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THE ARCTIC
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The School of Business and Economics

Transition from a start-up to an operational phase

A case study of Tromsø International School

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Master's Thesis in Business Creation and Entrepreneurship - May 2015



Foreword

This master's thesis draws the conclusions for my master program in Business Creation and Entrepreneurship. By handing in this thesis, I have finished my degree: Master of Science in business creation and entrepreneurship. This study program is a two-year program that is business oriented and group based, with the focus of the entrepreneurial aspect of businesses. The program is rather international, with students from all over the world. I have experienced this cultural diversity first-hand. Alongside this study period, I have also worked at Tromsø International School. Throughout the study program, I have tried to link the theory from the study program up to the work I am doing at Tromsø International School, and it was a natural to link the master's thesis up to Tromsø International School. The school is also representing a very international environment with teachers and students from all over the world. Over the last two years, I have learned cultural diversity, developed my abilities in the English language and become more open-minded.

After the start-up in 2011, Tromsø International School have evolved into the school it is today, and offers a good alternative to the public schools. By being international oriented and teaching English as the main language, the school offers something that is unique to the area. Tromsø is under development, and the trend is that there are more and more cultures and nationalities represented in Tromsø, and a good international school acknowledged the importance of this culture diversity, and prepares Tromsø for the future development of the city. Several factors decide if Tromsø international School is successful in that sense of giving value to its students and the society. In this thesis, I have covered some aspects that I find important in order to give value to the students and to improve the operations of the school. I want to thank everyone who have contributed to this thesis. My friends, family and girlfriend have supported this process and given me good input along the way along with the fellow BCE students and the supervisor. In addition, everyone at Tromsø International School have contributed a lot, along with the interview objects at International School Telemark.

Tromsø, May 2015

Eskil Hansen

Abstract

The goal for Tromsø International School is to offer a good educational alternative. This gives the students a good platform for all later learning in life, both from a theoretical and pedagogical point of view, but also in the sense of making the students good citizens. Along with running Tromsø International School in an educational perspective, the structural stand of the school needs to be efficient in order to make the daily operations of the school as good as possible.

In this thesis, I explore aspects that affect Tromsø International School's performance as an organization. I investigate which aim the school should have for the future, and how the school could reach these aims. The thesis is based upon the review of theoretical concepts, accommodated with the case study of Tromsø International School. The theoretical conceptions consist of Blue Ocean theory and legitimacy theory. I also apply tools like five forces, PESTEL and SWOT in order to create the strategy. I conclude the thesis with a business plan.

Tromsø International School serve a purpose of educating children in age 6 – 16, but also serves a deeper purpose of providing an international school offer and an alternative to the public schools. Tromsø is globalizing at a fast rate, and the percentage of international inhabitants are increasing. The unemployment rate in Tromsø are low and it is a need to attract international labor to Tromsø. The schools offers a good alternative to international families who wants a smooth transition to the Norwegian society but also offers a very good alternative to Norwegian students who wants a different and international oriented education, that gives first-hand learning about cultural diversity and bilingual learning from native-speaking teachers. Furthermore, this thesis explores how to position Tromsø international School according to today's educational culture by looking into what gives value to the customers. Finally, I propose suggestions on how to develop the schools strategy in order to advance the school from its current situation to beyond.

Key words: Tromsø International School, case study, private school, international school, strategy, education, business model, promotion, value-drivers, development, school, Tromsø, teaching.

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1. Introduction

1.1 Background

1.1.1 The Norwegian school system

All young students in primary and middle year school have a right to go to school, but it is also a duty. Education is the basis of succeeding later in life, and a good and relevant schooling is the foundation of all later learning. In Norway, the public education is standardized and cost-free for the parents. The parents have to accept the way the education system functions, and accept that if they want another form of education for their children, it will cost. The debate around the school system is relevant in a present issue. The world is getting more and more globalized and borders are erased. The international culture is reaching Norway through medias like TV, Internet and magazines. In order to prepare the children for this internationalized world, maybe the education should have an international approach.

The public school sector in Norway is very good. It offers a top quality education for students, and in general the Norwegian students shows good test results compared to other countries [1]. However, the Norwegian system generalizes the student in that way that they are all offered the same education. It is somewhat individually adapted to the student, but the pedagogics is similar all over the different schools. It is a Norwegian tradition to select the nearest school for the children. It was by law in 2012 opened for free school choice in the home municipality [2]. This means that the parents can freely choose the school that they feel is best qualified as long as it is available school places.

The debate around International Schools is always in the media, and especially in the beginning of each school year. Haugli og Beyer-Arnesen emphasizes the importance of international schools in Norway [3]. They state that international schools contribute to both cultural diversity while conducting a social mission that is vital for value creation in the Norwegian working life. The pupils acquire greater cultural understanding and solid language skills. New international business emerging across the country and many of the global employees need an international education for their children. Therefore, it is no longer only international schools in the big cities but also in small cities. Several places takes local

¹ <http://www.aftenposten.no/meninger/debatt/Elevprestasjonene-i-PISA-er-hoye-7912960.html>

² <http://www.tromso.kommune.no/fritt-skolevalg.5048046-110070.html>

³ <http://abelia.no/utdanning/internasjonale-skoler-er-viktige-for-norge-article2990-139.html>

initiative to establish international schools, we are seeing today in industrial clusters in Fredrikstad, Kongsberg, Sandefjord, Porsgrunn, Arendal, Alesund, Stjørdal, Tromsø and several new cities to come.

Additionally to Oslo International School, several other schools offer an international education to children in primary and secondary years. The common nominator is that they are all private schools, and a tuition is required in all of them. The Norwegian school system does not offer an international education, yet. More and more international schools are popping up, and all of them follow the IB system. Choosing the right school and education system is essential in order to make sure that the children is getting the right education.

1.1.2 Challenging the norm for education

The public school sector in Norway have always had a strong position. The majority of all Norwegian students in primary and secondary schools are included in the public school sector. The number of private schools compared to public schools has been high. In 2001 there was 10 000 students in private schools in Norway. This equals 1,7 % of all the 590 000 students in total [4]. In 2014, the situation have changed. The number of students have increased to 619 000 and the number of students in private schools was 20 436, which equals 3,3 %. The number of students in the public schools have close to doubled in 13 years [5].

“International schools contribute to cultural diversity, while they exert a social mission that is essential for value creation in the society and business sectors. Their pupils acquire greater cultural understanding and solid language skills”, Haugli and Beyer-Arnesen states [3].

International schools is a result of the society in general. Norway is becoming more and more international and the net immigration in 2014 is over 40 000 with 75 000 immigrants and 30 000 emigrants [6]. Norway have to adapt to the new multicultural society, especially in the sense of offering an international education.

The society is changing rapidly, and so is the business sector. Big corporate organizations that are located cross borders have employees that travel and commute throughout country borders, and they acquire a need for international education that is similar in the different

⁴ <http://www.ssb.no/privgrs/>

⁵ <http://www.ssb.no/utgrs/>

⁶ <http://www.ssb.no/befolkning/statistikker/flytting/aar>

³ <http://abelia.no/utdanning/internasjonale-skoler-er-viktige-for-norge-article2990-139.html>

countries. Big corporate organizations are growing in Norway, and so is the need for international education.

The results from Utdanningdirektoratet and national tests shows that the international schools keeps a high level of education, and that is one of the reasons that international schools are becoming more popular. In general the Norwegian public school system is very good, and one of the best in the whole world. Most international schools are not trying to be a competitor to the established system, but rather offer an alternative to it.

The international schools are challenging the established. This can be very difficult in every kind of business, and especially the school system that is generally complex and dealing with people's lives in that sense that they are forming the students into what they will be later in life. With the strong position that the public schools have, the way the international schools position themselves in comparison to the public schools, can affect the way that the schools are looked upon. Position is not referred to as a physical location, but rather a strategic focus area that mirror what the school stands for. This includes the schools pedagogics, its structure, employees and the complete schooling product.

The debate of International Schools took another turn when the Norwegian crown prince chose to move their children from a public school to Oslo International School. The Norwegians have a good faith in the Norwegian school system, and by changing school, some critics meant that this sent the wrong signal. Among the critics was UNIO-leader Anders Folkestad who stated that the crown prince family has a strong community engagement, and by choosing a private school alternative, the signals contradict what they are saying. Another critic is the politician from Arbeiderpartiet, Martin Kolberg, who states that this action is moving the crown prince family further away from the public [7]. The crown prince and princess are role models, and have a strong signal effect. Oslo International School is a private school that is not included in the private school act, §2, and they are not getting any state subsidy. This means that the parents are paying full tuition, which is approximately 200 000 NOK per year.

⁷ <http://www.abcnyheter.no/nyheter/2014/06/17/202024/kritikk-av-kronprinsbarna-begynner-pa-privatskoler>

The fact that the public schools have such a strong stand and good reputation in most part of Norway is challenging the legitimacy of all new intruders. It is harder to create acceptance for challenging an already working system, and even so, when the already working system is offered for free, and the private schools charge tuition. In this master thesis it is argued that legitimacy is hard to build, but can be managed through correct social interaction and by giving back to the society with social activities and corporate social responsibility-activities. In addition, I argue that the way the school is presented gives legitimacy – the story of the school is also affecting the local legitimacy. Further, this thesis will claim that legitimacy is an important resource that enables international schools to get access to other important resources.

1.1.3 Importance of the topic

International schools are not a new phenomenon; the first international schools in Norway were founded in the early 1960's. However, in the recent years there have been a bloom in new international schools. There are two different types of international schools in Norway. The first one gets state subsidy of 85% of what the public schools get and are sort of semi-private. The second one are the ones who do not get no state subsidy at all. The most common type is the one who gets 85 % state subsidy, and the 15 remaining percentage is usually covered by tuition. This thesis will not argue for why international schools are a better alternative than the public schools, but rather investigate how the new and upcoming private schools should position themselves in comparison to the public schools and how to create acceptance for private schools, in a school structure that is dominated mostly by the public school alternative.

For schools and educational institutes, most research relates to pedagogical platforms, test results, learning outcomes and the schools in an educational perspective. Although all these aspects are very important, the success of a school also relates to its operational function – the way the school run its daily operations. There have been conducted few researches on the operational aspect of a school. This thesis looks into the case study of Tromsø International School, but I expect that the outcomes of this thesis can generalize into other international schools.

1.2 An international school alternative in Tromsø

1.2.1 Theme of the Master's Thesis

Writing about private international schools with the case study of Tromsø International School (TRINT) as a part of the business creation and entrepreneurship (BCE) program, required me do some dispositions. The traditional way of writing the BCE master is to divide the thesis into three different sections that consist of innovation or technological studies, market studies and business plan with an additional introduction chapter. The goal is to commercialize an idea or business in the start-up phase, and using the thesis for commercialization purposes^[8]. By combining the thesis and a commercialisation process, the outcome of the start-up phase is better. The thesis simplify a process that traditionally have been very technical. The purpose of this thesis is to share the knowledge, and to have a marketing and commercialisation perspective on a process that is very technical and functional focused.

Writing a thesis about Tromsø International School is different from the traditional way of writing a BCE thesis. Tromsø International School is up and running, and does not have the same level of innovation and technical features that the traditionally project thesis have. In the thesis, I have used the BCE frameworks, but have focused mostly on the market part. This is because it is the most important section related to Tromsø International School. Even though this thesis is a little outside of what is considered a normal BCE thesis, the structure of the BCE course and thesis is well applicable for a business development thesis such as this. The innovation section is still included to some extent, and the BCE environment with co-students, lectures and administration have contributed a lot in combination with the cross cooperation with institutes like Connect and Norinnova. Norinnova is also one of the founders of Tromsø International School and would have their own interest of having this thesis done.

⁸ http://uit.no/studietilbud/program?p_document_id=270730

1.2.2 Tromsø International School



Tromsø International School was established 30th of March 2008 as a foundation. The founders were the Tromsø Kommune, Tromsø Havn, Norinnova, Acona Technopole, Framsenteret, EBA Halogaland and Sparebank1 Nord Norge. The reason for the founding of Tromsø International School was, besides to offer a good educational alternative, the desire to retain and attract international labour to the region. Næringsforeningen Tromsø applied together with the founders of RDA funding for a study project for the school. Næringsforeningen was project leader for the study project.

In autumn 2010, the principal and other educational personnel took over the project from Næringsforeningen. The school opened in January 2011 with 11 students. 1. October 2012 there were 27 students. 1. October 2013 there were 54 students. Fall 2013, the school has increased to 71 students. It has been a positive influx of students from school and until the start of 2014, when the number of students decreased to about 60 students. It was decided that Tromsø International School would start primary school to begin with, but after a year, the middle year program also started up. International Baccalaureate (IB) was selected as the school's pedagogy. The IB is an international well known pedagogics that focuses on providing a high-end teaching platform for schools throuout the world. Today in the spring of 2015, Tromsø Internatioal School is up and running, and is providing a good quality international teaching alternative to the students in Tromsø. The school have survived through the start-up phase. It is now time to think of the further development of the school. Even

though the school have come through the start-up phase, the school is not in an ideal operational phase. It is my believe that the structure and strategy of the school can be improved, in order to create a well functioning school. Relevant issues as legitimacy and acceptance are important to understand, in order to determine how the development of the school should proceed.

1.3 Research questions and theoretical framework

1.3.1 Research question

The research question is the foundation for the whole thesis.

“How can Tromsø International School facilitate a transition from a start-up phase to an operational phase?”

Tromsø International School have come through a turbulent start-up phase that included some financial difficulties and reputation issues. The current situation is stable and the schools is in a phase with normal operations. With the problem definition, I will investigate where the school should aim to go, and which implications this direction requires. Factors that recognizes the fact that the school is in an operational phase is a healthy economy, satisfied customers, solid legitimacy and acceptance in the market. I limit this thesis to include the operational factors that affect the school and will focus mostly on external factors, and rather not on which pedagogical way the school should go. I have set five years as a framework for the upcoming strategy. Relevant theory that will enlighten the research definition will mainly focus on competitor theory like Blue Ocean/ Red Ocean, positioning, strategy and legitimacy.

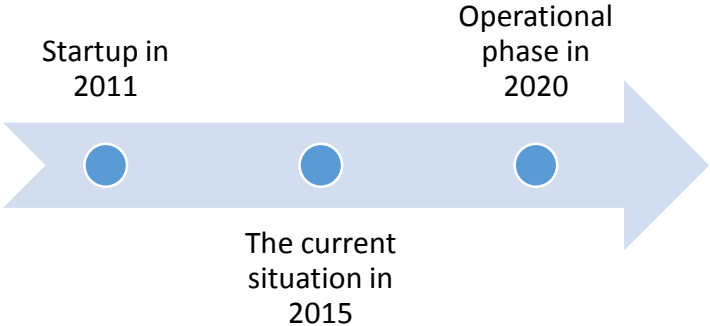


Figure 1 - Development of Tromsø international School

1.3.2 Innovation study

The innovation section investigates which kind of position Tromsø International School have to take, in order to offer a good alternative to the public schools. In Norway the public school sector have a strong stand, and is considered to offer quality education for “free”. The big majority of all students in primary and secondary schools in Norway is choosing the public school sector, and for the innovation chapter I will investigate the positioning of private schools in general and Tromsø International School in the local environment. Tromsø International School do not want to outcompete the established school structure, but rather differentiate their position in order to offer something different from what is existing to the segments that request this. It is essential to pick the right strategy in order create a positioning where it is possible to co-exist with the others schools in Tromsø, both the municipal schools, but also the other private schools.

A central part of the positioning is to gain legitimacy. By offering this differentiated product, the question of the schools existence can be raised. By challenging the already existing structure, the legitimacy can be questioned. I have used relevant theory connected to innovations. Legitimacy is one of the topics I find relevant. By understanding what type of innovation Tromsø International School is, it is possible to do a more accurate market research.

The innovation chapter includes theory about legitimacy that has practical implications. Zimmerman and Zeits (2002) argue that legitimacy is an important resource for gaining other resources, such resources are crucial for new venture growth, and legitimacy can be enhanced by the strategic actions of new ventures. In the search to understand the creation, survival, and growth of new ventures, legitimacy plays a key role. The authors also argue that legitimacy is a resource for new ventures-a resource at least as important as other resources, such as capital, technology, personnel, customer goodwill, and networks. The authors argue that legitimacy is an important phenomenon for new ventures because it can be used strategically to increase resources and achieve growth. A better understanding of how a new venture can acquire, build, and use legitimacy may enable it not only to overcome the liability of newness but also to grow and become an established venture. Perhaps the high percentage of new venture failures will decrease (Zimmerman and Zeits 2002).

When a new private actor enters the market and offers something very different from the established, the legitimacy might be questioned. Legitimacy is described by Emtairah and Mont (2008) as a social license to operate. Different research suggests that legitimacy is an important resource, and that legitimacy is important in order to access other resources. However, few articles suggest how to build legitimacy. Emtairah and Mont (2008) propose that corporate social responsibility (CSR) activities could potentially influence legitimation efforts of organizations. The principle of legitimacy may underpin corporate environmental and social performance, providing motives for managers to pursue CSR strategies. The article concludes that CSR activities is an important factor for gaining legitimacy, but also that corporations are motivated to do CSR activities in order to build legitimacy. The article uses the example that for new companies to gain legitimacy, they can use a third party label or certification.

Lounsbury & Glynn (2001) define cultural entrepreneurship as the process of storytelling that intermediates between extant stocks of entrepreneurial resources and subsequent capital acquisition and wealth creation. With this, the authors mean that entrepreneurial stories facilitate for constructing of new venture identity, which leads to legitimacy. The authors propose a theory that stories are an integral part of the way founders of new companies can acquire needed capital and generate new wealth. Lounsbury & Glynn (2001) and Zimmerman and Zeitz (2002) state that entrepreneurs confront problems associated with the lack of legitimacy because of the novelty and uniqueness of their ventures. Given the fact that most start-ups lack proven records of accomplishment, obvious asset value, and profitability, stories can provide needed accounts that explain, rationalize, and promote a new venture to reduce the uncertainty typically associated with entrepreneurship. The authors propose that stories can play a critical role in the process of enabling new businesses to emerge. Stories can function to identify and legitimate new ventures. By telling stories, the new companies will gain legitimacy, which will work as a resource to access new capital and success. Another central part of the innovation chapter is Blue ocean theory. Kim and Mauborgne (2005) have developed the Blue Ocean Strategy that suggests that by focusing on strategies of competition, companies ignore a more attractive aspect of the strategy. They suggest that by creating a new market space and aiming at where there are no customers, corporations can access a completely new market, a "blue ocean". Contradicting to the Blue Ocean, Red ocean is representing the industries that already exist today. We know of this marked space. Here the boundaries of the industry is known and the rules of the game is accepted. Companies

compete by trying to outperform each other on quality and price. How to compete in red oceans has gotten the most devotion in research in the last 20 years. Red ocean will always matter and will always be a part of the business competition. However, blue ocean strategy suggest that companies have to go beyond competing in established industries to seize more profit and growth opportunities. In contrast to companies playing by traditional rules, Blue Ocean companies never use their competition as their benchmark. Instead, they try to make competition irrelevant by creating a leap in value for both buyers and companies itself.

