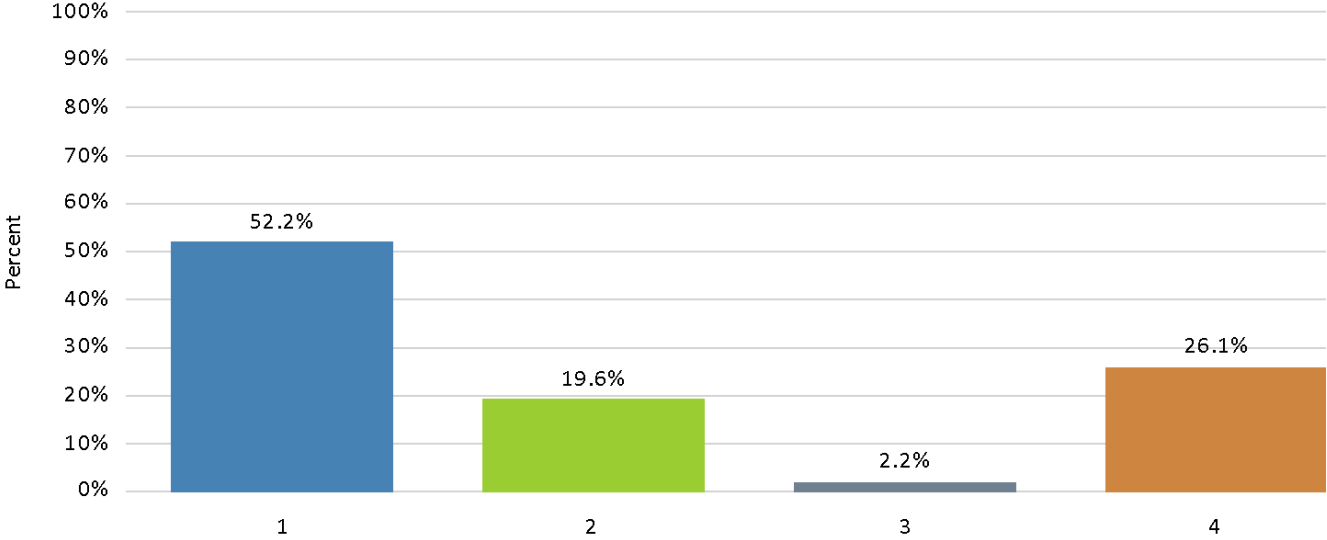
11. Why did you choose this program?



Name	
1	It has a good reputation
2	My friends have done it
3	It provides a scholarship
4	I could choose many different institutions
5	Because I wanted to stay in the North.
6	Other

Name	Percent
It has a good reputation	4.3%
My friends have done it	4.3%
It provides a scholarship	47.8%
I could choose many different institutions	4.3%
Because I wanted to stay in the North.	26.1%
Other	13.0%
N	46

