When change and communication collide

– The necessity of international communication as a reaction to national change

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Now, after a long time of ‘pregnancy’ we proudly present our ‘baby’.

Kalmar 2011-05-23

__________________________  ________________________
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ABSTRACT

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Title: When change and communication collide - The necessity of international communication as a reaction to national change

Background: In June 2010, Swedish parliament decided that Swedish academia should compete with quality and introduce tuition fees for foreign students. This means that higher education will remain free of charge for citizens of EU/EEA and that third-country students will have to pay a tuition fee for studying in Sweden.

Problem discussion: Managing the introduction of tuition fees is a matter of priorities among the various Swedish universities. Depending on the size and budget of the university, the concentration of the change has varied. Linnaeus University is at the moment concentrating on recruiting national students and building their brand within the Swedish boarders, ignoring the consequences that the lack of international students will lead to. We question how the university should be able to maintain an international experience for the student, teachers and researchers unless they choose to invest in international relations and internal marketing to sell their brand.

Research question: What could Swedish academia do to communicate their quality of education and their brand on an international market in order to attract international students?

Purpose: The purpose of this thesis is to describe and analyze how Linnaeus University, and other institutions in similar situations, can promote their brand on an international market in order to successfully maintain and communicate the core values of their brand. We also wish to inspire similar organizations to be active and work with the situation rather than approaching change with a wait and see strategy.
Methodology: We have chosen to make a qualitative research with The Actors perspective. We quickly discovered that this is the ultimate method for us since we are not trying to find any absolute truth, but rather gain knowledge and understanding of how different institutions handle the same situation. To create this understanding, our primary data has been collected through discussions with representatives from various universities and governmental organizations within Sweden.

Findings: Our findings are based on several factors in relation to the emerging situation out of the introduction of tuition fees. We identified two major issues regarding inactive leadership and absent decisions. We believe that this is based on the paradigm shift in global Academia, from the classical institution to an organization within a competitive market - with students as their customers. We also found a lack of experience within Swedish Academia when it comes to communication internationally in an effective and efficient manner. Both issues show the urgent necessity for Academia to learn how to communicate their brand internationally in order to successfully attract international students.

Keywords: Communication, Change management, Branding, International marketing, Introduction of Tuition Fees, Swedish Academia
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>ACKNOWLEDGEMENTS</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>3</td>
</tr>
<tr>
<td>LIST OF EXHIBITS</td>
<td>8</td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>9</td>
</tr>
<tr>
<td>1.1. Background</td>
<td>10</td>
</tr>
<tr>
<td>1.2. Problem Discussion</td>
<td>11</td>
</tr>
<tr>
<td>1.3. Research Questions</td>
<td>12</td>
</tr>
<tr>
<td>1.4. Purpose</td>
<td>13</td>
</tr>
<tr>
<td>1.5. Delimitations</td>
<td>13</td>
</tr>
<tr>
<td>1.6. Thesis Disposition</td>
<td>13</td>
</tr>
<tr>
<td>2. METHODOLOGY</td>
<td>15</td>
</tr>
<tr>
<td>2.1. Qualitative Methodology</td>
<td>16</td>
</tr>
<tr>
<td>2.2. Research and Theory</td>
<td>16</td>
</tr>
<tr>
<td>2.3. On our role as researchers</td>
<td>17</td>
</tr>
<tr>
<td>2.4. Methodological Approach – The Systems View</td>
<td>18</td>
</tr>
<tr>
<td>2.5. Data Collection</td>
<td>19</td>
</tr>
<tr>
<td>2.5.1. Primary Data</td>
<td>19</td>
</tr>
<tr>
<td>2.5.2. Secondary Data</td>
<td>21</td>
</tr>
<tr>
<td>2.6. Quality Standards</td>
<td>21</td>
</tr>
<tr>
<td>3. THEORETICAL BACKGROUND</td>
<td>23</td>
</tr>
<tr>
<td>3.1. Change Management</td>
<td>24</td>
</tr>
<tr>
<td>3.1.1. Definition of Change</td>
<td>25</td>
</tr>
<tr>
<td>3.1.2. Traditional Typology and Classification of change</td>
<td>26</td>
</tr>
<tr>
<td>3.1.3. Change in the Perspective of Perception and Experience</td>
<td>27</td>
</tr>
<tr>
<td>3.1.4. The necessity of change</td>
<td>28</td>
</tr>
<tr>
<td>3.1.5. Communicating Change</td>
<td>30</td>
</tr>
<tr>
<td>3.2. Communication</td>
<td>33</td>
</tr>
<tr>
<td>3.2.1. The meaning of Communication</td>
<td>33</td>
</tr>
<tr>
<td>3.2.2. Branding</td>
<td>34</td>
</tr>
<tr>
<td>3.2.2.1. Creating a brand</td>
<td>34</td>
</tr>
<tr>
<td>3.2.2.2. Corporate Identity</td>
<td>35</td>
</tr>
<tr>
<td>3.2.2.3. Corporate Communication</td>
<td>36</td>
</tr>
<tr>
<td>3.2.2.4. Brand Identity</td>
<td>37</td>
</tr>
<tr>
<td>3.2.2.5. Brand Management</td>
<td>37</td>
</tr>
<tr>
<td>3.2.2.6. Brand Image</td>
<td>38</td>
</tr>
<tr>
<td>3.2.2.7. Brand Equity</td>
<td>39</td>
</tr>
<tr>
<td>3.2.3. Marketing Mix</td>
<td>41</td>
</tr>
<tr>
<td>3.2.4. Barriers of Communication</td>
<td>42</td>
</tr>
<tr>
<td>3.2.5. Consumer Involvement</td>
<td>43</td>
</tr>
<tr>
<td>3.2.6. Social Media</td>
<td>45</td>
</tr>
<tr>
<td>3.3. Conclusion</td>
<td>46</td>
</tr>
</tbody>
</table>
4. ANALYSIS