1.3.3 Market study

The market study provides collected information regarding segments, opportunity, market size and market potential. The aim of the market study is to identify the market potential for Tromsø International School. It is important to emphasize that the customer and the end-user of Tromsø international School is not necessary the same. The end-user is the student, but the customer is the parents because they pay the tuition. In most cases, the parents decide if their children will enrolled in Tromsø International School, often in conformity with the child. The market study includes an external and internal analysis, general market information, competitor analysis, market strategy and marketing plan. The external analysis includes Porters PESTEL analysis that covers external factors that influences the operation of a private school in Tromsø. This analysis is a framework for analyzing macro-environmental factors that can affect business strategies. It includes the separate analysis of the political, economic, social, technological, environmental, and legal factors (Kotler & Keller, 2012:96). The internal analysis includes my explored analysis of an ideal student number based on four factors: economy, strategic location, a social context and teaching and pedagogics.

The market study also includes a SWOT analysis, which sums up the overall situation of a company's internal strengths and weaknesses and macro environmental opportunities and threats. I define and discuss Tromsø International School's position within the SWOT. By this, I go through the company's strengths and weaknesses and the market opportunities and threats. After this, I make my assumptions on how Tromsø International School could navigate its strengths and weaknesses, in order to harvest the opportunities and reduce the threats in the Norwegian market (Kotler and Keller, 2012:51) I will specify and define each of these dimensions in general. Then, I analyze the market according to each dimension by employing secondary data. Finally, I draw conclusions for Tromsø International School for each of the dimensions. The market study also investigate the need for an international school

in Tromsø, and the students- and market size. The market study explores the competitors in Tromsø; which I define as the other schools that offers education. I also use the Porter's five forces, which is an analytical tool to determine the competitive intensity of the market forces, to make a competitor analysis. This includes the force from rivalry among existing firms, threats of new entrants, supplier bargaining power, customer bargaining power and threats of substitutes.

The market strategy identifies the segments that Tromsø International School should aim for and a marketing mix that sets the premises for the further strategy. Parts of the market study builds on a case study of International School of Telemark (IST). The most important aspects of this case study is included in appendix 7. I also come up with a conclusion of the case study and implications for Tromsø International School. The last section of the market study is a marketing plan that enlighten important factors that will market the school and attract more students.

1.3.4 Business plan

The business plan provides a tool for Tromsø International School for marketing purposes, promotional activities and a guided plan for how to expand. A business plan is defined as a written document that describes the current state and the presupposed future of the organization. The purpose of such a plan is to collect information that can be used to increase efficiency and better predict possible outcomes for the business (Honig 2004). Although a business plan is mostly used in an entrepreneurial phase of a commercialization, such a plan can be useful for intrapreneurial activates when the business is up and running for external use in order to increase legitimacy and to show the businesses current activates and purposed future activities.

The business plan consist of 15 pages that include an introduction, business model, organizational structure, competitors, customers, an action plan with promotional activities and a financial part. The business plan in this thesis gives practical implications, and includes recommended activities that can be implemented into the daily operations. This will be the final chapter of this master's thesis, and is developed based on the knowledge that was gathered in the innovation and marketing chapter. The business plan can be looked upon as a singular document that can be separated from the rest of the thesis. It will work as a folded recap of the marked and innovation section, and additional to be a tool for the further

development of Tromsø International School. With the business plan, I wish to answer the research question of this thesis, which is how Tromsø International School can facilitate a transition from a start-up phase to an operational phase.

1.4 Methodological framework

I have collected data from two main sources. It is from Tromsø International School the case study in this thesis, and the second source is through a field trip to international School Telemark. Both sources are qualitative data, where the aim is to get relevant answers from reliable sources that can help to answer the problem definition. The methodology is summarized in the table one.

Tromsø International School	
Observing the school	During this thesis I have done an observation study of Tromsø International School, and informally gathered information from staff and students of the school.
Data collection through parents survey	In January 2015, the school started a parent's survey that is very extensive, and the information from that survey is implemented into this thesis.
Data collection through interviews with new students and their parents	During the enrolment process, the student and the family is invited into a meeting with the school where the school gather useful information. Questions like: where did they hear of the school and reason for enrolling into TRINT are asked.
International School Telemark	
Interview With Tara Francis	Her position is deputy principal for curriculum and provided useful information regarding pedagogics and the curriculum. She started working at IST the year after start-up and she had information regarding the development of the school.
Interview with Mette Oprann	Her position is deputy principal administration, and provided information regarding the daily operations of the school, the financial situation and a lot about the schools strategy.

Interview with Richard Gaffyn	He is the principle of the school and had information about all aspect of the school. His passion on the topic of legitimacy provided useful information for the thesis.
Observation of the school	I observed the school, the student-teacher interaction and had informal chats with teachers and staff members.

Table 1- Data collection

1.4.1 Data collection: Tromsø International School

The main case study that this thesis is built upon is Tromsø International School. The school is also the place where I am working, and have been since December 2013. The fact that the thesis is covering a subject where I have access to most necessary information within the case study has eased the data collection processes. Buchanan, D. A., & Bryman, A. (2007) States that researchers commonly study topics in which they have a personal interest, and are using methods in which they are familiar with. For me this is an accurate statement. By working in Tromsø International School, I have developed an interest of and knowledge about the Tromsø International School and the school industry in general. I have not conducted any formal interviews with the staff or management at Tromsø International School in this process, but throughout this process, I have talked about some ideas with relevant staff, and gotten good input along the way. I have access to data's from this year and previous years enrolment processes, student and parent's satisfaction survey. When new students and student's families are interviewed before enrolling into the school, we ask questions like: Where did you hear about the school? What is the reason for enrolling? Nationality, age, address, gender and language history. This information have been the foundation the Canvas-model that is included in the innovation chapter and have contributed a lot in the marked chapter, especially with in the segmentation.

1.4.2 Data collection: International School Telemark

16. – 18th of. March I visited International School Telemark. The purpose of the visit was to observe the school and conduct in-debt interviews. The reason for why I chose to the investigations at International School of Telemark, is because of their similarities to Tromsø International School. They started the school in 2005, and by 2015, they have reached a student number of 150. With reference to the research question on how to facilitate for a transition from a start-up phase to an operational phase, International School of Telemark was a natural way to look. Telemark have political traditions of leaning towards the labour party and the labour unions are storing in that area. In spite of what might be considered difficult

political and social attitudes, International School of Telemark have succeeded in creating a strong position in the school society. My goal was to investigate how they have reached their position and see if there are some factors that can be implemented into Tromsø International School.

The research process of collecting qualitative data is split into seven sections according to Fink, A. S. (2000), It is 1. Thematising is the first phase of the research where the researchers have to figure out what, how and why this study is conducted. 2. Designing the choice of which method to be used, for example in-depth interviews or focus groups. 3. Interviews are structured according to an interview guide made by the researcher. 4. Transcribing is the next step of the research process. 5. Analysing the data that is collected is the fifth split. 6. Verifying that the data have good quality and that the findings can be generalized. 7. reporting is the last split and covers the reports that the researcher writes after the interviewing process. This was the same structure that I followed when conducting research in International School Telemark. I started by preparing this field trip. First, I contacted International School of Telemark and set up an appointment for these days in the middle of March 2015. The school welcomed the initiative, and said that they would set time and personnel for disposition. Secondly, I prepared an interview guide for semi-structures interviews with key staff members. The interview guide is attached in appendix 3. The interview guide is build up by four key sectors that is legitimacy, positioning, structure and financials. These sectors were the topic I wanted to investigate, and under each topic, there was follow-up questions. The questions were open and I wanted the interview object to answer as freely as possible. If the interview object was drifting a little bit outside what was the main questions, this was OK. Along with me, I got Michael Boyd and Tonje Hofsføy that are a teacher and the Principal at Tromsø International School. The whole case study of International School Telemark is elaborated in appendix 7.

1.5 Limitations

The research question is “How can Tromsø International School facilitate a transition from a start-up phase to an operational phase?” To answer this research question, I have applied two main theories, Blue Ocean and legitimacy theory. Blue Ocean theory characterise which values a business should give to its customers in order to find a different position than the competitors. Legitimacy is determined as a social licence to operate. I find both these two

frameworks applicable for Tromsø international School in order to determine and improve its current position in the market. I have not linked these two theories up with each other well enough. I have linked Legitimacy up with the values in the Canvas-model, but legitimacy should maybe have been devoted more attention. As for the innovation study, I have deliberately kept this short and with the focus on which parameters that creates value. If this section included a more elaborated explanation of what kind of innovation Tromsø international School is, maybe the tools in the market study would link better to the innovation chapter.

In the marked study, I applied classical marketing tools like Porter's Five Forces, PESTEL analysis and a SWOT analysis. These tools are well known and gives a good framework for evaluating the marked and the competitive situation, but is maybe not very valid for a school. These tools are maybe not appropriate enough to explain the complex school situation that consist in Tromsø. This thesis have two missions, and that is to finish my master's degree in Business creation and Entrepreneurship, but also to give value to Tromsø international School. To combine these two missions have not been easy.

This thesis focuses on how Tromsø International School can facilitate for a transition from a start-up phase to an operational phase. With this, I am looking at most external factors, and ways to approach problems and strategic intersections, and rather not on the internal forces. This means that I have not done an evaluation of the structure of the staff, if the leadership of Tromsø International School is ideal or if the Board of directors are undertaking its purpose. If time and space of the thesis allowed it, it would be beneficial to investigate all internal factors.

The fact that I am working at Tromsø International School and writing a master's thesis about the school, have given me very good insights in all aspects of the school, but have also led to situations where I am so deep into the case that it is hard to see the potentials. Routines and daily operations have made it hard to see solutions that may be visible for others. I have written this thesis alone. Maybe the outcome and quality of the thesis would be better if the thesis were co-written with someone who is not involved in the school. They could have contributed with another perspective.

For data collection in the Canvas-model, I have based the parameters on information collected from the parents of the students at Tromsø International School when enrolling, and in interviews in enrolment processes. Ideally, these parameters should have been revealed in a focus group or in-depth interviews with parents and other school. However, the time limitations of the thesis did not allow me to conduct such a process.

Still, I hope this master's thesis in Business Creation and Entrepreneurship can be a framework for shaping the direction of, and easing the transition from a start-up phase to an operational phase for Tromsø international School.

2. Innovation study

2.1 Legitimacy

2.1.1 *Tromsø International Schools current situation – legitimacy thresholds*

Tromsø International School have come through the start-up phase, and have been operating for four years now. The entrepreneurial phase of the school is considered to be over, and it is time for the school to think strategically for the future. The school is starting to build a good reputation, and the awareness is raising. Rutherford and Buller (2007), defines legitimacy threshold as the point at which, from the entrepreneur's perception, the organization moves from a weak collection of resources to a potentially sustainable enterprise. Entrepreneurs usually describe it as a "made it" feeling. Tromsø International School, have in my opinion reached this legitimacy threshold. For Tromsø International School, there have been several events that is characterized as legitimacy thresholds. For example when the school received the authorization from IB regarding the primary, and middle year program and receiving financial support from the founders that secured the further operations. I consider the legitimacy of the school to be good, but it is not good enough. Legitimacy is a complex topic, and it is more complicated than to say that legitimacy exist or not. The school have built up legitimacy and provides a solid educational alternative that, in my opinion, exceeds what the public schools offer. The commerce's in Tromsø acknowledging the fact that an international school is important to attract labor to the city, and the local politicians want the school to exist in order to offer education on a level that they cannot do. Although the legitimacy is high on some levels, there are still room for development. One example is that the parents of the children that are enrolled into the school are questioned why they are choosing the international school and not the public schools. If the legitimacy of the school were high enough, the parents would not have to explain or justify the decisions to enroll their children into the private school.

2.1.2 *Building legitimacy*

Public schools in Norway have a strong stand, and offer a good quality education. The strong position of the public schools requires that Tromsø International School build legitimacy, especially within its segments. Legitimacy is an important resource for gaining other resources, such resources are crucial for new venture growth, and legitimacy can be enhanced by the strategic actions of new ventures. Zimmerman and Zeits (2002). A better understanding of how a new venture can acquire, build, and use legitimacy may enable it not

only to overcome the liability of newness but also to grow and become an established venture. When a new private actor enters the market and offers something very different from the established, the legitimacy might be questioned. Legitimacy is describes by Emtairah and Mont (2008) as a social license to operate. By building legitimacy, Tromsø International School can gain social acceptance.

I propose that corporate social responsibility (CSR) activities could potentially influence legitimation efforts of Tromsø International School. The principle of legitimacy may underpin corporate environmental and social performance, providing motives for Tromsø International School to pursue CSR strategies. I propose that CSR activities is an important factor for gaining legitimacy, but also that corporations is motivated to do CSR activities in order to build legitimacy. A part of the IB and Tromsø International School philosophy is to be caring towards other people, and to be good citizens. This includes charity work, community work, giving back to the society and helping others. This measure is a form of CSR that helps Tromsø International School build legitimacy. One way of building legitimacy is to use a third party label or certification. Tromsø International School uses IS as their third party label. IB is known worldwide, and their legitimacy is strong. By being authorized by IB in both PYP and MYP, the legitimacy is raised.

Entrepreneurial stories facilitate for constructing of new venture identity, which leads to legitimacy. Zimmerman and Zeitz (2002) state that entrepreneurs and new businesses confront problems associated with the lack of legitimacy because of the novelty and uniqueness of their ventures. Given the fact that most new start-ups lack proven records of accomplishment, obvious asset value, and profitability, stories can provide needed accounts that explain, rationalize, and promote a new venture to reduce the uncertainty typically associated with it. I propose that stories can play a critical role in order to create legitimacy for Tromsø International School. During the case study of International School of Telemark, I discovered that they have had someone who has bad-mouthed the school in some occasions, and that has led to bad publicity, the wrong story. According to The interview with Richard Griffin, bad stories will be told, but it is more important how you tell your own story. Tromsø International School have also experienced bad stories that negatively affect the legitimacy. The stories have been connected to a strict economy situation in 2013 and bad-mouthing from a dissatisfied parent who cause some disturbance. I propose that Tromsø International School could use storytelling to build legitimacy, by sharing its story with everyone that wants to

hear. The storytelling can be done in many ways, but according to Lounsbury & Glynn (2001), Tromsø International School should have a common story to tell that is representing who the schools are. For the teachers and staff at Tromsø International School, they are rather obliged to tell a good story, and it is in everyone's best interest to tell a good story. Another group that is important to include in this story-telling process, is the parents and students. The parents are the very best representatives of the school, they have made the decision of enrolling their children in Tromsø International School, and their story would be more trustworthy.

2.1.3 International Baccalaureate

The International Baccalaureate (IB) is the pedagogics that Tromsø International School follows. It is a non-profit educational foundation, motivated by its mission, focused on the student. The IB programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live learn and work in a rapidly globalizing world. There are more than 915,000 IB students at 3,180 schools in 140 countries. Their three programmes span the years from kindergarten to pre-university. The programmes can be offered individually or as a continuum. The Primary Years Programme (PYP) for students aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside. The Middle Years Programme (MYP) for students aged 11 to 16 provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects. According to the Norwegian private school act, the private schools in Norway have to follow an approved pedagogic, and all of the international schools in Norway is following the IB pedagogics. IB gives authorization to the schools that are developing and maintaining a good quality education and this works like a certificate that proves the quality of the school [⁹]. Tromsø International School got certification for PYP in beginning of 2014 and in MYP in beginning of 2015.

⁹ <http://www.ibo.org/>

2.2 Positioning of an international school – creating value

2.2.1 Blue Ocean theory

When developing a corporate strategy, the usual way doing of so is by looking at the market competitors. Tromsø International School does not want to outcompete the already established school structure but rather position the school in such way so it is possible to co-exist. Today the public school system is offering a very good service, and offering one of the best educations in the world. By comparing the positioning of Tromsø International School to the Blue Ocean strategy, we find many similarities. Instead of competing with the schools that exist today (red ocean), the school should simply try to expand to a new marked and create a new school demand. By offering something very different from what is on the marked today, Tromsø International School creates a new marked (Blue Ocean).

In order to classify today's educational structure in Tromsø, I will use the strategy canvas model that Kim and Mauborgne (2005) have developed. This is a tool that for diagnostic purposes, which will help to establish a Blue Ocean strategy. The horizontal axis shows the factors that the industry competes on. The vertical axis shows the level of value that the competitors are offering. The model serves two purposes, which is to capture the current state of play in the market and to help creating a strategy that is reorientation focus from competitors to alternatives. The value curve is the basic factor of the strategy canvas. It is a graphic description of a company's relative performance across its industry's factors of competition. A strong value curve has focus, separation as well as a compelling tagline. Kim and Mauborgne (2010)

I have created two different Canvas-models in order to show which values the different schools provide. Figure 2 shows all the providers of education in Tromsø. Figure 3 shows Tromsø International School in comparison to International School Telemark and the public schools in Tromsø. It is natural to divide this into two models, because International School Telemark is not in not competing against Tromsø international school, and therefore the Canvas-models purpose is to show how different they are. As shown in figure 2, there are four different lines. This represent the four different providers of schooling in Tromsø. The pink line is representing the municipal schools. They are of course not exactly similar to each

other, but for the simplicity of comparison, I have generalized them. The factors of competition is chosen by me, and therefore they are influenced by the factors that I think is important, but in general the factors represent the needs and requirements of parents when choosing a school. The parameters are influenced by the case study of International School of Telemark. Because there are ten different factors, the overall indication will show suggestions on how the different schools are structured.

The parameters in the Canvas model is the value-drivers that create value for the students and students families. This is the factors that plays a role in deciding which school to choose and will influence the satisfaction of the students. It is important to emphasize that the parameters are selected on the ground of investigations that has been conducted when interviewing potential new students at Tromsø International School. These parameters represent the values that the relevant segments is requesting. I acknowledge that fact that segments that are not interested in Tromsø international School at all, have different value-drivers than what is used for parameters in this Canvas-model. In the next section I will go through the parameters in order to explain what the parameters represent, and link them up to the different schools.