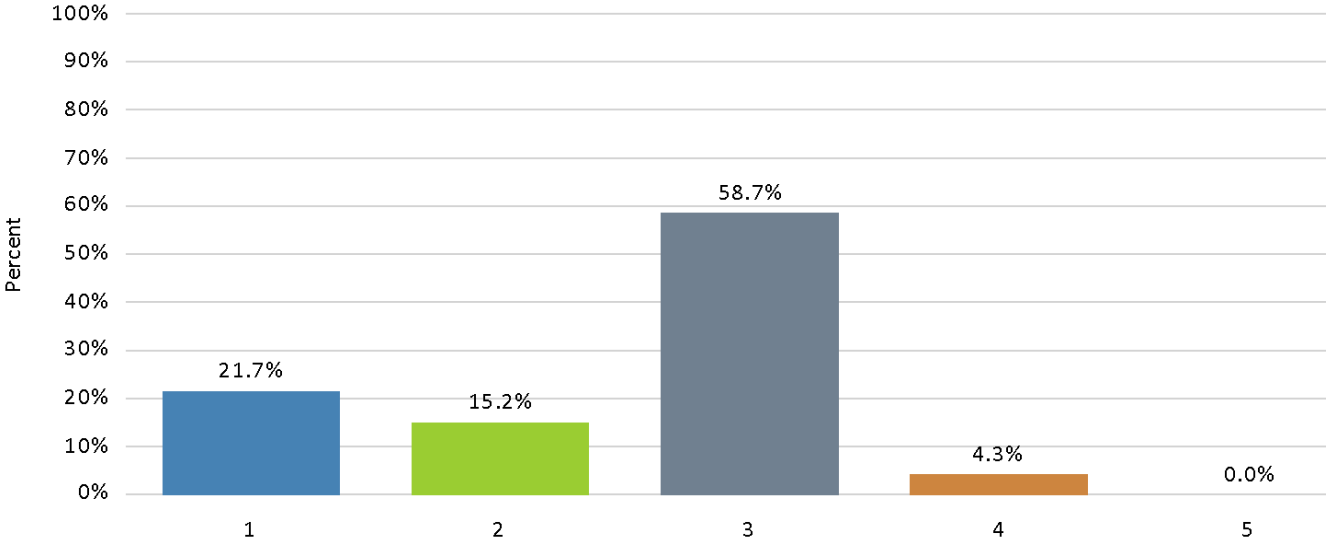
12. Would you like to be the part of a North2North Facebook community?



	Name
1	Yes
2	No
3	Why bother
4	I don't know

Name	Percent
Yes	52.2%
No	19.6%
Why bother	2.2%
I don't know	26.1%
N	46

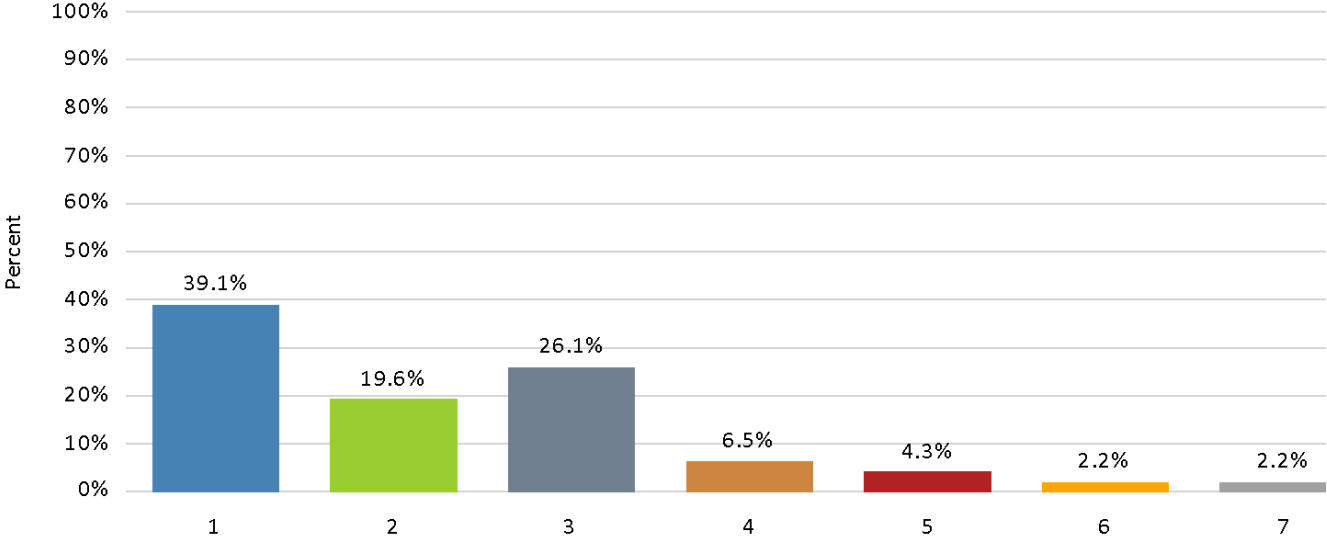
13. Do you think a Facebook community could help other students to choose North2North mobility?