4.1. The Change ........................................................................................................... 48
  4.1.1. Motivation for the Change ............................................................................. 48
  4.1.2. Findings Regarding the Change ................................................................. 50

4.2. The Emerging Situation ...................................................................................... 51
  4.2.1. Findings Regarding the Process ................................................................. 51
  4.2.2. Lessons learned .......................................................................................... 53
  4.2.3. Perfect Scenario ......................................................................................... 56

4.3. The Operative Reaction ...................................................................................... 57
  4.3.1. Findings Regarding the Reaction ................................................................. 57
    4.3.1.1. Translate Information ............................................................................ 57
    4.3.1.2. Social Media ...................................................................................... 58
    4.3.1.3. Website ............................................................................................... 58
    4.3.1.4. Face2Face ........................................................................................................
    4.3.1.5. Alumni ..................................................................................................... 60
    4.3.1.6. Networking ............................................................................................ 61
  4.3.2. Project ‘Study Destination Sweden’ .............................................................. 62
  4.3.3. Tendency in Target Market and Target Receiver ......................................... 63

4.4. Analytical Recommendations ........................................................................... 65

5. RESULTS

5.1. Research Question 1: How does communication affect change when it comes to lack of decision making? ................................................................................. 70

5.2. Research Question 2: In which way could a university strategically approach communication? ................................................................. 73

5.3. Research Question 3: What possible actions could a university take in order to cope and react to the change? ........................................................................ 75

5.4. Recommendation to LNU ................................................................................ 77

6. CONCLUSION

6.1. Research Implications ....................................................................................... 80

6.2. Further Recommendations .............................................................................. 81

REFERENCES ............................................................................................................... 82

APPENDICES ........................................................................................................ 88

Appendix 1: Stefan Haglund – Admission Officer LNU ..................................... 89
Appendix 2: Anna Lindahl – International Coordinator ELNU .............................. 92
Appendix 3: Niclas Boborg – Market Strategist SI ........................................... 96
Appendix 4: Annifrid Pålsson – Head of Communication Department KTH & Dena Akaber – International Student Recruitment Officer KTH ...................................... 100
Appendix 5: Emma Hägg – Information Officer KI ........................................... 104
Appendix 6: Carina Hellgren – Internationella Programkontoret ....................... 107
Appendix 7: Linda Ingeman – Information Officer LNU .................................... 110
ABBREVIATIONS

CBBE Customer-Based Brand Equity model
ELNU School of Business and Economics at Linnaeus University
KTH Kungliga Tekniska Högskolan/Royal Institute of Technology
KI Karolinska Institutet
LNU Linnaeus University
SDS Study Destination Sweden
SI Swedish Institute
SIT Sweden In Touch
LIST OF EXHIBITS

Figur 1: Research Pyramid (Authors of the Thesis 2011) ................................................................. 18

Figur 2: Lewins Theory on Change (adapted from Green 2007) .......................................................... 26

Figur 3: Forces for and against change in a force field diagram (adapted from Senior & Fleming 2006) ........ 29

Figur 4: Why Transformation Efforts Fail (adapted from Senior & Fleming 2006) ................................. 30

Figur 5: Communication Model (Wells et al. 2003) ........................................................................ 34


Figur 7: Revised Classical Model of Consumer Choice (Beech & Chadwick 2007) ............................. 40
1. INTRODUCTION

Background

Problem discussion

Research question

Purpose

Delimitations

Thesis Disposition

This first chapter is intended to give the reader an introduction to the thesis topic. We will initially address the research issue through describing the background and moving on to a problem discussion. Furthermore, the purpose of the thesis is argued and finally there is a presentation of the research delimitations.
1.1. Background

In January 2010 Kalmar University and Växjö University merged and created Linnaeus University, a modern and international university placed in the region of Småland (Linnaeus University 2010). Six months later, in June 2010, the Swedish parliament decided in accordance with the government's proposals and in the bill ‘Compete with quality - tuition fees for foreign students’ (SMER prop. 2009/10:65, 2009), that higher education will remain free of charge for individuals who are Swedish citizens, citizens of EU/EEA or Switzerland. Citizens from other countries, so-called third-country students, however, will pay a fee for their university education starting from autumn 2011 (SMER 2010).

In recent years the numbers of foreign students at Swedish universities has increased dramatically. The Government advocates in the bill ‘Compete with quality - tuition fees for foreign students’ (SMER prop. 2009/10:65, 2009) that the Swedish universities have to compete based on quality, not free education. Furthermore, the Government aims with the introduction of tuition fees for students from outside EU/EEA area to enable the institutions to work strategically with the recruitment of the international - or third country - students. The purpose of the introduction is also to attract motivated students, and through this improving the level of education and the reputation of Sweden as a study destination.