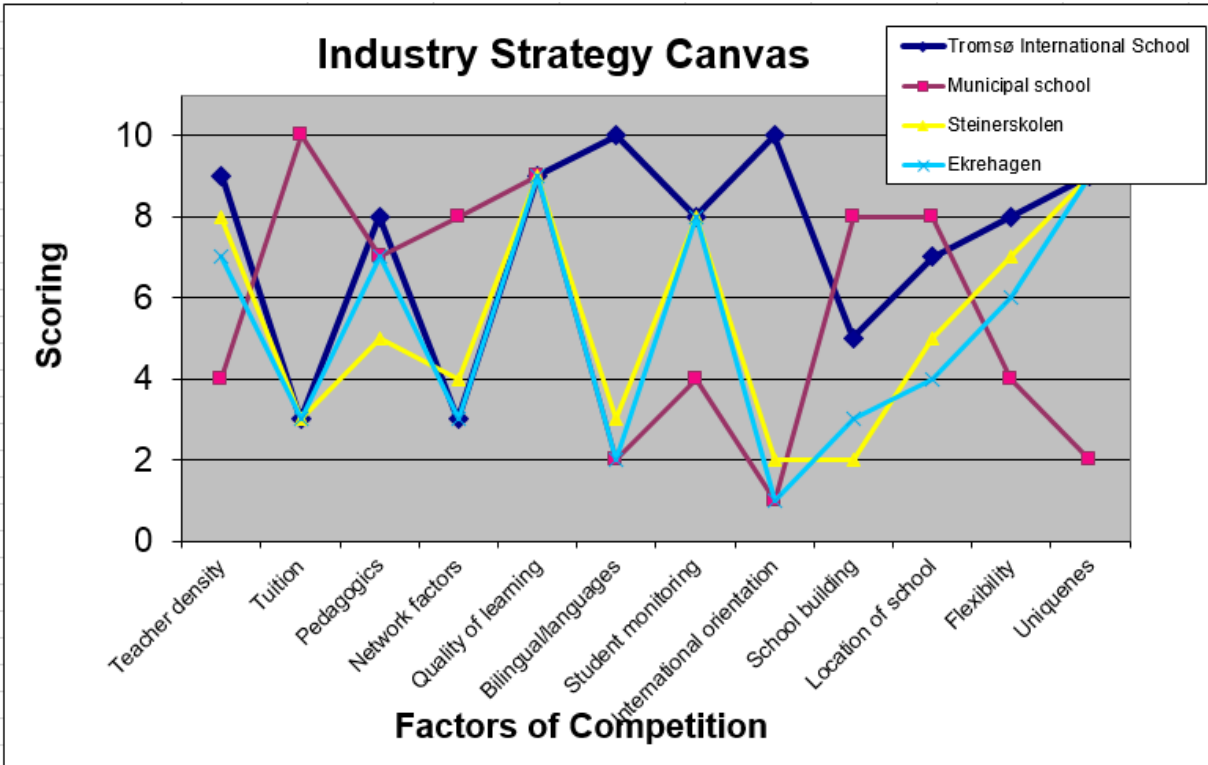


Figure 2- Canvas-model for the local school providers

2.2.2 Value drivers

Teacher density

Teacher density represent the number of student per class: how many students each teacher have to teach. In general, the teacher can spend more time with individual follow-up with fewer students in the class. It is uneconomic to have too many students per teacher, and so in the public sector, there are often 25-30 students per teacher. There used to be regulations that limited the number of students per class to 28, but this was discontinued in 2004, and now there are no regulations on how many students that can be in the class, as long as it is considered responsible. This new opening in the education act has caused the class sized to grow bigger [¹⁰]. The size of classes in some important selected schools are shown in the table 2:

School	Class size (average number of pupils)
Tromsø International School	12,2
Telemark International School	15,8
Ekrehagen Skole	15,8
Steinerskolen Tromsø	9,1
Workinmarka Skole	19,5
Gyllenborg Skole	17,7
Langnes Skole	21,6
Mortensnes Skole	17,2
Bjerkaker Skole	18,6
Fagereng Skole	19,3
Lunheim Skole	20,9

Table 2- Teacher density

Tuition

Tuition is the charges the parents pay the schools for their children to attend the private schools. The public schools does not charge tuition. The tuition in the private schools divides into months. The private schools that follows the private school act §2 gets 85 % state funding of what the public schools get, and can charge the remaining 15 % in tuition. The state

¹⁰ <http://www.aftenposten.no/nyheter/iriks/Klassene-i-barneskolen-eser-ut-7715333.html>

funding per student in public schools are 142 400 kr in PYP and 155 400 in MYP. Fifteen percentage of this is currently 21 360 kr in PYP and 23 310 kr in MYP.

School	Tuition per year
Tromsø International School	21 000 kr
International School Telemark	26 000 kr
Ekrehagen Skole	10 500 / 11 280 kr
Steinerskolen Tromsø	16 000 kr
Public schools	Free

Table 3- Tuition

Pedagogics

The pedagogics is the way the philosophy behind – and the leading of the teaching. In the public schools, the Utdanningsdirektoratet sets the premises for the pedagogics. This include learning goals, measures of learning, subjects, subject composition, learning plans, learning principles and subject and hour dividing and the structure of the school. From 31.01.2012, Kunnskapsløftet is the overarching pedagogics for all the public schools [11]. Tromsø International School and International School of Telemark are both following the IB pedagogic. Steinerskolen is following the Steiner pedagogics and Ekrehagen has their own pedagogics with Christianity as a central factor in the education.

Network factors

Network factors represent the benefits of having more students connected to each other. By having going to the same school, as the neighbours and friends from the neighbourhood and kindergarten, the children and parents already know each other, which makes it easier to create a network. In a neighbourhood, there usually are connections between the families, and they link up in different circumstances. In an international school, there are children from all over the area, and it is harder to interact with each other on occasions outside the school. Tromsø International School is located outside a residential area, which means, that there are few children who lives within walking distance from the school.

¹¹ <http://www.udir.no/lareplaner/kunnskapsloftet/>

Quality of learning

The quality of what the students are learning is somehow opinion based, but a good indicator of quality of learning is to compare tests and especially national test with others school in order to evaluate the quality of learning. International school in general is doing well in national testes [12] and this is an indication of quality learning. For Tromsø International School the national tests results cannot be published. This is because the school has too few students and Utdanningsdirektorated sets limitations regarding that. Another factor that influences the quality of learning is the number of teaching hours a student get per week. In the public school the students in primary school gets 22 hours per week, while Tromsø International School is offering 26 hours per week. The idea is that more hours per week enhances the total learning quality

Bilingual/languages

The teaching languages is a value-driver, especially in the segment that consider enrolling in Tromsø International School. Languages is often a deal-breaker when deciding which school to choose. Segments that are particularly interested in the bilingualism of the education is the new-movers to Tromsø and the ones who does not speak Norwegian as the mother tongue. The language can be a barrier for the integration process, and give value in the sense of creating a smooth transition for the students into the Norwegian system. Languages can also be a value driver for the Norwegian segment. By entering an international school, the student who does not speak English that well, can get the chance of learning the language from teachers that have English as their mother tongue.

Student monitoring

In all schools, the teachers monitor the students in fields like grades, personal development, pedagogical development, communications and personal skills. This is especially important for students with special needs and learning difficulties. A closer follow up of the students are one of the value drivers that affect school choice and gives value to the students. For the monitoring of the special education students, the private schools is considered to be better with regards of the monitoring of the students. The public schools are run by the municipalities, and the municipalities have one big pot that will cover the extra cost of

¹² <http://www.aftenposten.no/meninger/debatt/Slike-elever-trenger-Norge-7609231.html>

monitoring the students disregarding of how many students that require this extra monitoring. In private schools, the structure is different. Here the PPT [13] will evaluate the need of such a monitoring, and then the private school have to make sure that the student have the correct guidance by hiring the right teachers. Then the private school applies for a refund from the municipality, covering the costs that the school have with the special education. This way the private schools can make sure that they are monitoring the students with special educational need in a good manner.

International orientation

The world is globalizing and the distance between countries and cultures are increasing. It is considered a valuable quality to learn about and understand different cultures and religions. By teaching the students about cultural diversity, the students are prepared to grow up in a world that is more globalized than what it is today. In an international school, there are different cultures and religions that are mixed in the same class and school. This cultural diversity requires that the students are open-minded, and shows tolerance and acceptance of other cultures and religions. Tromsø is expanding and the city will have 50 000 new inhabitants within 2044 [14] and a lot of them will be new-movers with international background. This is enhancing the cultural understanding in all of the schools, including the public school. However, as of for now the international schools gives a better cultural understanding. For Tromsø International School the students with international background is 50 %. For International School Telemark this number is 15 % and for the public schools, this number is below 10 %.

School building

The school building is the premises of the school. Different school buildings differs in size, quality, and number of classrooms, functionality and style. The public school buildings are not all similar, but for the simplicity of this model, the canvas rating represent the overall status of the buildings. For Tromsø International School the school building is not ideal, and get a low rating. The building is quite old and does not have qualities as a proper science room, gym hall, student kitchen and a quite small outdoor area. The school rents these missing services elsewhere; a gym hall from Studentsamskipsnaden, kitchen from Breivika Videregående Skole and science room from the science centre connected to the University of

¹³ <http://www.udir.no/Regelverk/tidlig-innsats/Skole/Oversikt-over-aktorene/PP-tjenesten/>

¹⁴ <http://www.nrk.no/troms/-tromso-har-50.000-nye-innbyggere-i-2044-1.12015013>

Tromsø. International School of Telemark is located in an old public school building. That building has the capacity of 200 students and includes all the qualities that a modern school needs. The quality of the public school in Tromsø is diverse. There are Tromstun secondary school who is brand new and offers top modern qualities. On the other end of the scale there is Brensholmen school; a school that is one of the poorest in the whole country.

Location of School

With the location of the school building, the value-driver is the geographical location of the school. The public school in Tromsø are located all over the municipality, more scarce in the districts and closer together in the urban areas. The different public schools represent the geographical area that people live, with big schools in the residential areas. The locations of the public schools are in general good, where few students have to travel any distance to get to school. There are free school choice within the public school in Tromsø Kommune, as long as the school have room for more students. Even so, the most common practise is to enrol the students in the local school with the shortest distance to home. The international school recruits students from the whole district. This requires an efficient communications to and from school. For Tromsø International School, the location is good for its purpose. Breivika is the geographical area of the local hospital, the university and other institutes and organizations that employs many people. This makes it easy for the parents who work in the district to bring their children to the school that is located next to the work place. Breivika also offers a good bus communication. There are busses from all over Tromsø Island, the main land and Kvaløya that goes by Breivika in the mornings. International School of Telemark used to be located in Porsgrunn city centre, but moved to a new school building in 2011. This new school building is geographically located in a residential area. Even so, the bus communication to and from the school is still good.

Flexibility

With flexibility is means the schools ability to make changes and the capacity to adjust the education, the practice and the structure if necessary. The public schools are a part of a bigger school system who sets their daily operations based on the guidance from Utdanningsdirektoratet. The administration of the schools are delegated to the municipalities, who are in charge of the day-to-day operations. The room the flexibility within the single school is considered to be low as they are being part of a bigger system. The international schools have more room to act on their own. Tromsø International School and International

School of Telemark is following the IB pedagogics that sets the framework of how to build up the pedagogics and gives some indications on how to have an ideal operation of the school. Exceeding this, the international schools are free to manage their own school as they please something that gives room for flexibility. The size of a school also affect the flexibility. If the school size is too big, it is generally harder to be flexible. To organize a school with regards of timetable, classroom management and staffing, all different aspects affect each other, and changes are harder to make.

Uniqueness

Uniqueness is the factor that differentiates the schools. All schools are unique in its own way, but the similarities between the public schools are high. The education that is offered in the international schools is something that only a few percentage of the children is getting in Norway, and that makes it special. The IB philosophy is to prepare the children for a higher education by giving them such a solid foundation as possible. The public schools in Tromsø are the norm. Almost everyone is into that educational system. Tromsø International School offers something unlike the structure that is established and in that way, the schools uniqueness is high.

2.2.3 Sum up of value-drivers for Blue Ocean

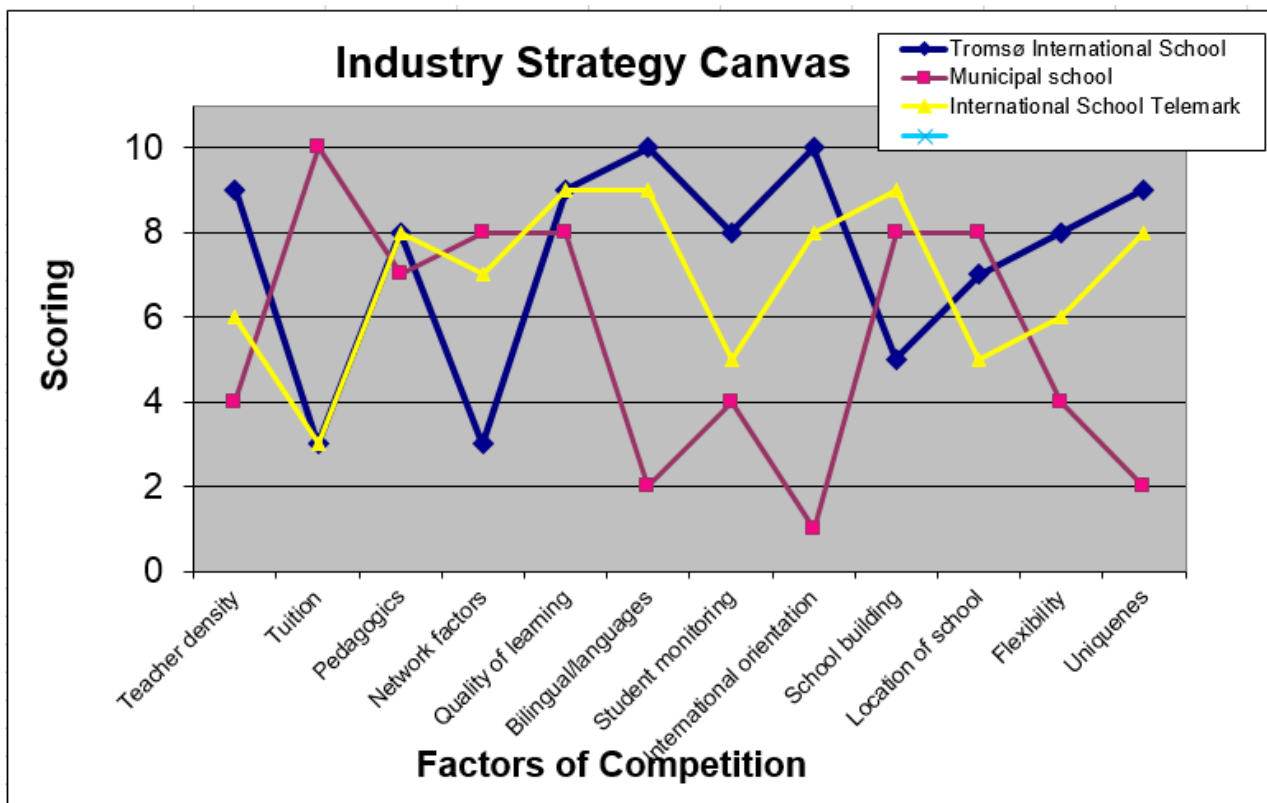


Figure 3- Canvas-model including International School Telemark

The scoring shows that there are big differences between the schools. The fact that there is a difference between the private school offers and the public schools is not surprising, but the fact that there are so few similarities between Tromsø Internatioanl School and Internatinal School Telemark is unexpected.

2.3 Conclusion of Canvas-Model and framework implications

Based on the canvas model, I have come up with some conclusions and some recommendations. The theory suggests that in order to be competing in the red ocean, the ideal is to look for ways to differentiate into the blue ocean (Kim and Mauborgne 2010). The canvas model shows the value-drivers that cause value for the students. These values represent what is important for families when choosing school, and what is important in order to ensure a good quality education. The model shows that there is large distance between the schools in most areas, especially between the international schools and the public schools. This indicates that Tromsø International School is differentiated from the public schools in Tromsø, and is creating values in the blue ocean.

According to Kim and Maubourne (2005), the Canvas-model results can be used into the Four Action Framework. This model is used to reconstruct buyer value by asking four key questions to challenge the strategic logic of the business model. The first question is what can you eliminate? The authors suggest that the business should consider eliminating the factors that the industry have long competed on. Often those factors are taken for granted. The second question is what can you reduce? Does the company offer an over designed service that increases the cost but does not give the customer value? The third questions is which values should the company raise above the industry standards? What core values does the company provide to the customer that cannot be matched by competitors? The fourth and last question is what should the company create in order to provide a new demand for the customer that sets a new standard in the industry? What can be developed by the company that creates value.

By comparing the Canvas-model results to the four action framework, I have come up with four different solutions regarding what can be developed, what can be reduces, what can be eliminated and what should be raised. Tromsø international School offers a very high value of flexibility compared to the public schools. The level of flexibility can be reduced, and still the value will be much higher than what the public school offers. With reference to what should be eliminated, I have suggested that this is uniqueness. I do not suggest that the school should eliminate the fact that it is unique, because that is not possible to do, but rather not focus on that matter in promotional activities. The others schools in Tromsø are unique in its own way, and the uniqueness alone does not necessary create value. The parameter that I suggest to raise is network factors. Tromsø international School need to approach a network to lower to barriers of taking the child out of its local environment and into a different school. The last tool of the four-action framework is what can be developed in order to create value and provide a new demand. I suggest that this parameter is legitimacy. Legitimacy gives value to the customer in the sense that the education they choose is acknowledged in the society; a social license for their education.

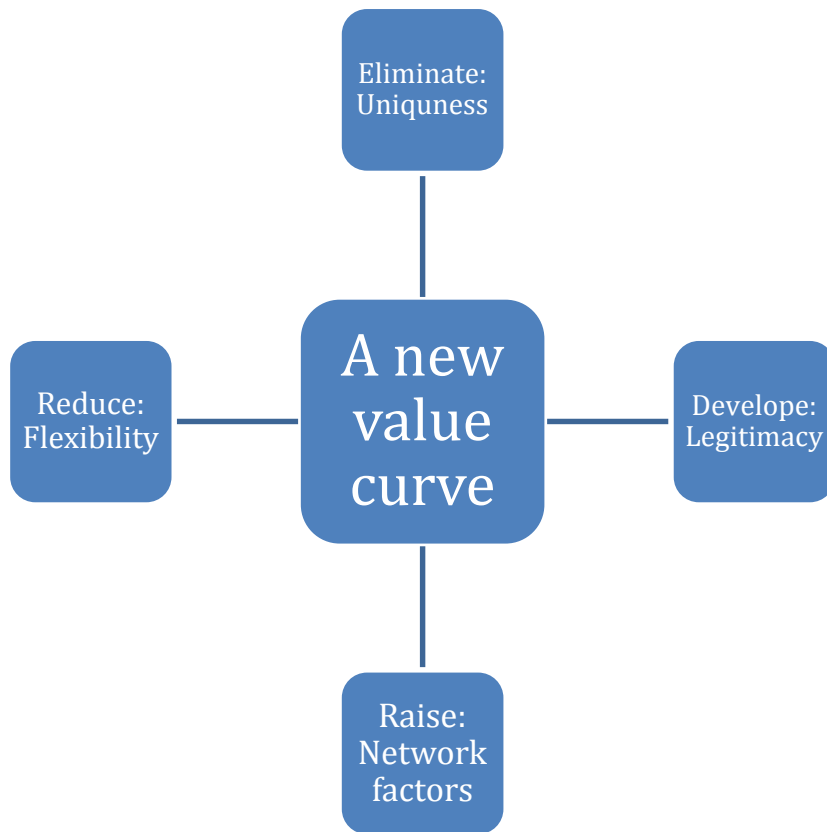


Figure 4- Four Action Framework

3. Marketing study

3.1 Market analysis

3.1.1 External analysis

In the following section, I apply the PESTEL framework as a tool in the external analysis. This analysis is a framework for analyzing macro-environmental factors that can affect business strategies. It includes the separate analysis of the political, economic, social, technological, environmental, and legal factors (Kotler & Keller, 2012:96). I specify and define each of these dimensions in general. Then, I analyze the market according to each dimension. Finally, I draw conclusions for Tromsø International School for each of the dimensions.