	Name
1	Yes
2	Definitely yes
3	Probably
4	No
5	Of course not

Name	Percent
Yes	21.7%
Definitely yes	15.2%
Probably	58.7%
No	4.3%
Of course not	0.0%
N	46

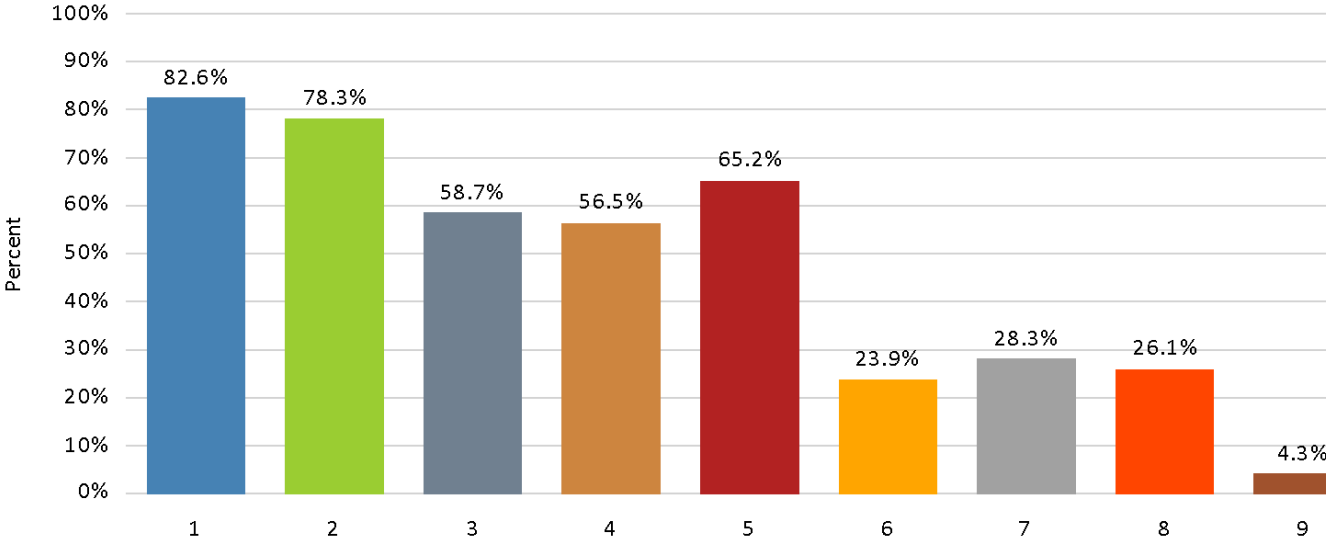
14. How can North2North mobility become more popular?



	Name
1	Through student ambassadors
2	Through social media
3	Through student fairs
4	Through newspaper articles
5	Through Websites
6	Through E-mails/Newsletters
7	Other

Name	Percent
Through student ambassadors	39.1%
Through social media	19.6%
Through student fairs	26.1%
Through newspaper articles	6.5%
Through Websites	4.3%
Through E-mails/Newsletters	2.2%
Other	2.2%
N	46