These two processes of change, the merger of Växjö University and Kalmar University, and the introduction of tuition fees has collided and created a gap that employees as well as the management at Linnaeus University have difficulties balancing. Steinvall (2011) reported that the number of international applications has decreased drastically in 2011, both for Linnaeus University as well as all other Swedish institutions of higher education. Meanwhile, Linnaeus University is concentrating on recruiting national students and building their brand within the Swedish boarders, ignoring the consequences that the lack of international students will lead to.

At the Linnaeus University, this will directly affect the 41 programs held on English on both bachelor and master levels. These programs included - today and historically - representatives from countries both within and outside of the EU/EEA area. Out of these 41 programs, 35 are master programs that are dependent upon the international students in order to make the programs valuable and keep them as successful as they are today. The international students who travel from all over the world to Växjö and Kalmar represent tomorrow’s business leaders and researchers. Through their studies in Sweden a
bound is created between Sweden and their home country. Moreover, that could be useful for the Swedish students as well as the international students in their future and forthcoming career.

The university states on their website that ‘All employees and students should be able to tie lasting international contacts in order to maintain biodiversity and contribute to sustainable development. Our academic environment encourages transparency and promotes knowledge exchange between different countries, cultures, ages and disciplines.’ (Linnaeus University 2010).

Furthermore they also state that ‘Linnaeus University strives to be one of the leaders nationally when it comes to internationalization and it offers teachers, researchers and students rich opportunities to gain international experience.’ (Linnaeus University 2010) The question we ask ourselves is how this can be realized if the university does not focus on reaching out to potential international students. How should the university be able to maintain an international atmosphere unless they choose to invest in international relations and internal marketing to sell their brand?

1.2. Problem Discussion

Managing the introduction of tuition fees is a matter of priorities among the different Swedish universities. Depending on the university's size and budget the concentration on the change has varied. The known larger Swedish universities which already have been active on the international market has obviously chosen to focus more on enacting the introduction of tuition fees than the smaller universities who lacked the international activities and marketing prior to the change. LNU is the newest university in Sweden, which is the result of a merger of two already well-established universities. This has led to a strict focus on building Sweden's most modern university, a strong national brand.

The consequences of the merger have become increasingly visible in the process of introducing student fees for third country citizens, since the administration has to deal with yet another major change process. The new procedures are not one hundred percent effective when the merger is still at a relatively early stage. The increased bureaucracy, new routines and not knowing who to turn to when they need help is not helping the employees to cope with yet another change. This has in turn led to a internal ‘Wait and See’ mentality that is harmful to the university and the different departments that are depending on their employees.
The central university administration is responsible for servicing, management and coordination of joint and cross-cutting issues. From our understanding this should also include working in accordance with the official statement ‘Linnaeus University strives to be one of the leaders nationally when it comes to internationalization’. The various faculties at the university manage their own marketing and communications individually without any interference from the central administration. This is a strategy that we question. Why do the faculties not use the common resources in the central administration in order to successfully reach the international students?

The Swedish Academia, and many other countries’ academic institutions, is currently going through a major change, a paradigm shift. If we look back in time, the university had previously focused mainly on their academic merit and research - this is changing. Universities must from now focus more on selling themselves as a product or service. It is no longer sufficient to provide a spotless academic portfolio. The management of the universities is mostly from Academia and has no direct connection to the world outside the academic walls. Due to the paradigm shift, this must change. For universities to stand out from the crowd and be successful employees who have experience of managing profit-driven companies are essential.

A communication strategy is an important part of the university success, both from a national and internationally perspective. Today Linnaeus University is lacking any international strategy, this might be due to the merger of Växjö University and Kalmar University and the chosen focus on succeeding within the national market. The international students are not a priority to date and therefore an international communication strategy is down-prioritized, however this will have to change in the near future in order to stay competitive and be able to call Linnaeus University an international university.

1.3. Research Questions

What could Swedish academia do to communicate their quality of education and their brand on an international market in order to attract international students?

Minor questions

(1) - How does communication affect change when it comes to lack of decision making?
(2) - In which way could LNU strategically approach communication?
(3) - What possible actions could LNU take in order to cope and react to the change when it comes to communication?
1.4. Purpose

The purpose of this thesis is to describe and analyze how a university as for example LNU/ELNU/the program can promote their brand on an international market in order to successfully maintain and communicate the core values of the institution, which hopefully will result in attracting international students.

We also wish to inspire organizations in similar frameworks to be active and work with the situation rather than retreating and waiting for what other universities are doing to handle the change. We wish to lead the way through a process of change where the Swedish universities are blind, therefore our hopes are that this thesis will be useful in practice not only for the LNU but Swedish Academia at large. Throughout this thesis we will try to find out the most efficient communication methods that the universities could use in order to successfully go through the introduction of the tuition fees without forfeiting the reputation or losing too many international students along the way.

1.5. Delimitations

We aim our thesis at the Swedish universities at large but foremost focus on the LNU and what this specific institution could do in order to cope with the ongoing change. However our results are not limited towards Swedish Academia and the LNU, thus our aim is that it is usable by other organizations coping with similar situations.

We will not concentrate on the merger of Växjö University and Kalmar University; rather use it as a background in order to understand why the LNU is not acting and putting an effort on building a strong multi-national brand.