Political factors

Political factors consist of laws, government agencies and pressure groups that influence various organizations and individuals (Kotler & Keller, 2012:106). There are stable national political relations. At the moment there are Høyre and Fremskrittspartiet that are in government. They have Venstre and Kristelig folkeparti as supporting parties, something that is necessary in order to have majority as Høyre and Fremskrittspartiet do not have it by themselves (77 mandates against 85 mandates for majority) after the election in 2013 [¹⁵]. The next national election will be in 2017 and the national political factors are considered to be stable. The government have education as one of their central focus area.

In Tromsø Kommune the political factors are similar to the national political environments. Tromsø Kommune have initiated parliamentarism and the City Council (Byrådet) are in charge of the day-to-day operation of the municipality. Municipal Council (Kommunestyret) elects the City Council [¹⁶]. There is a new municipal election in the fall of 2015. Education has high priority in the municipality, and one out of five City Councils is handling the education in the municipality. This indicates that Tromsø Kommune is taking education seriously. Tromsø Kommune has also been delegated the responsibility of running the primary and secondary schools, like all the municipalities in Norway. The parties on the right wing has in general a more positive attitude towards privatising, and this includes also a more positive attitude to private schools than the more centralized parties have. Even so,

¹⁵ <http://www.nrk.no/valg2013/valgresultat/>

¹⁶ <http://www.tromso.kommune.no/byraad.260818.no.html>

when the start-up of Tromsø International School was initiated, Arbeiderpartiet was in control over the municipal situation, and still they supported the foundation of the school by being one of the founders.

Economic factors

Economic factors refer to areas unique to the economy and directly influenced by the economy, such as economic growth, an economic crisis or exchange rates (Kotler & Keller, 2012:99). The Norwegian economy is very good. The economy is stable and the effect of the financial crisis in 2008-2009 is more or less clear. South of Europe, North America and other western countries were affected hard by the crises in 2008-2009. Norway managed to get through this period heads over heels [¹⁷]. The macro conditions affect the Norwegian economy. As the general interest in other western countries are at a minimum and even negative from some central banks in Europe, the general currency is affected. The currency and the interest is closely connected, and as long as Norway wants to continue to export industry items and petroleum connected services, the Norwegian central bank have to keep the interest at a minimum to ensure the continuing export. The fact that the Norwegian economy is at such a decent state, give the population a higher buying power. This includes the freedom of choice, and among the things that the population can choose to buy, is private education.

Social factors

Changes in social trends can have an impact on the demand for organizations products or services, and the availability and willingness of individuals to work (Kotler & Keller, 2012:100). The social factors in Norway is very good. The general well-being of the population is high. In 2015 it is 50 years since the beginning of the oil drilling along the Norwegian coast line, and the effect of the oil have brought along welfare that other countries are not close to. The unemployment rate in Norway is 109 000 which is 3,9 % [¹⁸]. The unemployment rate has been low the last 10 years, and that require that Norway are gathering workers from outside the Norwegian borders. This means that there are workers moving to Tromsø for shorter/longer periods or on a permanent basis. The families need schooling and a good educational offer for the children.

¹⁷ <http://www.dn.no/nyheter/naringsliv/2015/01/17/1249/norge-fr-og-etter-finanskrisen>

¹⁸ <https://www.ssb.no/arbeid-og-lonn/statistikker/akumnd>

The education level is high in Norway and also in Tromsø. The university in Tromsø is big in a national comparison, and the university is offering higher education and employ staff from outside of Norway. The Hospital in Tromsø is another big organisation which employs a lot of non-Norwegians. There is also an expected development in the petroleum sectors; however, it can appear that this evolvement is dragging out in time.

Technological factors

New technologies create new products and processes. Technology can reduce costs, improve quality and lead to innovation. These developments can benefit consumers as well as the organisations providing the products and services (Kotler & Keller, 2012:105). Technology has become an important factor either you like it or not. The development of internet and high-speed internet has enabled the Social Medias to be an important platform for exchange of information. Despite the increasingly fast development of devices with technical features like smart phones and tablets, the technological devices has not really been successfully implemented into the education yet one can argue. It is still the teachers that are the centre of the education and traditional principals of education is still considered to be relevant in that sense of the way of teaching. Even so, the entry of devices like tablets, computers and smart phones are coming, and more and more learning platforms are available online only. The technological progress that the western world have created are here to stay, and the best way to learn and understand these new behavioural patterns are to teach them to the children from an early age.

Environmental factors

Environmental factors include waste, relation to the nearby environment, natural disasters and weather patterns [19].The discussion around the environment is at an all-time high. The climate changes are affecting all of us, and release of CO₂, waste, oil, electricity and water pollution gets focus in the media every day. These effects are negative to the environment, and almost everyone agrees upon that something needs to be done. It is expected that everyone takes their responsibility, and that is including the politicians, businesses and all the way to the consumer level. From first grade in primary schools, environmental issues are taught as an important subject.

¹⁹ <https://new.edu/resources/evaluating-the-general-environment>

It is expected that corporate social responsibility is included in the strategy of businesses. The larger the organisation is, the more the consumer expect that they are caring about their surroundings and giving back to society. In Tromsø, the waste is sorted. This as a tool to maximise the re-use of good and to decrease the total amount of garbage. New buildings have to follow straight standards in order to have good isolation and minimise use of electricity. New electrical products have electricity saving mechanism, new cars have co2 limitations and the way new products are created is by processes that are more environmental friendly.

Legal factors

Legal factors includes laws and regulations, issues on how to employ staff, health and safety [20]. All educational institutes have to follow the laws and regulations set by the government. Utdanningsdirektoratet are facilitating the regulations for schools, including private schools. As a private school, Tromsø International School have to follow the private school act. The private school act §2 states that all the international private schools that applies for state subsidy, need to follow an approved pedagogics. Per now, the only pedagogic approved by Utdanningsdirektoratet is the IB. This sets limitations for which type of international school that exists. In general, international schools strives to be international minded and attempt to hire international workers. Those employers are usually found outside of the Norwegian borders, and so the laws and regulations regarding hiring staff have to be followed. All international workers have to have a working permit and a Norwegian personal number or a D-number. They also have to have their education approved by NOKUT.

Sum up of PESTEL analysis

P	Maintain a good relationship with the municipality – especially the politicians disregarded the political party.
E	The overall consumer power is high because of the good general Norwegian economy. A result of this is that private education is affordable for a large group of Tromsø inhabitants.
S	International labour is coming to Tromsø, and an international education is necessary to both attract international labour, to integrate them probably and to keep them here for an extended period.

²⁰ <https://new.edu/resources/evaluating-the-general-environment>

T	Even though technology have not revolution the education, technology still plays an important factors both in order to make the education so good as possible, but also to prepare the students for the upcoming technological changes. Technology also allows students to do immediate fact research with smart phones, tablets or computers.
E	Tromsø International School should acknowledge the importance of CSR activities. Both the staff and the students should strive to be good citizens and give back to the society.
L	Tromsø International School have to keep up with the regulations from Utdanningsdirektoratet. The IB pedagogics are the only approved platform for the international semi-private schools in Norway, and therefore TRINT have to make sure that they follow the criteria's set by IB at all time.

Table 4- PESTEL analysis

3.1.2 Internal analysis

Ideal student number

A central part of choosing the correct strategy is to determine how many students the school should aim for. The student numbers sets the foundation for the rest of the strategy choices, and the number of teachers, staff, strategic location and school planning depends on how many students that are enrolled in the school. The number of students will basically tell the size of the schools as the other parameters are connected to it.

By following the private school act and getting state supply of 85 % of what the public schools get, the number of students will play an important role for the schools economy. The amounts that the private schools is granted is changing every year. The private schools can apply for 85 % of the rates in table 5 for 2015:

	Student 1-53		Student 54 and further	
	Public schools	Private schools 85%	Public schools	Private schools 85%
Primary years	142 400 kr	121 040 kr	61 700 kr	52 445 kr
Middle years	155 400 kr	132 090	66 700 kr	56 695 kr

Table 5- Financial support

As the table 5 shows, the state support is drastically decreasing as the school enrol more than 53 students in primary or middle year programme. Utdanningsdirektoratet who sets these rates acknowledge the fact that a school get big scale benefits of having more students. When the school is up and running, the cost of having one more student is generally lower than the cost of having one more student when the school is at a small size (less than 53 students). Additional to the state support, the school also generate income through the tuition that the parents pay. This amount is flat; it increases evenly with the increase of student number. As the tables below shows, the income increases with the increasing student number. However, the income is equalizing are the student number 106. From that student number, the income is decreasing per student.

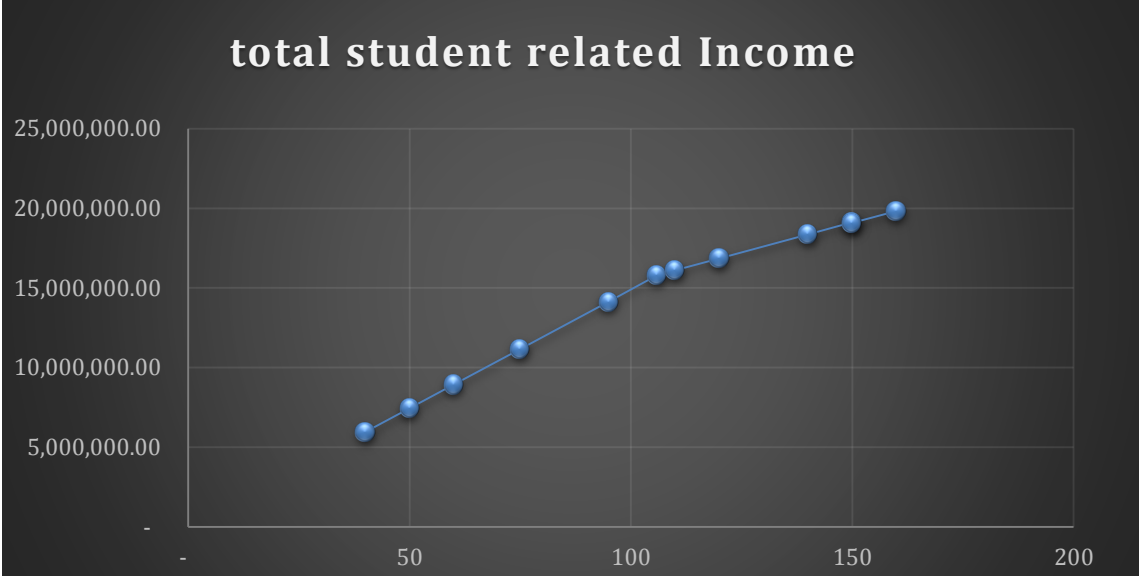


Figure 5 - Student related income

Students PYP	Students MYP	State funding PYP	State funding MYP	Tuition	Total students	total student related Income
20	20	2,480,800.00	2,641,800.00	840,000.00	40	5,962,600.00
25	25	3,101,000.00	3,302,250.00	1,050,000.00	50	7,453,250.00
30	30	3,721,200.00	3,962,700.00	1,260,000.00	60	8,943,900.00
40	35	4,961,600.00	4,623,150.00	1,575,000.00	75	11,159,750.00
50	45	6,202,000.00	5,944,050.00	1,995,000.00	95	14,141,050.00
53	53	6,574,120.00	7,000,770.00	2,226,000.00	106	15,800,890.00
55	55	6,679,010.00	7,114,160.00	2,310,000.00	110	16,103,170.00
60	60	6,941,235.00	7,397,635.00	2,520,000.00	120	16,858,870.00
70	70	7,465,685.00	7,964,585.00	2,940,000.00	140	18,370,270.00
75	75	7,727,910.00	8,248,060.00	3,150,000.00	150	19,125,970.00
85	65	8,252,360.00	7,681,110.00	3,150,000.00	150	19,083,470.00
90	70	8,514,585.00	7,964,585.00	3,360,000.00	160	19,839,170.00

Table 6 - Income appending student number

The cost per student is not fixed. It varies with factors like in which class the students are enrolled in, staffing teachers, housing and other operations. For Tromsø International School the biggest factors that influence the cost per student is the school premises. As long as the school stays in today's building in Breivika, there are no extra costs of having more students. The school building is approved for housing up to 100 students. Even though the school building rooms 100 students, it will not be beneficial to reach that number. This is because the limited amount of space would negatively affect the quality of the building and it would make it crowded. The perfect student number would be up to 100. A student number exceeding that means that the school has to expand to another school building. This can be done either by moving some of the school to another facility, or to move the entire school to another premises. This could be an expensive operation, depending on potential housing prices. The benefits of dividing the school in an expansion phase would be increased flexibility. The school could use those facilities that are available, for example in the case that three classrooms are not used in another municipal school, and they are rented in the open market. The downsides of such a dividing is larger than the benefits though. If the physical distance between the schools were large, then the teachers would have problems with teaching different classes. It would also be more administrative work connected to have everything up and running smoothly. There are also connections between the departments in the sense of siblings, teachers who teach in both departments, substituting, administration and so on. The benefit of having the school in one building would increase the interacting between the whole school body. This is especially the case for small schools.

The student number sets the premises for the number of classes that is needed. Currently there are five classes at the school. The grades are divided into classes based on grade 1-2, 3-4, 5-6, 7-8 and 9-10. The number of students play an important role in creating a good student environment. It is of course in the school's interest to ensure that the students are learning and enjoying the school in a social context. The co-students in the class or at the school is naturally the children's acquaintances and friends. Tromsø International School is offering something more than education, and that is a social platform for which to build upon by the students. One of the concerns by the students that is evaluation if to choose an international school or not is the other students in the class. How many students in total, how many boys/girls and if the student is international they often wonder if there are other students from the same country. In general, the school's social environment will improve with the exceeding student number. It is easier for the students to form cliques and create friendships when the

total number of students are high. Cultural diversity plays an important role at an international school, the. The bigger the cultural diversity is, the more international oriented the school is in general.

The student number sets the premises for the teacher density. As long as the student number is low, it is naturally a high number of students per teacher. This allows the teacher to follow up on the students individually, and gives a better pedagogics. Individually adjusted education is also one of the parameters that attract students to Tromsø International School. But if the classes are too small, it will negatively affect the class dynamic. A certain number of students in a class is needed to keep up good discussions, have group work and learn to collaborate with classmates. As long as the structure of the classes keeps the same with the grades divided into 5 classes, an ideal student number of each class would be approximately 18 students.

Student number factors	Number of students
School economy	106
Strategic location	90
Social context	150
Teaching and pedagogics	90
Recommended total student number	90

Table 7- Ideal student number

3.1.3 SWOT - sum up of external and internal analysis

In the following section, I apply the SWOT analysis, which describes the overall situation of a company’s internal strengths and weaknesses and macro environmental opportunities and threats. I define and discuss Tromsø International School’s position within the SWOT. By this, I will go through the company’s strengths and weaknesses and the market opportunities and threats. After this, I make my assumptions on how the school could navigate its strengths and weaknesses, in order to harvest the opportunities and reduce the threats (Kotler and Keller, 2012:51). I use the findings from the comparison of the company-external opportunities and threats to the company-internal strengths and weaknesses further on in the strategy section in this thesis. These findings will help me to develop a process in the making of a future marketing strategy for Tromsø International School (Homburg et al. 2013:60).

Strengths	Weaknesses
<ul style="list-style-type: none"> • Multilingual learning • International staff • Involved parents • Location • Pedagogics • IB profile 	<ul style="list-style-type: none"> • School building • No science/art room • Not known brand • Low local anchoring within Norwegian networks
Opportunities	Threats
<ul style="list-style-type: none"> • Promotion • Differentiate from public schools • Grasp the opportunity with a more international minded society • Get network advantages 	<ul style="list-style-type: none"> • Other schools steals market shares • Few potential students • The public schools offer a very good education

Table 8- SWOT

<i>How do I use these strengths to take advantage of these opportunities?</i>	<i>How do I overcome the weaknesses that prevent me from taking advantage of these opportunities?</i>
The school could take advantage of the fact that the school are bilingual, international and offers something differentiated than the competitors. The size of the school makes it flexible and fast in changing processes.	By redecorating the school building, it can be improved. TRINT could solve the problems with lacking science room by continuing the rental deal with the science centre.
<i>How do I use my strengths to reduce the likelihood and impact of these threats?</i>	<i>How do I address the weaknesses that will make these threats reality?</i>
By giving value to the students that already are enrolled into TRINT, it would reduce the likelihood of them moving to competitor schools.	TRINT should focus on the qualities that is hard to copy, like international environment, languages, flexibility and teacher density

Table 9- Implication of swot

3.1.4 Competitor analysis – a five forces tool

In the following section, I use the Porter’s five forces, which is an analytical tool to determine the competitive intensity of the market forces, to make a competitor analysis. This includes the force from rivalry among existing firms, threats of new entrants, supplier bargaining power, customer bargaining power and threats of substitute products. This model was developed by Michael E. Porter, published in the book “*Competitive Advantage: Creating and Sustaining Superior Performance*” in 1985. I describe each of the five forces to analyze the current market situation.

Competitive rivalry of existing firms

The rivalry of existing firms and the competitive situation between the market players can be measured by uniqueness of the service and product, the amount of players and the amount of customers in the market (Porter 1985:6). It is essentially three different existing competitors to Tromsø International School. It is Ekrehagen School, Steinerskolen and the municipal schools. Tromsø Municipality owns all primary and secondary schools in the municipality of Tromsø except Ekrehagen, Steinerskolen and Troms International School.