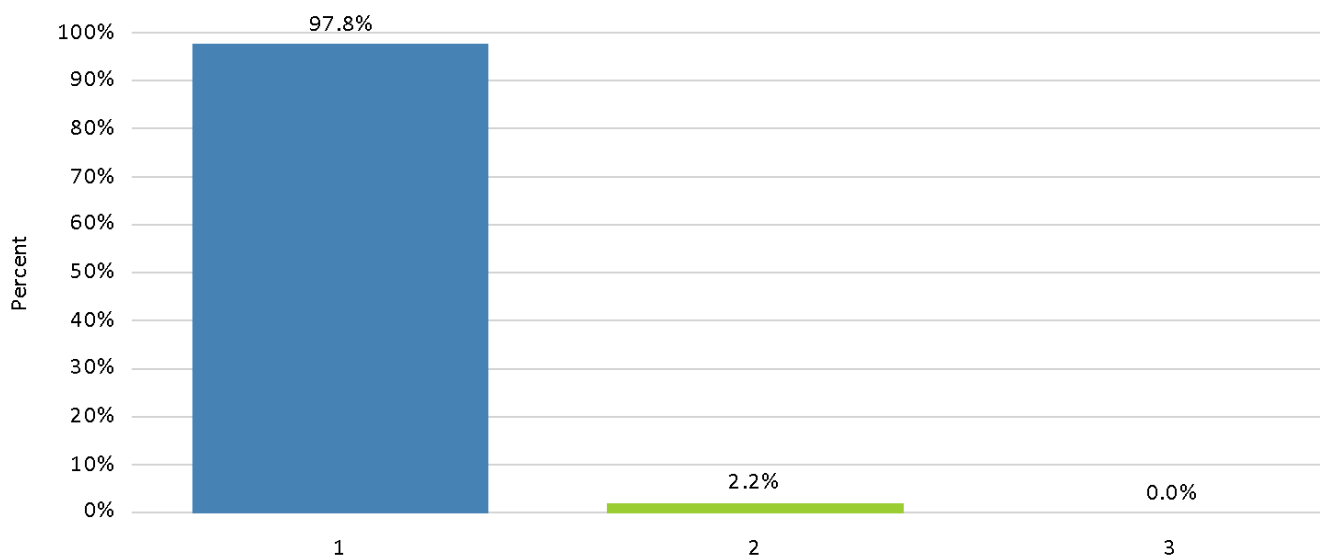
15. What content and features should a North2North facebook group provide?



Name	
1	Information about study options (programmes, field work, courses)
2	Student stories and experiences
3	Information about institutions
4	Information about study destinations (City, region, country)
5	Practical information about scholarship programmes and application process
6	Invitation to webinars and moocs
7	Information about conferences and workshops
8	Activities of UArctic thematic networks
9	Other

Name	Percent
Information about study options (programmes, field work, courses)	82.6%
Student stories and experiences	78.3%
Information about institutions	58.7%
Information about study destinations (City, region, country)	56.5%
Practical information about scholarship programmes and application process	65.2%
Invitation to webinars and moocs	23.9%
Information about conferences and workshops	28.3%
Activities of UArctic thematic networks	26.1%
Other	4.3%
N	46

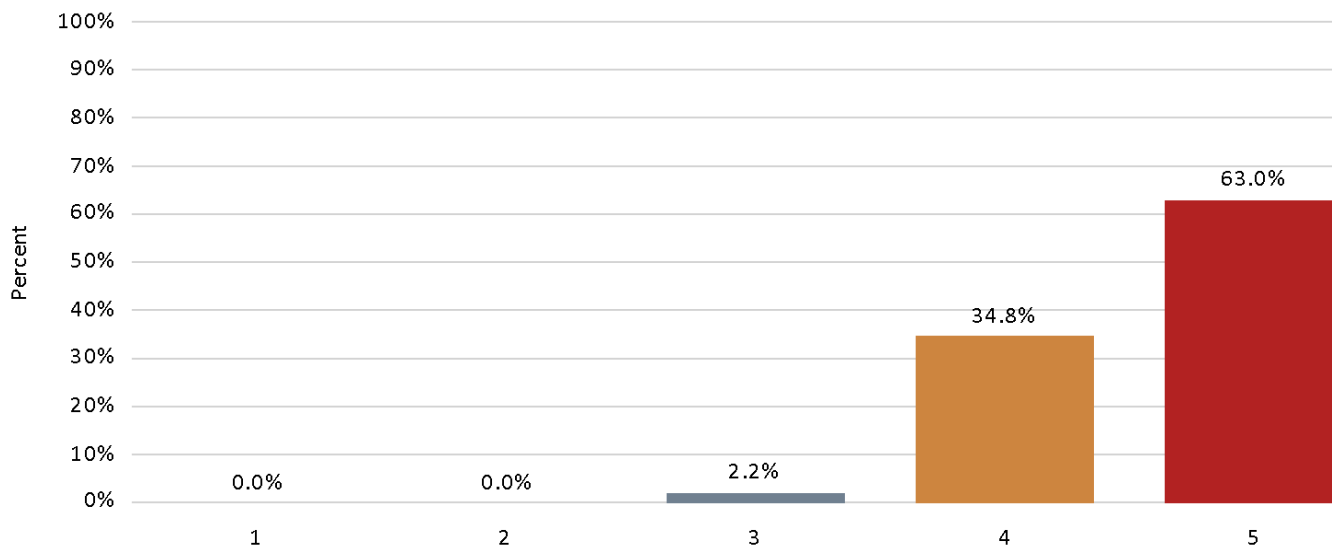
16. Would you recommend a North2North exchange to your fellow students?