1.6. Thesis Disposition

The thesis structure follows the traditional approach of five main sections with the natural sequence that start with introductory chapter. The following chapter is the methodology that explains our choices of methods and approaches in the work with this thesis. Theory chapter is the third part where we describe the theoretical framework and the various aspects of the thesis, this in order to give the reader a deeper understanding of the thesis topic and the thesis. In order to facilitate the reading of theoretical
aspects and conducted discussions, we have chosen to combine the two parts in one analytical chapter. We made these choices to avoid repetitions that often follow when differentiating empirical data and analysis is done in two separate chapters. In the penultimate chapter, we note the results of the thesis in relation to our research question and mines research questions.
2. **Methodology**

Qualitative Methodology

Research and Theory

On our role as researchers

Methodological Approach

Data Collection

Primary Data

Secondary Data

Quality Standards

This chapter aims to explain the methodological choices we have made throughout the thesis process when it comes to method selection, our scientific approach and the approach that we chose to gather accurate information. The purpose is to give the reader a deeper insight and a better understanding through motivating the chosen methods and how these come to influence our work. The chapter also contains a section on methodology and source criticism.
In order to choose a specific methodology for our research we need to have a pre-understanding regarding the area of research, an understanding of ourselves as researchers and the various methods that could be used. We find it useful to begin with outlining the methodological framework that later on will assist us when interpreting the reality we are researching and trying to make sense of through this thesis. The chosen methodology will influence the outcome of this thesis and also provide us with a procedure for how to cope with the study in an organized manner.

2.1. Qualitative Methodology

The approach toward a research area can be either qualitative or quantitative, the two approaches focus on various starting points and various aspects that researchers should concentrate on (Bryman & Bell 2005). The qualitative method is focusing on the relations and connections in comparison to the qualitative approach and the quantitative approach concentrates on measuring and counting data (Gillham 2000). Qualitative methodology includes according to Bryman & Bell (2005) that the authors put more emphasis on words rather than on quantification in gathering and analyzing the collected data. The reason for us to decide on a qualitative methodology is based on the idea to describe rather subjective and individual impressions, as well as the social phenomenon behind the change situation in connection with the introduction of student fees in Sweden. Obviously data is difficult to extract in terms of numbers in this research area (Strauss & Corbin 1990).

Qualitative research is focused on not using any kind of mathematically data handling or quantification of data. Qualitative approaches are especially used in terms of ‘research about peoples lives, experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations’ (Strauss & Corbin 1990, p.11). The purpose is then to detect how concepts are working and how raw material is interlinked in order to paint an organizing scheme of these (Strauss & Corbin 1990).

2.2. Research and Theory

Methodology hereby describes the ‘theory and a grammar of the modes of thinking and acting for knowledge creating’ (Arbnor & Bjerke 2009, p. 423). Research comes across many actions, as for example detecting, gathering, combining, analyzing and concreting the collected data. The researcher of an academic paper - as this thesis - has a certain role in doing this, and as there are many different
researchers existing, they all take advantage of slightly different approaches. Some choose the methodology according to the problem to be examined. Some detect the research core in the methodology they use. Some pick the methodology they feel most comfortable with. We will choose the methodological approach which is most appropriate for the area we intent to research in – social interaction.

Furthermore, the researchers’ approach to reality makes a difference in the appropriation of the methodology. It has impact on the methodological view, which respects the ultimate presumptions a researcher might hold (Arbnor & Bjerke 2009). Therefore the choice of methodological approach always connotes the individual world view and ideals of the researcher. Thus, we see methodology as a guideline for our research more than rule-giving. It shows us the way to follow in exploring the research field. The choice of methodology therefore also represents the intended outcome or finding of the research and has significant impact on the quality of the findings.

In the following we explain, how we see our own role in this research as well as the approach we take on the subject. We go deeper in the area of qualitative research and highlight the area and process of data collection. Building on this we describe the way we apply the methodology in practice and have a critical look on the quality of the research.

2.3. Our role as researchers

We understand ourselves as part of the reality we are researching, therefore we have a certain influence on the data we are collecting, the observations and finally the finding we withdraw from them. The creation of knowledge is then an interactive process, in which the researcher interacts with the subjects of interest.

As a core paradigm the researcher has to follow certain values (Arbnor & Bjerke 2009), from our perspective the researcher should appreciate curiosity as well as an imagine mind. Secondly, the researcher should pay respect to the fact that any knowledge is build on subjective presumptions, because of the methodological view on knowledge. Furthermore, new knowledge should be open for discussion with others.

In the research we are not aiming to create any kind of explanatory knowledge, but rather a deeper understanding of our research field. We are searching and interpretation the concepts related to the actors in Swedish Academia, we are mainly interested to see how these selected concepts can interact to
facilitate the change process. The whole is thus an interaction between the different interpretations (Arbnor & Bjerke 2009). Our goal is to keep the complexity of meanings, but to understand the interaction between them.

To research in social science is furthermore a very self-reflecting action. We learn about ourselves, while we learned about other meanings. Research is therefore a mind and horizon broadening process. Nevertheless a qualitative researcher should keep certain attributes of the researcher as person in mind. Rew, Bechte and Sapp (1993, in Strauss & Corbin 1990, p.6) state these attributes: ‘appropriateness, authenticity, credibility, intuitiveness, receptivity, reciprocity, sensitivity’.

2.4. Methodological Approach – The Systems View

Furthermore, we start the research in consideration of the grounded theory (Strauss & Corbin 1990; Arbnor & Bjerke 2009). The grounded theory describes an approach to qualitative research which starts with the data. Consequently, theory is built on the data. Research conducted in terms of the grounded theory are likely to offer ‘insight, enhance understanding, and provide a meaningful guide to action’ (Strauss & Corbin 1990, p. 12). Since this goes very well with the aim of our research, we believe that this approach is appropriate.