Competitor	Established date	Size	Market share (%)	Value to customers	Strengths	Weaknesses
Tromsø Kommune		23 elementary, 7 primary and 9 combined primary/elementary schools	98%	Including, free, learning quality.	Strong stand in Norway. No tuition	Offers the same education in all of the different schools. Little room for individual customization.
Ekrehagen	Approximately year 1900	75-90 students and a staff of 15	1%	Religion as a major part of the educational structure	Only school with a Christian educational perspective.	Exclude market shares that do not follow the Christian religion

Competitor	Established date	Size	Market share (%)	Value to customers	Strengths	Weaknesses
Steinerskolen	1987	75 students	1%	The pedagogics has a strong bond between the parents and the teachers. The pedagogics is adjusted individually for the students.	Offers an alternative to the municipal schools	Parents do not have time and resources to be as involved as the Steinerpedagogics requires.

Table 10 - Competitors

Ekrehagen School is a private school with a worldview perspective where the Adventist Church is one of the biggest contributors. They have a student body of 75-90 students and 15 to 17 employees and is located in Dramsveien in the north part of the city centre. They have over 100 years of experience in Tromsø. The main value that Ekrehagen offers are the combination of the Christian religion and teaching. The religious view is underlying in the education.

Steinerskolen is located in the south side of the city centre. They offer lessons from first to 10th grade. The school started up in 1987 and operated through a strong partnership between staff and parents. The value that Steinerskolen provides is the pedagogics that allows the individual student to be open-minded and teach through alternative ways.

The remaining schools are municipal schools. There are 23 elementary schools, 7 secondary schools and 9 combined primary and secondary schools. In Norway there is a statutory right to free primary education. All the municipal schools are free. In appendix 5, there is a complete list of all the primary and secondary schools in Tromsø, including the private actors, which grades they are in and how many students that are enrolled in the school. The value that the public schools offers is the good quality education that includes everyone and is free.

There are a good numbers of schools in Tromsø, but only from four different providers. The public schools are not differentiated, and have to be viewed upon as one unit. Steinerskolen, Ekrehagen and Tromsø International School offers a private school choice. The total number of school providers are not very high, and the competitor bargaining power is considered to be medium.

Threats of new entrants

The threats of new entrants depend primarily on the presence and magnitude of barriers of entry in the particular industry. The size of the barriers to trade is based in several sources, including switching costs, absolute cost advantage and government policy (Porter, 1985:6). From my point of view, I do not find the threats of new entrants to be of significance. Tromsø Kommune have the possibility to develop new schools, in that sense that they have the competence, resources and responsibility for the schoolchildren in the municipality. They have to have a school offer for everyone that wants to be included into one school, and their options are either to expand the already existing schools with more classrooms, or to build a new school. The population of Tromsø is increasing, and the municipality will have to expand their schools according to that. With regard to other private actors, currently no new actors are planning to start a school in Tromsø. In Harstad however, there are a new international school on the rise. Harstad Kommune have been working on a case the last couple of years on an international school in Harstad, and the project have received RDA funding to research the potential start-up of this school. The distance between Tromsø and Harstad is 4 hours by car or 2 hours by boat, and so this international school would not be directly competing against Tromsø International School.

Supplier bargaining power

The measurement of the bargaining power of the suppliers concerns how easy it is to affect the prices of the product. It also deals with how many suppliers offering the same product, how attached the company is to the suppliers, and how expensive it is for the company to switch between suppliers (Porter, 1985). As Tromsø International School is offering education, and not producing a product in the traditional way, the number of suppliers are low. Main suppliers of the school are IB, book and teaching supply stores, office supplies like printers, coffee makers and computers and other IT supplements. The supplier with the highest bargaining power is IB. By following the private school act §two, all international schools in Norway have to follow the IB pedagogies. There are currently no alternatives. The IB sets the annual fees for how much the schools have to pay, and the fee for courses that the teachers have to take. As there are no alternatives to IB, their bargaining power is very high. As for the other suppliers, they all have alternatives that Tromsø International School can switch to. Their bargaining power is considered very low.

Customer bargaining power

“Uniqueness does not lead to differentiation unless it is valuable to the buyer” (Porter 1985:130). The opening words of Michael E. Porter in the part of buyer value and differentiation, give a perfect reflection of Tromsø International School’s situation. The buyers are parents paying for their children’s education. When considering the schools service in the buyer’s value chain, I need to determine if the school provides a differentiated price premium product to the parents.

The students and the students’ parents of Tromsø International School have made choice to enroll in the school. There are alternative schools in Tromsø, but no alternative international school. If the customers are determined that the child should go to an international school in Tromsø no matter what, their bargaining power is very low. However, this is not the case for most of the customers. They have decided to enroll into because this is the very best alternative. If the quality of the school decreases and the customers does not feel that the school is giving value, it is very easy to change to another alternative. Another important factor that plays a role for the customers bargaining power, is the fact that Tromsø International School charge a tuition. This means that the customers actually save money on moving away from Tromsø International School to the public alternative. Tromsø International School have to offer a very good service to minimize the risk of the high bargaining power of the customers. The bargaining power of the customers are considered very high.

Threats of substitute products

The measurement of the threats of substitute products or services are made by looking at the different alternatives the customers have to achieve the same emotional and physical experience that Tromsø International School offers (Porter 1985:274). I do not find that threats of substitute products are of relevance since education is mandatory in Norway, and there would be no possible substitutes to this. The only substitute that exist, is home schooling. This alternative is very rare and often used in special cases where all other things have been tried. This alternative also requires an approval from the home municipality. The threats of substitutes are considered very low.

Sum up of five forces – the competitor analysis

The five forces	Bargaining power	Tools to minimize bargaining power
Competitors	medium	As the quality of the competitor are compared to the quality of TRINT, it is important to make sure that TRINT level of quality is always comparable to the alternatives.
New entrances	Medium/low	As TRINT still have capacity to enrol more students, there are no need for any other International schools in Tromsø. Other public schools can enter the market, and will not have that big effect on the view upon an international school
suppliers	Medium/high	Unit with other private schools in Norway and Udir and negotiate a good deal with IB.
Customers	Very high	Offer a high quality education. The school offer have to be much better than the alternatives.
Substitutes	Very low	No tools necessary

Table 11- Five Forces

3.2 Market strategy

3.2.1 Market segment

In the following section I will discuss the segmentation of Tromsø International School in the Norwegian market. Market segmentation divides a market into well-defines slices. A segment consists of a group of customers who share a similar set of needs (Kotler & Keller, 2012:236). The attractiveness of a segment is a function of its structural attractiveness, its size and growth, and match between a company's capabilities and the segment's needs (Porter, 1985:256).

I refine the potential students of Tromsø International School to be within the municipality. There are possibly potential students outside the municipal borders, but in general, the travel distance is too large. In Tromsø there are 72 000 inhabitants in total, and 8 747 in schooling age between first and tenth grade (appendix 5). It is expected that Tromsø's population will grow with 50 000 more inhabitants before 2044. By assuming the level of students per inhabitant will stay the same as today, there will be 5893 more students in year 2044. With reference to Tromsø International School's current capacity of 100 students, the total market size is great^[21]. Per start of 2015, the population with immigration background makes 8946 people in Tromsø Kommune. That is including immigrants and Norwegian born children with immigrant parents. This makes 12,6 % of the total population. For comparison the percentage

²¹ <http://www.tromso.kommune.no/fakta-om-tromsoe-kommune.241052.no.html>

was 9,6 % in 2012 and 8,4 % in 2010. This means that Tromsø is getting more and more inhabitants with an international background. As per January 2015, it is people from 131 countries living in Tromsø. Poland, Sweden, Russia and Germany are the most represented countries with more than 500 inhabitants. The immigration from Poland have increased most from 2010 to 2015 with 459 persons, followed by Lithuanian with 231 persons. A complete list of the countries the immigrants to Tromsø represent is in appendix 9.

The percentage of the inhabitants of Tromsø that is considered to be immigrants is 12,6 %. In Tromsø International School, this number is 50 %. The students of the school represent the fact that the school is an international school. With reference to the table 12, the student origin countries are divided into different countries where no specific country stands out. Norway represent 30 students, and the next country on the list is Russia who represent 6 students.

A school choice is a complicated affair. The user of the service is the students, but the customer is the parents who pay the tuition. With reference to whom makes the school choice, it is often a combined solution between the students and the parents. The parents have more influence over the children's school choice, the younger the child is. In first grade the parents are setting the premises for school choice, but a student who is about to start in high school have more influence on that matter.

Country or origin	Number of students
Norway	30
Russia	6
France	3
Guatemala	3
Italia	2
India	2
Sweden	2
Japan	2
Canada	2
Iran	2
New Zealand	2
Denmark	2
Nepal	1
Ukraine	1

Table 12 - Student and origin country

3.2.2 Target market

Segment	Immigrants	Semi-immigrants	Completely Norwegian
1. Grade	High relevance	High relevance	High relevance
2. Grade	High relevance	Medium relevance	Medium relevance
3. grade	Medium relevance	Medium relevance	Low relevance
4. grade	Medium relevance	Low relevance	Low relevance
5. grade	Medium relevance	Low relevance	Low relevance
6. grade	Medium relevance	Low relevance	Low relevance
7. grade	High relevance	Medium relevance	Medium relevance
8. grade	High relevance	High relevance	High relevance
9. grade	Low relevance	Low relevance	Low relevance
10. grade	Low relevance	Low relevance	Low relevance

Table 13- Target segments

Table 13 shows the target market for Tromsø International School with reference to who the students are. The table neglect who the parents are, and puts the students in focus. Based on the analysis of the market situation and student currently enrolled in Tromsø International School, I have come up with three different segments that the school should target as their most important segments

The first segment is the new foreign movers to Tromsø. They move because they of new potential job opportunities or research positions. Typically, there are one of the parents who are offered a job in Tromsø, and they bring their whole family. Their education level is high; they have a high income and do many investigations before they move to Tromsø regarding schools and other social factors. The value Tromsø international School gives is a smooth transition to the Norwegian society.

The second segment is the Norwegian families that are partly international or international oriented. One of the parents have a different origin country than Norway, they have been traveling a lot, or are planning to travel or move away from Norway in the future. They child is normally starting in 1st or 8th grade. The value that Tromsø International School gives is first-hand international experience and bilingualism.

The third segment is the Norwegian families who seeks an alternative to the public education. They have few international relations, but wants to try something different from the schooling that is offered elsewhere. They want better follow up from the school and seeks an alternative pedagogics. The value that Tromsø international School gives is good student monitoring, solid pedagogics and few students per teacher.

3.2.3 Scholarship program

Tuition is a central factor that decides is a parent will choose Tromsø International School, or any other private schools, for the children. A big segment would prefer Tromsø International School to the public school offer, but ends up in the public schools because of the tuition. It is convenient to continue in the same school during the complete schooling age. This is for continuity purposes; they get friends and the general relation with the school. This indicates that when the parents make a school choice, they most likely stick with it. The Tuition at Tromsø International school is 21 000 kr per year. If a student starts in the first grade and continue their entire schooling at Tromsø International School the tuition will sum up to 21 000 kr multiplied with 10 years equals 210 000 kr. Maybe this is not such a high price to pay for quality education, but it might be the argument for not placing their children in Tromsø International School.

A scholarship program can break down this barrier. Such a program can take many forms, but the purpose of such a program is to offer a reduction in the tuition. In Stavanger and Oslo, it is common practise in some business to cover the tuition for their employee's children in private schools. This is especially the case for the schools who is not following the private school act 2, and do not get any state support. At these schools the tuition is between 60 000 and 200 000 per year.

A scholarship program for Tromsø International School can be a door opener for many families that are interested in enrolling their children in Tromsø International School. If the school create arrangements with local businesses about their support of a scholarship program, the businesses that participate can help form this scholarship. The idea is that a business or an institution here in Tromsø contributes with a sum to this scholarship program. Then this business can give one of their employees the possibility of having their children enrolled in Tromsø International School, and the tuition will be covered for the first year. If

the amount that the business/institution is contributing to this scholarship program is increased, so will the offer they give to their employees be.

Why should anyone want to contribute to this scholarship program? By participating in this program the businesses/institutions can offer their employees something extra, and by doing so, attracting the best employees. When recruiting international labour, it is a natural focus area to make sure that their employee's children are enrolled in the preferred school among other things like housing and other social things like doctors, communications and welfare. Contributing to a scholarship program will give tax purposes for the business/institutions. If business and institutions wants to contribute to such a scholarship program, but does not have any employees that this is relevant for, than the scholarship program can be offered to outsiders. Another way of supplementing to this fond is for Tromsø International School to contribute to this fond. Let's say that a business is contributing with tuition for two years for one of their employees children, but request that Tromsø International School matches that. Than Tromsø International School can match this by "cover" the tuition for the same amount of time. This cover will not be a cost for the school, but rather a decrease in the tuition income for a limited amount of time. This principle of having the school contributing to the scholarship program can be used as a tool to increase the student number in periods when that is needed. The state support for one extra student is 125 000 for students before the 53rd students in PYP and MYP. The cost for having one more student depends on which grade they are in, and if more teacher resources are needed. But in general, the school structure is already established, so the cost of having one more student enrolled in the school will always be lower than the state support, as long as the school is up and running.

Tromsø International School should not enrol too many students in a self-financed scholarship program. If more than a few students are enrolled this way, the financial structure of the school will not function and this would not be sustainable. However, for a few students over a limited period this could be a very efficient tool for increasing the student number. For whom this scholarship program would be for is a relevant question. It is in my opinion a good idea to flag this scholarship program to everyone – everyone can apply for the scholarship. The web page is a sufficient tool for informing about this, among giving information in the enrolment process in those cases that this is relevant. Besides the students/families who is included in the scholarship program, no one else has to know. If it is known who has the scholarship and who does not, it can cause envy and unwanted friction between the students.

It is also easier for the families to apply for the scholarship if the school shows discretion. In the case study of International School of Telemark I discovered that their school have a similar scholarship program. They have not involved any businesses or institutions yet, but they offer the scholarship program themselves to families that find themselves financial constrained. You can find more information about their scholarship program in appendix 6.

3.3 Marketing plan

In the following section, I apply the marketing mix analysis. According to Kotler & Keller (2009), the marketing activities can be classified as marketing mix tools, called the four P's of marketing. These four P's are positioning, product, price, and promotion (Kotler & Keller, 2009:62). From the sellers' point of view, the four P's represent tools to influence buyers. From a customer's point of view, the four Ps are designed to deliver customer benefit.

3.3.1 Product

A product is a bundle of different features that aim to create customer benefit (Homburg et al. 2009:108). Tromsø International School offers education, and I classify it as a service. The school follows IB pedagogics to ensure such a good education as possible. In spring of 2014 Tromsø International School had an external analysis done by Vivian D. Nilsen who is a senior lecturer at pedagogics at UiT in 24th of April 2014. The Report was very positive on regard of the schools pedagogics and other issues that influence the learning of the students. According to the Canvas-model, the parameters that gives the most values to the customers are teacher density, pedagogics, quality of learning, bilingualism, student monitoring and international orientation. International orientation is scoring high as well as bilingual. These two factors are higher than the other competitor schools. Based on this market study, I suggest that Tromsø International School focuses on offer a good quality education that keeps up the standard that is expected from a private actor that competes with the public schools. The schools should focus on giving value to the students and parents, especially within the fields of internationalisation and teaching language.

3.3.2 Price

Price is an instrument that contributes to promote export, but at the same time is considered as the foundation for profitability and competitiveness (Solberg, 2009:375). Since the start-up the tuition has been 20 000 per year divided by 10 months. The price per month is then as

follows: in August 1000,- (half price), September to May 2000,- and in June 1000,- (half price). The private school act 2 also provides scope for increasing tuition as long as it is earmarked for rental of premises or for capital costs.

For school year 2014 - 2015 the school increased the tuition with NOK 1,000 per year to 21 000,- (NOK 100 a month). The tuition distributes with the same principle with tuition from August to June with half price in August and June. Tromsø International School also have a sibling discount: second child pays 18,375 a year and three children pay 15,750,- a year. The distribution per month equals child number 1.

As the situation is today, Tromsø International School have a segment controlled pricing. Several of our students are what I consider relatively price sensitive. Furthermore, to increase of tuition fees of 100 kr per student per month will provide an annual extra income: $64 * 100 * 10 = 64\ 000$ kr, while a student less in primary school will equals 147,000 kr less in income. It is my recommendation that Tromsø international School keep the tuition at today's level.

3.3.3 Place

Positioning is the act of designing the company's offering and image to occupy a distinctive place in the minds of the target market. A good brand positioning helps guide marketing strategy by clarifying the brand's essence, what goals it helps the customer to achieve, and how it does so in a unique way (Kotler & Keller, 2009:308). Within this marketing tool, points-of-difference and points-of-parity are crucial (Kotler & Keller, 2009:309).

With regard to the physical position, Tromsø International School is located in Breivika, three/four kilometres north of the city centre. The Arctic University of Norway, University hospital of Northern Norway and Port of Tromsø are also located in Breivika. About 50 percent of the students have one or more parents working at The Arctic University of Norway.

The main argument for the location of the school is that unlike the municipal schools with the most students in close geographic linking, there are students from throughout the district who travel to and from Tromsø International School every day. Therefore, it is important to have the school close to the major centres that are downtown or Breivika.

In the long term, if the school reaches that point of more than 100 students, there is a need for a new school building, and more precarious, so there is a need for additional classrooms for

science and art. There is also little playground equipment and school building is not of the newest kind. The school building is currently approved for teaching up to 100 students.

Should school surpass this student number a new school building is necessity.

With regard to the schools strategically position in comparison the public schools; Tromsø International School wants to offer something different. It is the schools goal to co-exist with the other schools. Tromsø International School have to prove its position with the quality of the education that are offered, especially since the school require tuition – the tuition have to be justified by the value that the school provides. The school have to maintain a position that shows a clear different between what Tromsø International and the public schools offers. If this difference is not clear, it will be harder to justify the required tuition. It is my suggestion to keep the strategically location in Breivika in the same school building, and to keep up the differentiated position of the school.

3.3.4 Promotion

Promotion concerns the measures a company implements in order to create demand of its products (Solberg, 2009:347). Tromsø international School needs to promote themselves in order to continue to attract students. Promotion is a useful tool in order to marketing the school. The promotion should underpin the values, vision goals and story that represent Tromsø International School. Based on this, a marketing plan is developed (appendix 1). This marketing plan mirrors what value that Tromsø International School offers its students. The marketing plan is constructed as an annual marketing wheel that covers all marketing related activities that is ongoing throughout a year. The marketing plan is recommended started as soon as possible, and tried out for a year. After the first year, the plan can be evaluated and if necessary some points may be added, and then the plan can be repeated.

4. Business plan

4.1 Executive summary

The business plan provides a tool for Tromsø International School for marketing purposes, promotional activities and a guided plan for how to expand. Although a business plan is used mostly in an entrepreneurial phase of a commercialization, this plan will hopefully be useful for intrapreneurial activities for Tromsø International School for external use in order to increase legitimacy and to show the businesses current activities and purposed future activities. This business plan is a tool, which can be used for Tromsø International School in order to facilitate a transition from a start-up phase to an operational phase.