	Name
1	Yes
2	No
3	I don't know

Name	Percent
Yes	97.8%
No	2.2%
I don't know	0.0%
N	46

17. How satisfied are you with the North2North exchange experience?



	Name
1	Very Dissatisfied
2	Dissatisfied
3	Indifferent
4	Satisfied
5	Very Satisfied

Question	N	Mean	Standard deviation	Med
How satisfied are you with the North2North exchange experience?	46	4.61	0.53	5.00

Name	Percent
Very Dissatisfied	0.0%
Dissatisfied	0.0%
Indifferent	2.2%
Satisfied	34.8%
Very Satisfied	63.0%
N	46



NORWEGIAN MINISTRY
OF FOREIGN AFFAIRS

Ministry of Foreign Affairs
PO box 8114 Dep.
N-0032 Oslo
Norway

Application for grants from the

Norwegian Ministry of Foreign Affairs (MFA)

S51 – Application form for project/programme support

The application should be sent by email to post@mfa.no, with a copy to the responsible unit for the grant scheme. Please consult the *Guide to grant application* at www.regjeringen.no/ud for more information.

post@mfa.no

1. Project information (only one project per application)			
Name of the grant scheme		Responsible unit for the grant scheme (unit in MFA or Embassy)	
Project title			
Where will the project take place (area/country)?	Total amount applied for (NOK)	Project duration (mm/yyyy – mm/yyyy)	
Sector/ priority area			
<input checked="" type="checkbox"/> New project		<input type="checkbox"/> Continuation of previous grant, project no:	
Brief project description for statistical purposes, maximum 255 characters			
2. About the applicant			
2.1 Contact information			
Name and abbreviation			
Address		Postal code	City
Country			
Telephone	Fax	Email	Website
Contact person		Email	Telephone/mobile phone
2.2 Type of organisation (tick one box on each line below)			
<input checked="" type="checkbox"/> Norwegian, org. no:		<input type="checkbox"/> Non-Norwegian	<input type="checkbox"/> Multilateral
<input type="checkbox"/> Private sector		<input checked="" type="checkbox"/> Governmental/Public sector	<input type="checkbox"/> NGO
Other, please specify:			
2.3 About the organisation			
Brief description of the organisation (size/number of employees, number of years in operation, affiliation to larger networks, etc.)			
Brief description of the organisation's financial situation			
2.4 Internal routines			
Does the organisation have anticorruption routines?		Does the organisation have procurement routines?	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, documentation of the routines should be made available upon request.			
2.5 Has the applicant received grants from the Norwegian Ministry of Foreign Affairs (including embassies), Norad or Fredskorpset (FK)?			
<input type="checkbox"/> No <input type="checkbox"/> Yes, once		<input type="checkbox"/> Under this grant scheme <input checked="" type="checkbox"/> Under other grant schemes	

S51 Approved 04.2010

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3. About the project

3.1 Cooperating partner (if more than one partner, use attachment)

Name		Contact person	
Address	Postal code	City	Country
Telephone	Email		Website

Type of organisation (tick one box on each line below)

<input type="checkbox"/> Norwegian, org. no:	<input checked="" type="checkbox"/> Non-Norwegian	<input type="checkbox"/> Multilateral
<input type="checkbox"/> Private sector	<input checked="" type="checkbox"/> Governmental/Public sector	<input type="checkbox"/> NGO

Other, please specify:

Applicant's previous experience with this partner

3.2 Applicant's and partner's/partners' respective roles in the project

Applicant's competence and qualifications in relation to the project's theme, experience from the geographical area concerned, and any other relevant experience

Cooperating partner's/partners' competence and qualifications in relation to the project

Division of roles and description of what the applicant and cooperating partner(s), respectively, can contribute to the project

3.3. Project description

Brief description of the present situation and the need/justification for the project (baseline). Please also describe the project's position in relation to overall strategic plans, if relevant.