Furthermore we will describe the system on several levels, beginning with the broad picture on national level and finally closing in the very specific context of the Linnaeus University, see figure 1.

Figure 1: Research Pyramid (Authors of the Thesis 2011)
Building on the grounded theory and a qualitative approach to the research field, we find the system perspective the most relevant. The system view describes a approach of understanding a system in the context of own interpretations (Arbnor & Bjerke 2009).

The goal of this research is to understand the reality in its complexity in a certain framework. It is aiming to bring up an interpretation of a finality relation. The scientific ideal of the research is to learn about ourselves as an actor in reality of change and its communication. Aesthetically the intention of the research is to facilitate modern leaders to create a valuable working environment through change through communication.

Our conceptualization addresses leaders on all levels and sends the core message that communication changes, that change exists in various ways, and that the necessity of communication also exists in Academia. There will be no perfect way to communicate, but we hope to identify a way to self-help.

2.5. Data Collection

According to Patel & Davidson (2003) there are two possible ways to collect data, the authors differentiate primary and secondary data. What differs between the various concepts is how strong the link is to the original source of information (Yin 2003). Primary data is facts which are close to the source of information, it is data that the authors themselves gathered by conducting interviews, surveys or reports. Information which has been previously treated by other researches, and hence further from the original source is known as secondary data (Bryman & Bell 2005).

The collection of data has been processed of both primary and secondary sources. We have conducted the general understanding in form of secondary research, while the core of the research will be conducted through primary collected data. It is essential to go out and talk to the actors in order to fully understand their point of view and their understanding of the system. The data collection does not aim to paint an objective picture, but to conduct cases in order to explain in a wider context and to create knowledge about business reality.

2.5.1. Primary Data

Primary data is information that the authors themselves gathered by having direct contact with the source of information, it is basic for us information that is necessary to fulfill the purpose for this thesis
When change and communication collide – the necessity of international communication as a reaction to national change (Merriam 2009). Due to the fact that we conducted a qualitative study, we used reflective dialogues with experts and non-experts in the researched field which represent the academic institutions we, for various reasons, have chosen to focus on.

In order to obtain data, we focused strongly on gathering various opinions by employees of different institutions and organizations to ultimately be able to form an opinion we find it important that is reliable to the reader and to be able to make appropriate interpretations in our conclusion.

The method chosen to conduct primary data in a face to face manner is generally called interview. Arbnor and Bjerke (2009) distinguish between interviews, conversations and dialogues. While all methods have similarities, they also show significant differences which are important to respect in terms of research. Interviews are rather one-way directed and aim to show a rather objective truth (Arbnor & Bjerke 2009). Dialogues in contrast are a co-creative method, in which both questioner and questionee are learning about the perspective of the other (Arbnor & Bjerke 2009). Finally conversations are aiming to gathering facts from a subjective perspective and focuses on the people’s opinion rather than an objective truth (Arbnor & Bjerke 2009).

The basic assumption of this thesis is that the factive has a subjective perspective which means that we believe in sense making in the context of a reality partly build on facts. As a result from this, we decided for conversations as method for face to face research. We chose this kind of face to face method with the purpose of motivate our conversation partner to participate in the process.

In this context we hold the questioning rather flexible to suit the individual respondent and his or her reality. As an advantage we were able to discover issues in the context of the research, which we did not expect or planned in advance. In our role as knowledge creators (Arbnor & Bjerke 2009) we engaged our conversation partners to think outside the box and talk about everything they considered to be important or relevant. Furthermore we integrated the active listening approach in our role as researchers, which mean that we asked for clarification or specifically for feelings and private opinion (Arbnor & Bjerke 2009).

Since we approached the research field in the framework of a case study with a hermeneutic view at first, we developed a model in collaboration with our respondents. In this model we integrated several aspects which we were able to conduct from secondary data and finally we adjusted the model to the greater picture of global Academia. This adjustment and integration process was the most significant outcome of our research. In respect to this we chose conversations with representatives of several institutions in Swedish Academia.
Presentation of conversation partners:

- Stefan Haglund Admissions officer at Linnaeus University, April 4 2011.
- Anna Lindahl International Coordinator at School of Business and Economics, Linnaeus University, April 4 2011.
- Niclas Boborg Market strategist at Swedish Institute, April 7 2011.
- Annifrid Pålsson Head of communication department at Royal Institute of Technology, April 7 2011.
- Dena Akaber International student recruitment officer at Royal Institute of Technology, April 7 2011.
- Emma Hägg Information officer at Karolinska Institutet, April 8 2011.
- Carina Hellgren at Internationella Programkontoret, April 8 2011.
- Linda Ingeman Information officer at Linnaeus University, April 18 2011.

2.5.2. Secondary Data

As described above, the secondary data is information that is not directly descending from the original source but has been taken from another researcher or author. Merriam (2009) also believes to this type data is the best for building up an understanding of what will be investigated. The secondary data is a natural part of all academic papers, and therefore also in ours. In addition secondary data can be of various kinds, we have among other used books, articles and Internet sources (Merriam 2009).

We have been critical towards our sources in which we gathered information and only used the trusted and authentic sources. Information has been retrieved first and foremost from the University Library's database of academic articles. These were used not only because they are authentic but also to give depth to our work and relate our area of research to the research community. The literature we used both literatures as in the previous courses we have studied, but also other relevant literature that was found on the University Library in Kalmar and Växjö.