The business plan includes an introduction, market analysis and strategy, business model, competitors, customers, an action plan with promotional activities and a financial part. It is practical and is developed based on the knowledge that was gathered in the innovation and marketing chapter. It will work as a folded recap of the market and innovation section, and be a tool for the further development of Tromsø International School.

4.2 Business idea

4.2.1 Background

The reason for establishing an international school in Tromsø was to offer an alternative education to what the public schools offer. Tromsø is a city in growth, and the number of international inhabitants are drastically increasing. The region is in a growth phase and the big corporations needs to recruit staff from outside of Tromsø. To make the city attractive for foreigners and to serve a social purpose, Tromsø international school was developed.

4.2.2 Vision and mission

The schools vision is to prepare students for global participation by encouraging them to become responsible and empowered learners.

The schools mission is to foster and encourage a love of learning through a multicultural environment by using inquiry based strategies and research-based teaching styles. We inspire students to become life-long learners, open-minded and caring citizens of the modern world.

4.2.3 Description of Tromsø International School

At Tromsø International School, parents, students, faculty and staff work together as a community to solve problems within a framework of fairness and shared values. With

more than 24 nationalities represented on campus, each of us has an exceptional opportunity to develop an understanding of, and appreciation for, the philosophies of people from many different cultures. The school teaches children age 6 to 16. For school year 2014/2015 there are approximately 60 students enrolled.

Tromsø International School is dedicated to providing the highest quality teaching staff. The teachers are from all over the globe and have experience teaching in international communities and assisting students in their adjustment to the school. All of the teachers are committed to bringing out the best in the students.

Tromsø International School is committed to recruit staff who are dedicated, passionate about their subject area and excited by the prospect of working within a diverse community. Open-minded and curious, the teachers help students form connections across disciplines and emphasize active, collaborative learning. The school aim to offer a very high standard of education and to keep class sizes small with a beneficial student to teacher ratio.

Tromsø International School believe that a school flourishes when its teachers are committed to lifelong learning. All teachers are trained in the IB programs and have time built into their schedules to work with their grade level colleagues to share ideas and teaching strategies.

4.3 Management Team

4.3.1 Team competence

Working at Tromsø International School

Principal	Ms. Tonje Hofsøy
Vice-principal, SEN-coordinator and homeroom teacher for MYP 2-3	Mrs. Efemia Gisladottir
Administrative Manager	Mr. Eskil Hansen
MYP-coordinator	Mr. Alexis Lopez
PYP-coordinator and ICT-coordinator	Mr. Nerelito Ligtas
Homeroom teacher for PYP 1-2	Ms. Nora Gabler
Homeroom teacher for PYP 3-4	Mr. Mike Boyd
Homeroom teacher for PYP 5-6	Ms. Claire Davies
Homeroom teacher for MYP 4-5, councillor	Ms. Laila Våge
MYP teacher	Mr. Helge Jacobsen

MYP teacher	Ms. Saba Ganesh
SEN teacher	Mrs. Aravel Ligtas
MYP teacher (Russian), assistant	Mrs. Daria Emelianova
PYP-teacher and SEN-teacher	Ms. Elin Giskemo Nordby
SEN-teacher	Mr. Øyvind Korbi
SFO, librarian and teacher/assistant	Ms. Elisabeth Nyhagen
SFO, assistant	Mrs. Wendy Ponce
SFO, assistant	Ms. Alma Colon
Substitutes	Ms. Mari Teigen

Table 14- Staff at TRINT

The Board of Directors

The Chairperson	Mrs. Elisabeth Utheim
The deputy chair	Mrs. Stine Barlindhaug
Member of the board	Mr. Bjørn Laksforsmo
Member of the board	Mr. Andreas Willersrud
Member of the board	Mr. Pål Julius Skogholt
Member of the board	Mrs. Heidi Johnsen
Representing the home municipality	Mrs. Karen Reinholdtsen
Principal	Ms. Tonje Hofsføy
Administrative Manager	Mr. Eskil Hansen
Representing the staff	Michael Boyd
Representing the parents	Rica Mortensen
Representing the students	Maria Artamonova

Table 15 - Board of Directors

4.3.2 Competence requirements

Accounting and IT are competence that is not possess by Tromsø International School and outsourced. Økonor is an accounting company that provides all necessary tools that the school needs within the accounting section, like wages, financial entries and monthly financial reports. Tromsø Kommune provides the IT services that the school needs, including support and software for learning platforms. Besides that, all positions are filled for the coming school year.

4.3.3 Legal structure of the company

Tromsø International School's legal structure is a foundation. Most of the educational organizations in Norway are structure as a foundation. The purpose of Tromsø International School is not to make profit, but rather offer a good educational alternative. That being said, the schools economy have to be well functioning. With the regard to the organizational form

of a foundation, the founders (owners) cannot take dividend. The equity and funds that founders or any other companies is injecting have to be considered lost. With a limited company (A/S) however, the owners can inject funds for a limited period. This means that the owners have more flexibility in that sense of contributing with funds for some years and then extracting it. There used to be regulations on the organizational forms of schools, which stated that all new private schools had to have the organizational form of a foundation. These regulations have now ceased, and schools have the option to organize themselves as they prefer. With this result, some of the international schools established after 2010 are limited companies, for example Fagerhaug International School and Drammen International School. For Tromsø International School, the main argument for changing the organizational form from a foundation to a limited company would be to attract investors.

4.4 Market Analysis

4.4.1 Results of PESTEL

P	Maintain a good relationship with the municipality – especially the politicians disregard the political party.
E	The overall consumer power is high because of the good general Norwegian economy. A result of this is that private education is affordable for a large group of Tromsø inhabitants.
S	International labour is coming to Tromsø, and an international education is necessary to both attract international labour, to integrate them probably and to keep them here for an extended period.
T	Even though technology have not revolution the education, technology still plays an important role both in order to make the education so good as possible, but also to prepare the students for the upcoming technological changes. Technology also allows students to do immediate fact research with smart phones, tablets or computers.

E	Tromsø International School should acknowledge the importance of CSR activities. Both the staff and the students should strive to be good citizens and give back to the society.
L	Tromsø International School have to keep up with the regulations from Utdanningsdirektoratet. The IB pedagogics are the only approved platform for the international semi-private schools in Norway, and so TRINT have to make sure that they follow the criteria's set by IB at all time.

Table 4- PESTEL analysis

4.4.2 The expected market size and growth

I refine the potential students of Tromsø International School to be within the municipality. There are possibly potential students outside the municipal borders, but in general, the travel distance is too large. In Tromsø there are 72 000 inhabitants in total, and 8 747 in schooling age between first and tenth grade (appendix 5). It is expected that Tromsø's population will grow with 50 000 more inhabitants before 2044. By assuming the level of students per inhabitant will stay the same as today, there will be 5893 more students in year 2044. With reference to Tromsø International School's current capacity of 100 students, the total market size is great [22]. Per start of 2015, the population with immigration background makes 8946 people in Tromsø Kommune. That is including immigrants and Norwegian born children with immigrant parents. This makes 12,3 % of the total population. For comparison the percentage was 9,6 % in 2012 and 8,4 % in 2010. This means that Tromsø is getting more and more inhabitants with an international background. As per January 2015, it is people from 131 countries living in Tromsø. Poland, Sweden, Russia and Germany are the most represented countries with more than 500 inhabitants. The immigration from Poland have increased most from 2010 to 2015 with 459 persons, followed by Lithuanian with 231 persons. A complete list of the countries the immigrants to Tromsø represent is in appendix 8.

The percentage of the inhabitants of Tromsø that is considered to be immigrants is 12,6 %. In Tromsø International School, this number is 50 %. The students of the school represent the fact that the school is an international school. The origin countries of the Tromsø International

²² <http://www.tromso.kommune.no/fakta-om-tromsoe-kommune.241052.no.html>

School students are divided into different countries where no specific country stands out. Norway represent 30 students, and the next country on the list is Russia who represent 6 students.

A school choice is a complicated affair. The user of the service is the students, but the customer is the parents who pay the tuition. With reference to whom makes the school choice, it is often a combined solution between the students and the parents. The parents have more influence over the children’s school choice, the younger the child is. In first grade the parents are setting the premises for school choice, but a student who is about to start high school have more influence on that matter.

4.4.3 Competitor analysis

The five forces	Bargaining power	Tools to minimize bargaining power
Competitors	medium	As the quality of the competitor are compared to the quality of TRINT, it is important to make sure that TRINT level of quality is always comparable to the alternatives.
New entrances	Medium/low	As TRINT still have capacity to enrol more students, there are in general no need for any other International schools in Tromsø. Other public schools can enter the market, and will not have that big effect on the view upon an international school
suppliers	Medium/high	TRINT can form a unit with other private schools in Norway and Udir and negotiate a good deal with IB.
Customers	Very high	Offer a high quality education. The school offer have to be much better than the alternatives.
Substitutes	Very low	No tools necessary

Table 11- Five Forces

Competitor	Established date	Size	Market share (%)	Value to customers	Strengths	Weaknesses
Tromsø Kommune		23 elementary, 7 primary and 9 combined primary/elementary schools	98%	Including, free, learning quality	Strong stand in Norway. No tuition	Offers the same education in all of the different schools. Little room for individual customization.
Ekrehagen	Approximately year 1900	75-90 students and a staff of 15	1%	Religion as a major part of the educational structure	Only school with a Christian educational perspective.	Exclude market shares that do not follow the Christian religion
Steinerskolen	1987	75 students	1%	The pedagogics has a strong bond between the parents and the teachers. The pedagogics is adjusted individually for the students.	Offers an alternative to the municipal schools	Parents do not have time and resources to be as involved as the Steinerpedagogics requires.

Table 10 - Competitors

4.4.4 Analysis of ideal student number

Student number factors	Number of students
School economy	106
Strategic location	90
Social context	150
Teaching and pedagogics	90
Recommended total student number	90

Table 7- Ideal student number

Table 7 shows my suggested aim for how many students Tromsø International School should aim to enroll. The number of 90 students is based upon four factors, which are economy, location, social context and teaching and pedagogics. Today the student number is at 60+

students, and that means that Tromsø International School have to recruit approximately 30 more students to reach this aim.

4.5 Market strategy

4.5.1 Market segment

Segment	Immigrants	Semi-immigrants	Completely Norwegian
1. Grade	High relevance	High relevance	High relevance
2. Grade	High relevance	Medium relevance	Medium relevance
3. Grade	Medium relevance	Medium relevance	Low relevance
4. Grade	Medium relevance	Low relevance	Low relevance
5. Grade	Medium relevance	Low relevance	Low relevance
6. Grade	Medium relevance	Low relevance	Low relevance
7. Grade	High relevance	Medium relevance	Medium relevance
8. Grade	High relevance	High relevance	High relevance
9. Grade	Low relevance	Low relevance	Low relevance
10. Grade	Low relevance	Low relevance	Low relevance

Table 13- Target segments

4.5.2 Buying behaviour of target market

With buying behaviour of the target market, I limit this to the choice of a school. I classify the school choice into a passive or active school choice. A passive school choice is to not make a school choice. This is related to the transition from kindergarten to primary school, and the child goes to the school that is closest in geographical distant to the home. An active school choice is to investigate the best school alternatives, and make a decision based on that. In general, the experience is that the Norwegian families have a more passive approach to the school choice and the international families have a more active one.

Another input that we have gotten from Norwegian families, is that the network effect have a very strong stand. This is the child’s network from kindergarten, day-care or with other kids in the neighbourhood. The families are concerned that if the child is taken out of the local environment, this will negatively affect the child’s social platform. It is also an input from the

same parents, that if someone else from the kindergarten or in the network are enrolling, they would also consider it.

4.5.3 Market entry strategy – a network model for first graders

In order to break down the barriers of the fear of lacking social networks, Tromsø International School could aim for a corporation with a kindergarten. Cooperation with a kindergarten could be beneficial both ways. With this collaboration, it will cause a natural recruitment of first graders to the school. Tromsø International School can offer English competences, show different plays and tell about the school. This will give value to the kindergarten and increase its pedagogical value. There are no international kindergartens in Tromsø Today, and this would give value to the children that does not speak that much Norwegian in addition to the Norwegian children who wants to expand their language. The will also solve some of the network issues that the Norwegian parents have for their children, If more children from the same kindergarten advances to the same first grade, they will already have friends and a network to rely on.

A second measure to break down the barriers of a lacking social network is the start-up of an English group. An English Group is an arena where kids at the age of five can come to Tromsø international School a couple of time per week to learn English in a group with other 5 years old. By implementing an English group, this could be likely beneficial in Tromsø. By building on the same idea, Tromsø International School could develop this into something that is even more suitable for its purpose. By offering a English group for free, this is good community work, and will help gain legitimacy also. The price of offering a group like this is low. The cost would be limited to almost only the hours a worker is doing it. Because this is pre-schooling age, the academic level is very low, something that requires low preparation in beforehand. Tromsø International School also have some parents who wants to contribute to the school with volunteering work. This is a great chance for those parents to come and take part in the English group.

4.5.5 Marketing plan

Relationship market strategy

Relationship with different actors and stakeholder should be an important part of the schools strategy. Today the school cooperate with actors like the Tromsø Municipality, the Science Centre, Breivika High School and Troms Fylkeskommune. The school also interacts with the

different schools in Tromsø and other international school in Norway, along with actors like IB and businesses in Breivika. It is my suggestion that the school could improve some of the relationships. By cooperation with the other international school in Norway, the common stand of the international schools should get a better position. This could also affect the acceptance of private schools and build legitimacy.

4.5.4 Scholarship programme

A scholarship program for Tromsø International School can be a door opener for many families that are interested in enrolling their children in Tromsø International School. If Tromsø International School create arrangements with local businesses about their support of a scholarship program, the businesses that participate can help form this scholarship program. The idea is that a business or an institution contributes with funds to this scholarship program. Then this business can give one of their employees the possibility of having their children enrolled in Tromsø International School, with tuition covered.

Why should anyone want to contribute to this scholarship program? By participating in this program, the businesses/institutions can offer their employees something extra, and by doing so, attracting the best employees. When recruiting international labour, it is a natural focus area to make sure that their employee’s children are enrolled in the preferred school among other things like housing and other social things like doctors, communications and welfare. Contributing to a scholarship program will give tax purposes for the business/institutions and can be set as a taxable benefit for the employees as an addition to the wages.

4.6 Business model

	Student 1-53		Student 54 and further	
	Public schools	Private schools 85%	Public schools	Private schools 85%
Primary years	142 400 kr	121 040 kr	61 700 kr	52 445 kr
Middle years	155 400 kr	132 090	66 700 kr	56 695 kr

Table 5- Financial support

Table 20 shows the financial support that the different schools models get in state support. The difference between the private schools and public schools will be covered by tuition, and so the general income should be balanced between the two alternatives. For the private

schools that do not follow the private school act 2, they will not get any state support at all. Today's business model is well-functioning, and there is no need to consider changing this.

4.7 Development and operations plan

Based on the business plan and this thesis problem definition; how to create acceptance for an international school in Tromsø, I have come up with 10 suggestions for Tromsø International School:

1. Aim for a student number of 90 students
2. Continue to have the schools location in Breivika
3. Be open-minded when considering possible expansion to another school building in that case of the school exceeds 100 students.
4. Develop a scholarship program.
5. Implement the Annual Marketing Wheel in Tromsø International School's promotion.
6. Consider to change the legal structure from a foundation to a private limited company
7. Improve legitimacy through different activities
8. Take advantage of the network effect - target families in the same segment.
9. Start an English group
10. Find a cooperation kindergarten.

Factors that will have an effect on the operational plan:

The aim for an ideal student number is 90 according to my evaluations. This number is a milestone, and when the school reaches this number, the further strategy should be re-evaluated. If the student number will exceed 100 students, the school will no longer have enough space at today's premises. This means that the school have to move to another school building. In the possible scenario that the student numbers are shooting through the roof, the school will have to make a strategic decision. The school can accept all student applications and face the fact the school will have to move at a certain time, or consolidate the position the school have today, and focus on offering the best possible education in today's premises. Today's school building only houses 6 classrooms, but Tromsø International School offers education for children age 6 – 16 which is 10 grades. This means that the classes have to be divided somehow in order to make all the classes fit into the school building. Right now, the students are divided evenly between the grades, which makes it easy divide the classes between the grades. If this changes by for example a very high recruitment of first graders, over time the dividing of the classes will be hard to manage.

The student number sets the premises for the school building. If the school accept more students than today's building can fit, the school will have to expand to another building. Other factors that affect the decision regarding school building is potential cooperation with other school. If Tromsø Kommune or Tromsø Fylkeskommune decides to shut down one of their schools, or if by any chance they get a free school building for rent, this would also be something that Tromsø International School will have to evaluate. Another possibility is to co-locate the school building with one or both of the other private schools in Tromsø; Steinerskolen or Ekrehagen.

4.8 Financials

4.8.1 Today's revenue

Revenue forecast										
	2015		2016		2017		2018		2019	
Student prognoses spring / fall	58	62	72	75	80	80	90	90	95	95
Revenue	11 382 000		13 303 000		13 762 000		15 172 000		15 886 000	
Result	-363 000		212 000		316 000		364 000		402 000	

Table 16 - Expected revenue

Table 21 shows the revenue and result for the 2015 and the consecutive 4 years. According to the private school act §6 – 3, the state funding cannot be profit disposal. The same regulations states that no more than 10 % of the revenue is transferrable to the next year; Utdanningsdirektoratet will reclaim any profit exceeding that. A school year runs from August to July, but an accounting year runs from January to December. The state funding is based upon the a school year, and it is the student number that is enrolled 1st of October that gives the premises for the state funding for the upcoming school year and is retroactively from August. A low student number 1st of October will affect the result for the whole coming school year and the first six months of the next accounting year.