Brief description of the project

5. Goal hierarchy

Use short sentences/lists of bullet points when filling out the table, if relevant with reference to other parts of the application. See *Guide to grant application* for more information. The goal hierarchy may be provided in a separate attachment to the application.

5. Development goal/intended impact on society. One goal only.
Long-term desired effect

4. Project goal (purpose/intended outcome). One goal only.
The positive effect the project seeks to achieve for the target group

Description	Indicators of goal achievement
-------------	--------------------------------

Prerequisites/risk factors

3. Expected results/services/products (output)
Measurable services/products of the project's activities

Description	Indicators of goal achievement
-------------	--------------------------------

Prerequisites/risk factors

2. Planned activities
Planned concrete activities in order to obtain the desired results, cf. implementation plan

Description	Resources
-------------	-----------

Prerequisites/risk factors

1. Present situation (baseline)
Description of the present situation as a basis for assessing the project's outcome

Description

Indicators (to be linked to indicators specified under 3 *Expected results/output* or, if possible, under 4 *Project goal/intended outcome*)

Comments to the table, if any

6. The project's sustainability and risk factors

6.1 Give an assessment of the project's sustainability:

The project's local/institutional foundation

Participation by different stakeholders and coordination with other actors/donors

Other relevant sustainability elements (environmental, technological, economic, socio-economic and cultural aspects, etc.)

Has an Environmental Impact Assessment been carried out?
 Yes No Comments:

Has a Conflict Sensitivity Assessment been carried out?
 Yes No Comments:

6.2 Risk factors

Identification of risk factors, including corruption	Management of identified risks, including corruption
--	--

6.3 Follow up/exit strategy

Describe the exit strategy/follow-up efforts after completion of the project

6.4 Gender and equal rights

Describe how gender and equal rights are taken into consideration in the project, and ensured in recruitment and training.

7. Budget and financing plan

A detailed breakdown of the expenditures must be provided in a separate attachment. See *Guide to grant application* for more information.

Tick if amounts are given in 1000s	<input type="checkbox"/>	Currency:			
		Second year	Following years	Total	Percentage of total
		(yyyy)	(yyyy)-		
Project expenses – grant recipient Costs directly related to the implementation of the project					
Project expenses – cooperating partner(s) Costs directly related to the implementation of the project					
Overheads The organisation's <i>indirect</i> administrative costs related to the					
Total expenses					
- Applicant's own financial contribution (mark all contributions with minus signs)					
- Financial contributions from other sources (specify which, and mark all contributions with minus signs)					
= Amount applied for from the MFA					

Status of applications/grants from other sources

8. Additional information

Any other information of relevance for the application

9. Bank details

Grant recipients should open a separate, joint account for all grants received from the Ministry of Foreign Affairs (not applicable to governmental organisations).

If the applicant has not received a grant from the Ministry of Foreign Affairs (including embassies/Norad) previously, or the applicant's bank details have been changed, a confirmation of the bank details should be provided, using the organisation's official headed paper, bank statements or other written confirmation from the bank before payment can take place

Name and address of bank

Name of account holder	Account number/IBAN number	Swift code
Account currency	Other information	

10. Attachments

Tick the boxes below if attached, and give each attachment a number. Any other attachments should also be listed.

Attached	Number	Attachment
<input checked="" type="checkbox"/>		Detailed budget breakdown (mandatory)
<input checked="" type="checkbox"/>		Additional cooperating partners
<input type="checkbox"/>		Implementation plan
<input type="checkbox"/>		Goal hierarchy
<input type="checkbox"/>		Confirmation of bank details
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

11. Date and confirmation

I am authorised to sign legally binding agreements on behalf of the applicant, and confirm that the information contained in this application is correct to the best of my knowledge.

Place and date	Name/signature
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