2.6. Quality Standards

According to Bryman and Bell (2005) the purpose of a research study must be clear so the researcher is examine what she truly intend to explore. Yin (2003) mentions the validity and reliability as a means to retain quality standards. According to Solvang and Holme (1997), there are two types of validity, the
external and internal. The authors explain the external validity as the results to be well regarded reality and the internal contrast is about the credibility of the conclusions.

To strengthen the validity of the thesis, we used different scientific sources to present various perspectives on communication and change. We have tried our best to find resources that support each other in order to build the validity of the thesis. Because of our qualitative research approach, we recognize the risk of subjective assessments data collection. By using a combination interviews and literature, we can develop a converging line investigation and thereby increase the research validity (Yin 2003).

We chose not to send our discussion topics to the respondents before the meeting to ensure that we would get their own personal opinion and not the organization's pre-set statements. Nevertheless we sent information concerning the thesis topic to the respondents a head of time in order to give them the opportunity to be familiar with the topic and prepare required information. Nevertheless, we avoided sending out too much information to the respondents to get genuine answers.

In order to ensure the validity, we wanted to implement numerous discussions with representatives from several universities in different sizes to understand their perspective and their decision making process. We reached out to three universities which we found represented the various segments within the academic market. We recognize that the number of participating institutions could have been larger and that this probably could have affected the thesis findings to some extent. However, we believe that the further discussions would have been limited in terms of outcome and therefore we are pleased with the collected data and our results.

Reliability describes how confident the outcome of a research study is. If the reliability is high, it means that other researchers could conduct the same study under similar conditions and successfully reach the same results (Yin 2003). To ensure the reliability of the paper, we describe the methods we have used and how we have proceeded in the different stages in the study.

In addition, we also noted and recorded the discussions we have conducted. The notes are included as appendices in the back of the thesis. Additionally the questions of discussion can be found in the appendices in order to facilitate further for potential researches. Through this our aim is that the study could be carried out again by another researcher or research team successfully.
3. **Theoretical Background**

Change Management
- Definition of Change
- Traditional Typology and Classification of change
- Change in the Perspective of Perception and Experience
- The necessity of change
- Communicating Change

Communication
- The meaning of Communication
- Branding
- Marketing Mix
- Barriers of Communication
- Consumer Involvement
- Social Media

Conclusion

In the following chapter we aspire to explain the various concepts that have been used. We aim to provide the reader with the theoretical knowledge they need to get a deeper insight in this thesis. The theoretical framework we have chosen to take up will serve as a resource that gives readers a greater understanding and confidence in our work. We will concentrate on the topics change and communication with their underlying focus areas.
3.1. Change Management

“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order” Niccolo Machiavelli, Il Principe, 1532

Machiavelli (1532, in Stanford 2009) originally did not mean to speak about change processes as such. Nevertheless, he foresaw many factors of today’s view on change. According to Machiavelli (Stanford 2009) change is conducted by the interaction of different states of power. The different agents executing the power are therefore concern about maintaining the status quo in order not to lose the power (Stanford 2009). In this understanding change is a rather unwelcoming situation. And even in today’s understanding of power and order, change is seen critical, even though the fact, that change is a daily occurrence (Senior & Fleming 2006).

Individuals and therewith all kind of human formed organizations are influenced by a range of factors: political decisions, personal ideals, actions performed by others. Change does happen if the status quo is disturbed in any way (Senior & Fleming 2006). It is disturbed by environmental happenings, technical improvements, or shifts in the social context. According to Senior and Fleming (2006) the pace of change increases. It becomes faster in the same manner as technical development and globalization takes its speed. About ten years ago, the iPad was not developed, laptops weight 5 kilograms and no one had Internet connection to their mobile phone. These developments are changing individual lives but also the order of things in general.

According to Vaile (1996, in Gilley 2001) change is a rather constant situation in organizations. Change is constant. This is also described as permanent white water, with constant surprises, complexity and project organized work (Vaile 1996, in Gilley 2001). For companies it becomes harder to predict what might come and even to analyze what is up to date right now. Additionally organizations have to intervene constantly in order to cope with the change (Vaile 1996, Gilley 2001). Only companies which react to their environment in an adequate manner can survive against the rising competition in today's market.

As an example higher educational institutions are facing constantly changing situations. One may be the paradigm shift from the classical academia towards a market oriented organization with customers and typical market-functions such as marketing or recruitment. With internationalization and technological development Academia worldwide is facing necessary adjustment while balancing research and market demands.
3.1.1. Definition of Change

Change is closely related to adaption, re-engineering, adjustment, development, innovation, modification and even transformation. In our opinion change is more than a process but rather a complex movement of several interlinked systems.

In the context of this work, change is especially interesting in terms of organizational change; especially in accordance with the before mentioned ongoing paradigm shift within Academia. We pre-assume that universities are systems which function more or less in the same way as other business organizations. This is based on Drucker (2001), who said a business purpose is to create customers. As illustrated in the analysis, more and more universities aim to meet paying student demands and in this sense create customers.

Kurt Lewin (1951, in Green 2007) understands change in connection with human behavior. He says in short that change is made necessary through human action and the behavior to face a change. Lewin (1951, in Green 2007) supports a rather linear concept in which the status quo is changed into a new status quo, which replaces the former one. In accordance to the example of the introduction of tuition fees, the former status quo is Academia with free education for everyone. This status quo is unfrozen by certain preparations and moved through the actual charge of fees and finally refrozen with evaluating the actions taken.