4.8.2 Budget for 2015

Income / expenses		2015
Income		
State funding		7,271,778.33
Tuition		1,200,000.00
Other income		404,429.37
Special education		2,006,511.85
Capital injection		500,000.00
Sum income		11,382,719.55
Sum wages		8,732,546.10
Sum depreciation		30,000.00
Sum rent for premises		1,490,120.00
Sum tools and fixtures		114,000.00
Sum repair and maintance		0.00
Sum other services		310,000.00
Sum educational tools		285,000.00
Sum office supplies		54,000.00
Sum phone and communications		69,000.00
Sum transportation		22,000.00
Sum travel, courses, seminars		84,600.00
Sum marketing		100,000.00
Sum insurance		22,000.00
Sum other costs		360,000.00
Sum operating costs		11,746,149.10
Result		-363,429.55
Sum financial costs		-24,000.00
RESULT		-387,429.55

Table 17- Budget for 2015

4.8.3 Budget for 2016

Income / expenses		2016
Income		
State funding		8,922,705.00
Tuition		1,470,000.00
Other income		404,429.37
Special education		2,006,511.85
Capital injection		0.00
Sum income		12,803,646.22
Sum wages		9,188,724.75
Sum depreciation		30,000.00
Sum rent for premises		1,490,120.00
Sum tools and fixtures		114,000.00
Sum repair and maintance		0.00
Sum other services		310,000.00
Sum educational tools		650,000.00
Sum office supplies		102,000.00
Sum phone and communications		121,000.00
Sum transportation		35,000.00
Sum travel, courses, seminars		23,600.00
Sum marketing		200,000.00
Sum insurance		22,000.00
Sum other costs		520,000.00
Sum operating costs		12,567,527.75
Result		236,118.47
Sum financial costs		-24,000.00
RESULT		212,118.47

Table 18- Budget for 2016

4.8.4 Student related income

Figure 5 shows the student related income. The income for Tromsø international School comes from two main sources, the state funding and the parent's tuition. As for the budgets presented above, they include special educational needs refunds and capital from the founders. For the special education, there are no particular financial implications. The cost and income is balanced. For the founder's capital, the school will use it as a tool in year 2015 for stabilizing the financial structure before the student number are at a high and sustainable point.

Students PYP	Students MYP	State funding PYP	State funding MYP	Tuition	Total students	total student related Income
20	20	2,480,800.00	2,641,800.00	840,000.00	40	5,962,600.00
25	25	3,101,000.00	3,302,250.00	1,050,000.00	50	7,453,250.00
30	30	3,721,200.00	3,962,700.00	1,260,000.00	60	8,943,900.00
40	35	4,961,600.00	4,623,150.00	1,575,000.00	75	11,159,750.00
50	45	6,202,000.00	5,944,050.00	1,995,000.00	95	14,141,050.00
53	53	6,574,120.00	7,000,770.00	2,226,000.00	106	15,800,890.00
55	55	6,679,010.00	7,114,160.00	2,310,000.00	110	16,103,170.00
60	60	6,941,235.00	7,397,635.00	2,520,000.00	120	16,858,870.00
70	70	7,465,685.00	7,964,585.00	2,940,000.00	140	18,370,270.00
75	75	7,727,910.00	8,248,060.00	3,150,000.00	150	19,125,970.00
85	65	8,252,360.00	7,681,110.00	3,150,000.00	150	19,083,470.00
90	70	8,514,585.00	7,964,585.00	3,360,000.00	160	19,839,170.00

Figure 5 - Student related income

4.9 Critical risks

Risk	Probability	Impact	Precaution/action to minimize effect
Risks for TRINT			
Entrance of new private schools in Tromsø	Low	Challenges the position of TRINT	Offer a good international school that has the capacity to enroll more students.
Legitimacy negatively affected by bad publicity	medium	TRINT's acceptance is negatively affected	A good relation with all stakeholders will prevent this. Also by taking precautions on difficult issues.
Student number dropping	low	The school needs to recruit more students than the ones who are graduating, or the student number will drop.	Focus on recruiting students, especially first graders

Hard to recruit first graders	High	Student number drops	Create English group and cooperate with kindergartens.
Losing IB status	low	School have to apply again	Make sure that all IB requirements are followed.
Loss of key-persons	medium	Key competences are lost	Make sure that TRINT offers a competitive salary level and good social environment for the teachers and especially the international teachers.
Public schools develop international education	Low	Steals market shares	Differentiate the school from the public schools, have the best international teachers and a good quality pedagogics
Other schools steals market shares	Medium /high	Loses state support and tuition income	Offer a good educational alternative that give value to the parents.
Low student number effect the schools economy	Medium /low	The school have to cut costs, and this will effect the quality of the school negatively	Promote the school, branding and folloing the annual marketing wheel.

Table 19- Critical risks

4.10 Proposed offering

Some international schools in Norway have traditionally received financial support from private persons or business that support their mission. This financial support have come on top of the state funding and tuition, and have contributed to develop the schools quality to a high level.

Tromsø international School did receive 1 600 000 kr in 2014 from the founders of the school. These financial injections made it possible to come through a period of very restricted liquidity, and have made it possible to make some financial dispositions over the next years. This will enhance the quality of the school, and give the school some room to maneuver. The school are at a stand today where it is not necessary to go out to seek investors, but investors that wants to contribute to the school, are more than welcome. The schools function is not to create value for its owners or investors, and therefor the rate of return will be zero with today's organizational form. Any investments are considered a gift.

4.11 Exit strategy

The purpose of Tromsø international School is to offer an alternative education that is international oriented. The school will have its income base as long as there are students in the school. If/when, the day comes that there are no students in the school, there will be no need for the school.

If the school decide to discontinue, it have to resolve a few issues. Firstly, all remaining students have to be placed in alternative schools. Tromsø Municipality is obliged to offer a school alternative to all the students that applies, so this should not be a problem to find a school place for them. Potential issues would be connected to that the students would have to move to another school because they have to, and not because they want to. For the teachers and staff at Tromsø International School, they would have to find work elsewhere. For the Norwegian staff, this would not be that hard, but for the foreign staff, it can be harder.

If the school should decide to discontinue, it would minimize the stress on everyone if this decision is made as early as possible. Then the student and staff have time to resolve the issues this change entails. As for other stakeholder like suppliers and house owner, they will have to be notified. The schools structure is a foundation, and all equity that the founders have injected, have to be considered lost.

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6 Appendices

Appendix 1 - Annual marketing wheel

<i>Planned promotion tool</i>	<i>Promotional action</i>	<i>Cost</i>	<i>Target date</i>	<i>Responsible</i>
Mass communication				
Advertising	<i>Printed ads in regional newspaper Nordlys for Tromsø International Film Festival. Reaches approximately 35 000.</i>	7500 NOK	January	Administration
Advertising	<i>Ads in Nordlys where we invite next year's 1st graders to come and sign in.</i>	7000 NOK	December	Administration
Advertising	<i>Ad in Nordlys where we inform about enrollment for next school year.</i>	7000 NOK	March	Administration
Advertising	<i>Ad in Nordlys about still vacant school slots..</i>	7000 NOK	September	Administration
Advertising	<i>Handing out Brochures at hospital, university, municipality and founders and businesses.</i>	0 NOK	Jan – June,	Administration, Staff, Parents Council

<i>Planned promotion tool</i>	<i>Promotional action</i>	<i>Cost</i>	<i>Target date</i>	<i>Responsible</i>
Advertising	<i>Advertisement campaign on Facebook to reach a bigger target group. This is in combination with ads in the newspaper.</i>	<i>5000 NOK</i>	<i>December March</i>	<i>Administration</i>
Public Relations	<i>Chronicle in the newspaper: Nordlys and Bladet iTromsø.</i>	<i>0 NOK</i>	<i>1. September 2. November 3. March 4. June</i>	<i>1. Chairman of the board 2. The principal 3. The parent's council committee 4. The student's council</i>
Public Relations	<i>Tip the media about happenings at TRINT, awards, activities, events and so on.</i>	<i>0</i>	<i>Jan – Dec, at least 12 times a year</i>	<i>Teachers/administration/Principal</i>
Sales promotion	<i>Event: Cultural Day at TRINT</i>	<i>0</i>	<i>Saturday in May.</i>	<i>Parent's Council Committee??</i>
Sales promotion	<i>Event: Stand at the International day in the city Centre.</i>	<i>5000 – 10 000 NOK</i>	<i>June</i>	<i>Principal</i>
Sales promotion	<i>Event: Stand at different shopping centers, library etc</i>	<i>5000 NOK</i>	<i>September May</i>	<i>Parent Council Committee??</i>
Sales promotion	<i>Event: Open day outside school</i>	<i>10 000 NOK</i>	<i>March</i>	<i>Principal</i>

<i>Planned promotion tool</i>	<i>Promotional action</i>	<i>Cost</i>	<i>Target date</i>	<i>Responsible</i>
Sales promotion	<i>Event: Try-out day for kindergarden.</i>	<i>0 NOK</i>	November/December	Principal
Sales promotion	<i>Event: Christmas play, sports arrangements, clean-up day, PYP 6 Exhibition, MYP 5 Personal Project</i>	<i>3000 NOK</i>	Jan-Dec	Principal/coordinators
Personal selling				
Meetings	<i>Personal selling meetings with founders, public and private local businesses.</i>	<i>0 NOK</i>	Jan – Dec. 6 meetings per year	Chairman of the board
Place				
Indirect distribution	<i>Personal meetings with servicetorget at Tromsø Kommune two times per year</i>	<i>0 NOK</i>	October and April	Administration
School building and environment improvements	<i>Make the school an interesting, safe and exciting place to learn. Improving outdoor facilities Visualize the IB education Teaching environment for today's students.</i>		Jan-Dec	Principal SEC (School Environment committee)
News and media				
Information	<i>Homepage: Updates and news about TRINT</i>	<i>0 NOK</i>	Jan – Dec, at least two times per month	ICT-coordinator
Information	<i>Facebook: News about TRINT</i>	<i>0 NOK</i>	Jan – Dec once per week.	Principal/ staff

<i>Planned promotion tool</i>	<i>Promotional action</i>	<i>Cost</i>	<i>Target date</i>	<i>Responsible</i>
Internal marketing				
Meetings	<i>Board members, management, employees and parents are TRINT's best ambassadors. Internal meetings: Board meetings Leader meetings Staff Development meetings Team meetings Parents Morning coffee</i>	<i>1000 NOK</i>	Jan-Dec	Principal
Informational and communication	<i>Information annual cycle to inform parents about TRINT, IB and the progress of their child.</i>	<i>0 NOK</i>	Jan/Dec	Principal
Meetings	<i>Meetings and email to the municipality with updated information on what is going on at TRINT</i>	<i>0 NOK</i>	Jan – Dec, 12 times per month	Administrativ Manager
Price				
Price strategy	<i>Creating an IB fond</i>		Jan - Dec	BOD members
Price strategy	<i>Sibling discount</i>		Jan - Dec	Administration
Price strategy	<i>Free tuition for employees' children</i>		Jan - Dec	Administration

Table 20- Annual marketing wheel

Appendix 2 - International School Telemark

In order to get inputs on how to develop Tromsø International School further, I conducted a case study in International School Telemark (IST). Telemark International School is a very relevant platform for conducting investigations and collect first hand data. IST started in 2004 and has a student number of 160. IST is a very relevant case to look at in the business development perspective. International school of Telemark started 6 years prior to Tromsø International School. With reference to my research question on how to facilitate a transition from a start-up phase to an operational phase, IST is a relevant case to look at. They have gone through the same process with a successful result.

International School Telemark is an International School, much like Tromsø international School. They started in 2004, and by 2015, they have reached a student number of 160, and is planning to expand more over the next years. The school is an IB World School and offer the primary (PYP) and middle years (MYP) programmes of the International Baccalaureate (IB) to students from all over the world.” [23].

The schools is located in Porsgrunn in Telemark. Porsgrunn is a part of an area that we call Grenland. The population that lives within 30 minutes by bus from the school is approximately 100 000, so it is just a little bigger than Tromsø. Porsgrunn has a long history of industry, and most of the workers have some connection to the industry sector. Yara and Hydro are two big industry organisations that is located in the Grenland region. The labour movement and the labour party has a strong stand in the region and the population is considered by many as blue collared. Contradictory to what we can expect for a strong labour town like Porsgrunn, there are quite a few private schools in the area.

The visit to IST was conducted March 16 – 18, 2015. I had contacted the Principal of IST, and had appointments with key members of the staff. My goal was to reach an understanding of how they have gotten where they are today. IST have many similarities with Tromsø International School, and by investigating IST, some tips and tricks can be implemented in Tromsø International School. In addition, maybe some pitfalls can be avoided. The data collection was done by observing and interviewing. I had two full days at the school, and that gave me a lot of time to observe the school premisis, see how the teaching was done, and to

²³ www.istelemark.org

talk to a lot of staff members. I also had three in-debt interviews with key staff members from the administration. The interview guide is attached in appendix 3. The questions was more of a guideline to the interview, and the interview was conducted as more a open conversation. The most important findings is discussed below.

Kindergarten

The interviews gave several important answers to the possibilities of starting a kindergarten. IST agreed upon that kindergarten is a great way of recruiting new first grade students. By having a kindergarten implemented in the school, there will be a natural recruitment from the kindergarten to the first grade. In 2007/2008 IST started a kindergarten. The kindergarten was for children age 3-6, and was following the IB structure. They kept it going for a few years, but eventually had to shut it down. The kindergarten worked well as a tool for recruiting students, but it was not financial sustainable. Even by following the normal municipal rates and having the state subsidy, the kindergarten does not break even. IST did calculations that states that a kindergarten need at least 65 students for being sustainable. It is also a lot of hassle with meeting the requirements of the municipality on the outdoor area. IST did not recommend Tromsø International School to start a kindergarten. By observation, I discovered that the outdoor area at IST exceeds the one that Tromsø International School has, and will most likely meet challenges with the requirements. By following their recommendations, I decided to no go through with the Kindergarten case. The research and case study of the kindergarten is in appendix 5.

Involving the children that are younger than schooling age in the school, is still a great way of recruiting school students. What IST have done to involve the kids is to start something they call an “English Group”. This low threshold offer for kids at age 5-6 has not reached schooling age yet. What the English Group does is to offer a free English lesson for 3 hours a week to the kids at all kindergartens in the area. Three times a week all the kids who want can come and learn some basic language skills in English. The kindergartens can bring some of their kids to this English group, and the teacher will read an English story of some sort or do simple tasks together with the kids. The benefit of this English group is that both the kids and the kindergartens/parents get to know the school, the kids prepare for schooling next year, they develop friendship and develop language skills.

Financial implications

Much like Tromsø International School, IST have also been through some periods with financial difficulties. An increase in student number after October 1st (the date when the state funding is set), and high operating costs in the start-up years are two of the reasons for this. IST is now operating in the eleventh year, and they have finally gotten stable financial frameworks. IST financial structure is built upon the same principle as Tromsø International School. They get 85 % state funding in comparison to the municipal schools, and the rest 15 % is covered by tuition. The only extra financial support they have is some capital injections from the two big industry corporations in the area, Yara and Statoil in the size of 500 000 NOK from each of them.

With regards of the wages at IST, they are at a similar level as Tromsø International School. The operating costs are also at the same level. The school building is rented from Porsgrunn Municipality at a yearly cost of approximately 1 800 000. The operating costs on the housing for cleaning, janitor, caretaker and so on, is separated from the housing costs for tax purposes. Tromsø International School does the same thing, and this is normal practice in order to get the correct tax reimbursement. The school building used to be a public school, and include a gym hall, kitchen, fifteen classrooms, special rooms, working stations and all the different rooms a school needs, except from a swimming hall. The size is approximately three times as big as Tromsø International School's premises.

Legitimacy

Legitimacy is another relevant issue to investigate in IST. The fact that the school includes approximately 85 % Norwegians can indicate that they have succeeded in gaining legitimacy in the Norwegian segment. All three interview objects talked a bit about the legitimacy part, but Richard the principle talked definitely most about it. Richard stated that the public schools in Telemark probably doesn't have that strong stand as they do in Tromsø. He believes that there are a lot of questions about the structure of the Norwegian system, and that makes it easier to going legitimacy by becoming the alternative that offer something different. It was also discovered that IST uses tool in order to gain legitimacy. One of the tools is off course being certified by IB in both PYP and MYP. This is a strong indication that the schools is fulfilling the requirements of an IB school.

I suggest that legitimacy can be gained through community work and CSR activities. This is something that all the interview candidates agree with. At IST they do a lot of different community work. I spoke to the PE teacher, Richard Sell, and he was interested in how the school can give back to society. They did a lot of different activities throughout the year, but the most important one is an activity that they call “life walk”. This event was arranged for the first time in 2014, and according to Richard this will become an annual event. The “life walk” is a day dedicated to raise both awareness and money to fight cancer. Last year there were over 5000 participants and totally they raised over 600 000 NOK. This event was according to Richard Sell, and the other interview objects, a great way of giving back to the society. So many of us are affected by cancer in one way or another, and at IST they have two students who had parents who died of cancer, and another member of the staff that is terminal ill from the disease. They found this event very beneficial for the cancer case, but a result from this is the rise of legitimacy due to the good deeds they did towards the society.

Positioning

The fact that International School Telemark has such a strong position in the county is impressive. The labour party is the biggest political party and the industry sector is dominating the labour section. In contrast to what we might expect, the private schools, including IST, have a strong position and good reputation among the people living in Telemark. What I discovered in the interviews was that the general status of the public schools are not as strong in Telemark as they are in Tromsø. In Telemark, it is being questioned if the public sector is offering the best possible education for the students in grade 1 – 10. This indicates that the legitimacy of the public schools are not as high as expected.

With regards of the positioning of the public schools in Telemark, the international school can position themselves according to that. IST can position themselves as a direct competitor to the existing public school offers. IST have earned a strong position in the market and the position continue to grow. The position in the market can also be related to the geographical position of the school premises. In 2010 the school moved from their premises in the city centre, to a more remote place in a housing district. In the first year that had a negative effect on the student number, and it dropped from around 70 – 60 students, and they also struggled with new student recruitment for a year. But after that period they experienced that the total effect of moving the school to a new location was very good. Both in the sense that the new school building was more convenient for education and also because of all the families living

in the same area that found it convenient to have their children enrolled in the closes school, even if it was private. The old school building in the city centre was old and originally not set up for the purpose of education. However, they adapted to this building and created a school out of it. The new school building used to be a public school, and was built for educational purposes. This means that all the necessary classrooms was there, including a gym hall, kitchen, art room and so on.

Even though changing the school building allowed for a much more convenient education, the interview with Tara revealed something not expected. She said that the school lost something when it moved. When they were in that old building in the city centre, they did not have so much resources and the school building was not perfect for education, still they managed with what they had. This provoked creativity and they had to learn how to adapt and overcome obstacles. By moving from the old building, they lost some of their identity. This statement from Tara tells me that it is not the school building that builds the pedagogics; it is the pedagogics that build a school.

Sum up of the case study to IST – and implications for Tromsø International School.

The case study in Porsgrunn gave some good indications on ways to develop Tromsø International School. At the beginning of this Thesis, I was investigating the possibility of starting a kindergarten. The study of this is attached in appendix 5. The case study in Porsgrunn gave me clear indications and recommendations for Tromsø International School not to start the kindergarten. However, the English group that IST have started shows good effect on both the student number, and the legitimacy. My takes from the case study is that it would be possible to implement an English Group into Tromsø International School. It does not necessary have to be the exact replica of what they are doing in IST, but something similar and more suitable for Tromsø International School By implementing a similar English group in Tromsø International School, this could be likely beneficial in Tromsø. By building on the same idea, Tromsø International School could develop this into something that is even more suitable for Tromsø International School. To offer an English group free is good community work, and will build legitimacy. The price of offering a group like this is low. The cost would be limited to almost only the hours a worker is doing it. Because this is pre-schooling age, the academic level is very low, something that requires low preparation in beforehand. Tromsø International School also have some parents who wants to contribute to

the school with volunteering work. This is a great chance for these parents to come and take part in the English group.