Besides the criticism that human behavior may not be seen as strictly linear, Lewin (1951, in Green 2007) highlights some fundamental ideas about change. First of all change does not exist in a vacuum but rather in an interactive continuum of environments (Lewin 1951, in Green 2007). It is affected and will affect a range of other environments. These systems are influenced by several forces, and these forces need to be understood in order to support or restrain change in the preferred direction (Lewin 1951, in Green 2007).
Nevertheless in many scientific discussions Lewins theory seems to be inadequate for today’s environment and conditions. Kanter et al. (1992) highlight in this context that systems are rarely in a frozen state as such but rather complex in their appearance. In a constructive world, there is no objective reality in which a system can be in one and single state of being. Furthermore, the stages Lewin declares are qualitatively overlapping and not to distinguished in a sufficient way (Kanter et al. 1992).

While Lewin (1951, in Green 2007) mostly focused on the behavior in change, Beer and Nohria (2000) describe change as making different decisions than before. Behavior consists according to them of choices to act in one way or another, therefore ‘different choices produce change’ (Beer & Nohria 2000, p. 452). In our opinion, this goes much deeper into the several facets that has to be take into consideration when aspiring to create a holistic overview over change than the approach of Lewin.

Change can furthermore be unplanned or planned (Poole & van De Ven 2004), differ in their rhythm (Weick & Quinn 1999) and their implementation in a participative or unilateral change (De Wit & Meyer 2010).

3.1.2. Traditional Typology and Classification of change

The concept of change is classified and described in many ways. Nevertheless the concepts are mutually based on the form of the change itself and take a cognitive perspective (Dibella 2007) rather than focusing on the people realizing or acting in the change.
According to Green (2007) the interaction of environments is fundamentally based on the mindsets to approach the change, the culture in which the change is happening and the leadership trying to support the change. Differences in these three dimensions result in various types of change.

3.1.3. **Change in the Perspective of Perception and Experience**

After the ideas of Weick (1984, in Dibella 2007) and the paradigm of constructed reality, researcher also became interested in how change is perceived and experienced (Bartunek 1984; Quinn & Kimberly 1984, in Dibella 2007). A change can be experienced very differently according to the individual set of experiences. A person, who has been affected negatively by a former change, will most likely be more critical or even afraid of the initiated change. Therefore it can be crucial for the success of a change to understand the perceived dimensions, qualities and results. Herewith the perception of directly by the change affected individuals should be in the major focus. The reaction of the actors within the system is crucial for the outcome of the change.

Weick (1999) understands this in the term of sense making. A situation of change has to make sense for the individual actors of a system; otherwise they will reject the change. Furthermore, a change is more likely to be supported by the systems actors if the perceived rewards or benefits commensurate the invested effort. These situations are perceived as desirable (Dibella 2007). Dibella (2007) identifies a second dimension next which people will evaluate a change situation in order to decide on their individual attitude towards the change. According to Dibella (2007) the likelihood of the realization of a change also plays a major role. There are changes which are highly unlike, or at least regarded as such, others are very natural and occur permanently. Nevertheless, what is likely or unlikely is very much an individual perception.

In the example of Swedish Academia, the introduction of tuition fees is well understood and supported by the actors. Since the change is perceived as necessary. We therefore believe to search in a rather deeper going reason of the change having so major impacts.
3.1.4. The necessity of change

'It's how you deal with failure that determines how you achieve success.' David Feherty

Grant (2003, in Green 2007, p.29) states that 'realized strategy is only 10% to 30% of the intended strategy'. Briefly this expresses the fact, that change and its success is highly sensitive. In our understanding the success of a project depends first of all on the attitude of the system to be changed. Is the system positive or negative towards the intended change, does it have enough resources, does it understand the reasons, advantages and the necessity of the process and maybe most important: are all stakeholder working in the same direction?

The need for change can become urgent through internal and external factors; nevertheless the necessity has to be understood by all participants (Green 2007). The direction is an important factor in this. Green (2007) argues that the direction of an organization is described by six elements: the vision of what is aspired, the mission or the organizations purpose, the objectives and measurable goals, the strategy to realize the vision, the tactics for short-term achievements and the values of operation. The ‘clarity and congruence’ (Green 2007, p.36) of the six elements determine the direction and in so far also the momentum of the change process. We would like to highlight that all elements are highly related to communication theory. Furthermore it is influenced by the external and internal facilitation of the elements (Green 2007). These can also be seen as driving and restraining forces.

Senior and Fleming (2006) identify some driving factors for change. External driving forces can be the role of a state, pressure through society, technology drift, stakeholder demands or competition (Senior & Fleming 2006). Internal driving forces can be growth, performance, aspired management paradigms, redesign or reconstruction (Senior & Fleming 2006). On the other hand, as said above, there are restraining factors to be considered. Forces against the change can be initiated through individual resistance or organizational resistance (Senior & Fleming 2006). Individual factors against change can be fear of the unknown, uncertainty, loss of power, other change, and lack of skills or even loss of rewards.
All forces, as shown in figure 3, can have different impacts on the process since some forces are stronger than others. Seldom, it is one single force which decides on the success or failure of a change undertaken.