The financial situation at Tromsø International School is comparable to the financial situation at IST some years back. The learning from the case study is that the financial situation will improve over time as the student number increases. The school structures of the schools are similar, and this is shown to be an efficient way of running the school. With regards to the legitimacy of the international schools, I believe that Tromsø International School have something to learn from IST. They have gained a good legitimacy position, and that is due to several factors. The school is up and running and has become a story of success; this build legitimacy. A good amount of pleased parents and students are being good representatives and ambassadors for the school. Once the ball gets rolling, I expect the same thing will happen in Tromsø International School. A good way to start improving the legitimacy is to implement the Life Walk. This is community work that is important for the society, but will also build legitimacy as a positive side effect.

The schools location in Porsgrunn is somewhat remote in a residential area. This is contradicting to the strategy that Tromsø International School have had from the beginning; to keep the school near the city centre or Breivika in order to meet the communication needs for students and parents who mostly work in those two locations. In my point of view, I believe that Tromsø International School have to be open-minded when it comes to location of the school premises. In general, the best location in Tromsø is Breivika. Breivika is an excellent location in order to reach out to its segments but there are two down sides with Breivika. Firstly, the buildings that are available in Breivika does not fulfil Tromsø International School's educational needs. Secondly, Breivika is a popular location, which means that the housing prices are expensive.

Appendix 3 – Interview guide

1. Legitimacy
 - a. How is IST positioned compared to the municipal schools?
 - b. What is the perception of IST in the society?
 - c. How do you keep up the legitimacy?
 - d. Have you experienced some negative feedback from the society?
2. Market
 - a. How do you attract new students?
 - b. How do you attract first graders?
 - c. Do you have a marketing plan?
 - i. How have you developed this plan?
 - d. Do you have an action plan of marketing activities?
 - e. Do you have any cooperation with the local businesses?
3. Structure
 - a. How is your business model like?
 - b. Do you target to reach more student and to expand more?
 - c. What is the benefit of the student number you have today?
 - d. How international are you in staff/students?
 - e. How was the development of the student number and school structure?
 - f. Have you any kindergarten/considered to start one?
 - g. Diploma program?
 - h. Any scholarship/fond?
4. Finance/business model
 - a. What financial structure do you have?
 - b. What is the tuition?
 - i. Have you discussed the tuition?
 - c. Do you have any financial contributors?
 - i. How have you reached them?
 - d. Any other funding?

Appendix 4 – IST Scholarship Program

Introduction

Access to IST and the IB programme it offers, is an important aspect of the school. Therefore, parents who find themselves financially constrained can apply for a scholarship for their child each academic year. These scholarships will be limited in number and assessed case by case using defined criteria.

Time Line

Scholarships can be annually applied for at the beginning of the school year in August, although the programme is open throughout the year within budgetary constraints. The closing date for applications at the beginning of a school year is 30th August.

Application Process

Applications are reviewed by the SMT and decided by the Principal, based on the following criteria:

- Financial situation of the student's parents/family
- Value to the student of attending IST
- Continuity, giving priority to those having received scholarships the previous year

Scholarships may be granted for between 50 and 100 % of school fees.

In applying you should write a formal letter stating the following information:

- Child's name
- Year of scholarship
- Reasoning to explain the need for a scholarship

Applications should be addressed and sent directly to the Principal.

All applicants will be informed about the outcome of their application in writing and about their right to appeal according to the Public Administration Act ("enkeltvedtak"/individual decision)

Admissions to the school will follow the admissions procedure and shall not be influenced by the scholarship programme^[24]

²⁴<http://istemark.org/index.php/admissions/115-ist-scholarships>

Appendix 5 – Development of a kindergarten

Tromsø currently does not have an international kindergarten. Tromsø International School have special competences within the field of languages and have already international student in the school that have younger siblings that could have joined the kindergarten. The school have been approached by parents who wants their children in an international kindergarten and asks if Tromsø International School offers that, or is considering doing so in the future. A kindergarten is also a good tool for recruiting first graders and preparing them in a good way for the IB education that is to come. In the beginning of writing this thesis, I looked into the possibility of starting a kindergarten. In general, I believe that this is a great idea, but the investigations revealed that this is much harder than expected. The case study in Telemark also revealed that to start international kindergartens much harder and cost-inefficient than expected. The start-up costs are also high, and the clear recommendations from international school Telemark was to not start a kindergarten. The investigations of starting a kindergarten is put in the appendix 2. In my believe, It is not natural to included it in the main section of the thesis, as my recommendations is not to proceed with this.

Recruiting first graders

Recruitment of first graders is an important part of keeping up the student numbers. In a school, there will be natural departure of students who graduate. In order to level the student number, student recruitment is necessary. A natural part of the student recruitment is for the first graders. To choose a school is normally something you do once. Once you have chosen a school, you might want to stick with it, because of a continuity of the learning and avoid the ordeal of getting new friends and becoming known within the school.

Tromsø Kommune owns 33 out of 36 primary years' schools in Tromsø, and they are the owners of most of the kindergartens in Tromsø. This gives the primary year schools owned by Tromsø Kommune a natural benefit with the graduation from the municipal kindergarten to the municipal school.

Today's providers of kindergartens

There are four different providers of kindergartens in Tromsø today. Tromsø Kommune owns 50 different kindergartens, there are 56 private kindergartens, there are 12 private family kindergartens and there are six student kindergartens.

Owner	Number of kindergartens
Tromsø Kommune	50
Private Kindergartens	56
Private family kindergartens	12
Student kindergarten	6

Table 21- Providers of kindergartens

Kindergartens work in cooperation and understanding with the home and ensure children's need for care and play. They promote learning and education as a basis for comprehensive development. Kindergarten should build on fundamental values in Christian and humanist heritage and tradition, such as respect for human dignity and nature, on intellectual freedom, charity, forgiveness, equality and solidarity and values that are expressed in different religions and beliefs.

Children should unfold creativity, wonder and explore. They will learn to take care of themselves, each other and nature. Children develop basic knowledge and skills. They shall have the right to participation adapted age and assumptions. Kindergarten should meet children with trust and respect and recognize the value of childhood. It will contribute to the enjoyment and pleasure in play and learning, and provide a challenging and safe place for fellowship and friendship. Kindergarten should promote democracy and equality and against all forms of discrimination [25].

How to start a kindergarten

In Tromsø, everyone can start a kindergarten as long as Tromsø Kommune approves it. To get the approval the kindergarten has to meet four criteria's according to Tromsø Kommune [26]:

²⁵ <https://lovdata.no/dokument/NL/lov/2005-06-17-64?q=barnehage>

²⁶ <http://www.tromso.kommune.no/barnehage-etablering-og-drift.117151.46902tcade2.tct.html>

1. The kindergarten is established on a permanent basis, and one of the student have to have a weekly vacation at more than 20 hours.
2. The number of children present is 10 or more when the children's age is three years old or more, and the number of children present is more than five when the children are under three years old.
3. A tuition is required
4. The person responsible for the building is in charge of measuring the radon level.

There is also an exception to this criteria's. In Norway, there is an alternative Kindergarten that is called "open Kindergarten" which is organized slightly different from the "normal" kindergartens. There are approximately 200 open kindergartens in Norway, and they offer a pedagogically learning platform for children under schooling age. These kindergartens do not have any permanent spots, but the children can come together with one parent any time within the opening hours. Tromsø Kommune can give approval to start and run an open kindergarten that not follows the criteria's, as long as it is applied for.

Potential kindergarten structures

Tromsø International School is following the IB pedagogics and are authorized for both PYP and MYP. The IB does not offer a kindergarten programme, but the PYP programme does include children at the age from 3 years old. This gives Tromsø International School three potential kindergarten options.

TRINT Kindergarten		
Option 1: IB Kindergarten year 3-6	Option 2: International kindergarten year 0-6	Option 3: International kindergarten year 0 – 3 and IB kindergarten year 3-6

Table 22- Kindergarten options

Option 1

Option 1 would be to establish a kindergarten that follows the IB pedagogics. This would be as an extension to the PYP programme. The benefit of this would be that the IB pedagogics would ensure that the kindergarten would offer a pedagogics that is related to the PYP programme. That would prepare the kindergarten children for the PYP programme age 6 and beyond. A common pedagogics implemented in the kindergarten would smooth the transition from kindergarten to PYP and the IB standard would ensure the parents that the kindergarten would be at a satisfying level. The downside to this is that this would exclude the children younger than three years old. The principle of entering and exiting a kindergarten is somehow similar to schools. Once you have chosen a kindergarten you would like to stick to it for continuity in learning, pedagogics, friends and the familiarities. In Norway the children start kindergarten at an early age, usually when the child is approximately 1-2 years old. This means that by not offering a kindergarten to the children at that age, Tromsø International School would lose that segment, and it will be hard to recruit the children to the kindergarten at a later stage for the above mention reasons.

Option 2

The second option is to establish an international kindergarten that is self-developed. The kindergarten would not be included in the IB programme. Option 2 is similar to the existing kindergartens today (both municipal and private), but the language would be English. The benefit of option 2 is that children in all ages below school age can enrol. The English language would attract the English-speaking segment. The kindergarten would prepare the children for the PYP programme in the sense of language. The downside to this option is that this would not be an IB project, and the quality, or perception of quality is not ensured for by the IB pedagogics.

Option 3

Option 3 is to establish one kindergarten that separates the children below and above 3 years old. The children at the age from 3-6 would follow the IB pedagogics similar to the one In option 1, and the children at age 0-3 can follow the international kindergarten similar to option 2. The benefit of this option that the IB programme is included in the kindergarten plus the combination/structure of the kindergarten allows children all ages to enrol. The downside is that there can be friction between the two departments and hassle of managing two different kindergarten departments can be high.

Appendix 6 - List of schools in Tromsø

School	Private / public	Grade	Student mass
Bjerkaker Skole	Public	1 – 7	325
Borgtun Skole	Public	1-7	300
Brensholmen Skole	Public	1-10	105
Ekrehagen Skole	Private	1-10	70
Ersfjordbotn Skole	Public	1-10	84
Fagereng Skole	Public	1-7	312
Grønnåsen Skole	Public	8-10	297
Gyllenborg Skole	Public	1-7	320
Hamna Skole	Public	1-7	250
Hillesøyskolen	Public	1.10	50
Kaldfjord skole	Public	1-7	243
Kattfjord Skole	Public	1-7	18
Krokeldalen Skole	Public	1-7	161
Kroken Skole	Public	8-10	250
Kvaløysundskolen	Public	8-10	20
Kvaløysletta Skole	Public	8-10	380
Lakselvbukt Skole	Public	1-10	25
Langnes skole	Public	8-10	487
Lunheim skole	Public	1-7	300
Læring gjennom arbeid	Public	8-10	30
Mortensnes skole	Public	1-7	255
Prestvannet skole	Public	1-7	345
Ramfjord skole	Public	1-10	168
Reinen skole	Public	1-7	400
Sandnessund skole	Public	1-7	140
Selnes skole	Public	1-7	170

Sjursnes skole	Public	1-10	14
Skittenelv skole	Public	1-7	35
Skjelnan skole	Public	1-7	266
Skogvik skole	Public	1-10	3
Slettaelva skole	Public	1-7	175
SMI-skolen, avd. UNN	Public	1-10	-
Steinerskolen i Tromsø	Private	1-10	70
Solneset skole	Public	1-7	220
Sommerlyst skole	Public	8-10	500
Stakkevollan skole	Public	1-7	190
Storelva skole	Public	1-10	400
Straumbukta skole	Public	1-10	100
Tromsdalen skole	Public	1-7	390
Tromstun skole	Public	8-10	420
Tromsø International School	Private	1-10	62
Trondjord skole	Public	1-10	50
Vengsøy skole	Public	1-10	10
Vikran skole	Public	1-7	25
Workinnmarka skole	Public	1-7	312

Table 23- List of schools in Tromsø

Appendix 7 - Immigrants in Tromsø

Immigrants and Norwegian-born to immigrant parents living in Tromsø 1.1.2015

Afghanistan	94	India	65	Panama	3
Albania	13	Indonesia	9	Peru	23
Algeria	14	Iraq	164	Poland	829
Angola	15	Iran	167	Portugal	47
Argentina	12	Ireland	13	Qatar	3
Armenia	4	Iceland	97	Romania	200
Azerbaijan	5	Israel	10	Russia	619
Australia	20	Italy	72	Rwanda	52
Bangladesh	29	Japan	24	Saudi Arabia	5
Belgium	45	Yemen	4	Senegal	4
Bolivia	3	Jordan	7	Serbia	44
Bosnia And Herzegovina	25	Cameroon	41	Sierra Leone	3
Botswana	7	Kazakhstan	13	Singapore	6
Brazil	49	Kenya	23	Slovakia	67
Bulgaria	143	China	139	Slovenia	5
Burundi	12	Kyrgyzstan	7	Somalia	348
Canada	44	The Congo	18	Spain	139
Cayman Islands	3	The Congo-Brazzaville	3	Sri Lanka	63
Chile	25	Kosovo	18	United Kingdom	169
Colombia	25	Croatia	16	The Sudan	91
Cuba	7	Kuwait	3	Switzerland	40
Denmark	269	Cyprus	3	Sweden	631
The United Arab Emirates	4	Latvia	109	Syria	66
Dominican Republic	8	Lebanon	12	South Africa	11
Dominica	3	Liberia	37	South-Korea	15
Ecuador	4	Libya	4	Taiwan	3
Egypt	19	Lithuania	299	Tanzania	7
Ivory Coast	12	Luxembourg	4	Thailand	287
Eritrea	320	Macao	4	Trinidad and Tobago	4
Estonia	102	Madagascar	4	Czech Republic	54
Ethiopia	170	Malawi	3	Tunisia	12
Republic of the Philippines	124	Mali	3	Turkey	48
Finland	355	Morocco	89	Germany	529
France	132	Mauritius	3	Uganda	21
Faroe Islands	18	Mexico	17	Ukraine	66

The Gambia	26	Moldova	7	Hungary	77
Georgia	6	Mongolia	9	United States	127
Ghana	46	Netherlands	93	Uzbekistan	3
Greenland	5	Nepal	86	Venezuela	15
Guatemala	6	New Zealand	14	Viet Nam	36
Guinea	3	Nigeria	53	Zambia	5
Greece	25	New Caledonia	3	Zimbabwe	6
Hong Kong	25	Islamic Republic of Pakistan	54	Austria	26
Belarus	14	Palestine	24	* Total	8946

Appendix 8 - Word explanation

TRINT – Tromsø International School

PYP – Primary year program, similar to barneskole in Norway, but is including grade 1-6.

MYP – Middle year program. Similar to ungdomsskole in Norway, and is including grade 6 – 10.

IB – International Baccalaureate is a non-profit educational foundation offering four highly respected programmes of international education.

CSR – Corporate social responsibility

IST – International School Telemark

BCE – Business Creation and Entrepreneurship – the study programme.

RDA – Grants for improving Tromsø and funded by employers tax

Appendix 9 - Log book

- 15.01.2015 – created the outline of the thesis.
- 16.01.2015 – working on the business plan
- 19.01.2015 – working on structure of the thesis
- 20.01.2015 – Supervision meeting with Elin Oftedal
- 22.01.2015 – Starting to write the introduction
- 26.01.2015 – Continue to write on the thesis
- 02.02.2015 – Sending first draft to Elin
- 05.02.2014 – Feedback from Elin
- 02.03.2015 - Getting back to writing about the thesis
- 03.03.2014 – Continue to work on the market part
- 04.03.2014 – Preparing trip to Telemark International School
- 05.03.2015 – Competitor list / schools in Tromsø.
- 09.03.2015 – Sending draft to Elin Oftedal – supervisor
- 10.03.2015 – Working on kindergarten case
- 11.03.2015 – Supervision with Elin Oftedal
- 12.03.2015 – Preparing questions for International School Telemark
- 14.03.2015 - Updated intro chapter and canvas business model.
- 16. – 18.03.2015 – Visiting International School Telemark
- 19.03.2015 – Evaluating the visit to IST
- 20.03.2015 – Starting to write about the IST case
- 23.03,2015 – Continue to work on IST case
- 24.04.2015 – Preparing for the pre springboard
- 25.03.2015 – Preparing for the pre springboard.
- 26.03.2015 – Attending pre springboard
- 27.03.2015 – Evaluating pre springboard
- 09.04.2015 – Starting to write after Easter Holidays
- 10.04.2015 – Guiding with med Elin
- 12.04.2015 – PESTEL-analysis
- 13.04.2015 – structure – research question – scholarship program
- 14.04.2015 – Discussing blue ocean and progress with Fellow BCE students
- 15.04.2015 – Working on ideal student number and business plan
- 16.04.2015 – working on ideal student number and structure of thesis
- 20.04.2015 – Sending draft to Elin the supervisor
- 21.04.2015 – Working on comments from supervisor.
- 22.04.2015 – Improving the structure of the thesis
- 23.04.2015 – Supervision with Elin
- 24.04.2015 – working on comments from Elin
- 27.04.2015 – Improving the canvas model
- 28.04.2015- Working on value drivers in the canvas model.
- 29.04.2015 – Working on structure and introduction chapter.

- 20.04.2015 – Meeting with Tonje Hofsføy regarding progress of thesis and strategically dispositions
- 01.05.2015 – Working on intro chapter and data collection.
- 04.05.2015 – Planning springboard
- 05.05.2015 – Improving structure and intro chapter
- 06.05.2015 – improving intro chapter and case study of IST.
- 07.05.2015 – Theory for market study and different analysis
- 08.05.2015 – preparing springboard
- 09.05.2015 – creating power point presentation for springboard
- 10.05.2015 – Writing intro and acknowledgement
- 11.05.2015 – structure, five forces, intro chapter
- 12.05.2015 – springboard
- 13.05.2015 – Working on comments from springboard
- 14.05.2015 – Working on structure of the thesis.
- 15.05.2015 – Working on business plan and comments from supervisor
- 16.05.2015 – Reading through the thesis
- 18.05.2015 – Working on structure and feedback from the supervisor
- 19.05.2015 – Working on structure and business plan.
- 21.05.2015 – fixing reference list
- 22.05.2015 – structure, and framework
- 25.05.2015 – working on comments from supervisor
- 26.05.2015 – continue to work on comments supervisor and external supervisor
- 27.05.2015 – spelling check and read through
- 28.05.2015 – appendix and sources.
- 29.05.2015 – Last work on the Master's thesis
- 30.05.2015 – Completing the master's thesis