Nevertheless, we would like to highlight the innovative and entrepreneurial effects of change. Innovation is a major driving force of any process of change, while the entrepreneurial power behind it is essential to have actual action as a valuable output. Any innovative idea is meaningless until utilized (National Council on Economic Education 1991). It is something new that is created something which might be totally different than everything before. Kanter (1984, in Kotter & Cohen 2002) states ‘Change involves the crystallization of new action possibilities (new policies, new behaviors, new patterns, new methodologies, new products, or new market ideas) based on re-conceptualized patterns in the organization. The architecture of change involves the design and construction of new patterns, or the re-conceptualization of old ones to make new, and hopefully more productive, actions possible.’

Kanter (1984, in Kotter & Cohen 2002) therewith follows a slightly different attitude towards change. She is more positive about the outcome and purpose of a change than many other researchers. Change is a process of innovation and becomes therefore an important factor in the global market today where competition is a fact.
3.1.5. Communicating Change

*The best way to be ready for the future is to invent it.* John Sculley

The question is how to approach a change in order to have influence on the intended outcome. The success of a project carrying out a change is highly reliant on the communication conducted. Kotter and Schlesinger (1979) identified six approaches to change and resistance to change. Through education and communication the understanding for the necessity of the change can be supported. Furthermore, the change could be addressed with participation and involvement, in order to make it a project concerning every actor. Facilitation and support gives the actors a feeling of not being alone and supports the resources dedicated towards the change and therewith also the motivation of the actors. The more support, the easier the change seems to realize. To enable a process of negotiating and agreeing on the change is also an important driving factor. Rather inhuman approaches would be the one of manipulating and cooperation as well as explicit and implicit coercion. (Kotter & Schlesinger 1979).

![Figure 4: Why Transformation Efforts Fail (Adapted from Senior & Fleming 2006)](image)

Kotter (1995, in Senior & Fleming 2006) furthermore highlights eight possible reasons why a change effort might fail (see figure 4). Nevertheless all possible mistakes are highly connected with communication and its efforts.

The support of a change process makes it crucial to increase the ability but to reduce the hindering impact (Green 2007). In literature for stakeholder management, but also for change management, the support is expressed in four stages (Green 2007). First of all the intended outcome has to be stated clear and briefly. Then driving and restraining forces should be identified and analyzed finally an action
plan should be developed and implemented. Eventually an analysis of potential risk should be included in these steps. We believe it is supporting the understanding of the change to highlight possible risks and opportunities.

Nevertheless it is also crucial to get a system’s stakeholder or participants moving. Engagement is the most important drive for change; therefore people need to be engaged for the change. Keywords in this are motivation, effort, resistance to the idea and interest (Green 2007).

Different individuals require different ways in order to be motivated. Motivation as such is researched in various assets. Porter and Lawler (1968, in Green 2007) state that motivation basically consists of three core components: the worthy effort to be involved, the ability to achieve the necessary performance as well as the satisfaction resulting from the effort. All the mentioned components are highly personal and differ widely.

Additionally the resistance to change depends on a weighing of effort and outcome. The effort to put in must be supported by factors such as a strong vision, adequate pressure, capacity, capability as well as clear statement of the immediate actions (Green 2007).

A resistance towards the change is probably one of the strongest retraining forces when trying to cope with the change. Resistance can be based in many different emotions, for example anxiety (Green 2007). In order to deal with this, Green (2007) suggests ensuring a supportive environment in terms of learning and survival. Furthermore a consideration of stakeholder interests can support the change process. Especially, if stakeholders can participate and are made sense of in an adequate manner, interests can count as a driving factor.

Participation in general is achieved by communication. This can have several intentions, from manipulation to control (Green 2007). In general communication is ‘the process by which information is exchanged and understood by two or more people, usually with the intent to motivate or influence behavior’ (Draft 1997, in Green 2007, p. 180). Furthermore, in a process of change communication can be used in order to make sense in form of reconstruction of the system or situation (Cameron & Green 2004, in Green 2007).

Nevertheless the culture of a system or organization is a crucial factor in order to estimate the success or the failure of a change. The capacity of a culture do deal with change can determine the tendency of a change (Senior & Fleming 2006). Since it is influenced by several factors such as the attitude of a system to criticism, conflict, experimentation, and information share. Additionally factors such as the degree of openness to new ideas, willingness to discuss sensitive issues, the systems structure which
supports or restraints change and the attitude towards human being as self-independent people support or hinder the effectiveness of a change process (Senior & Fleming 2006). Overall it can be said, that a culture can be integrative toward change (Kanter 1983, in Senior & Fleming 2006).

Beer et al. (1993, in Senior & Fleming 2006) suggest six steps to conduct an effective change process. First problems should be addressed in a joint meeting in order to mobilize commitment. In an open discussion commitment can be created through declaring problems to be solvable in a joint achievement. Secondly, a shared vision has to be in place. This ensures a common direction and mobilization. Thirdly, it should be clear how to enact the change. Fourthly, departments should be revitalized in order to get them motivated. Then policies, systems and structures should be set in place in order to institutionalize the change. The last step is to review the process to ensure every participant is on board. (Beer et al. 1993, in Senior & Fleming 2006).

Kanter (1979, in Senior & Fleming 2006) identified factors that generate a feeling of power or powerlessness towards a change. These are perceived very individually and can vary widely. Factors can for example be how many rules are dedicated to an individual’s job or if resources are centralized, the task variety, competitive pressure, decision making or even meaningfulness of a task or the goals (Kanter 1979, in Senior & Fleming 2006). In the end a conflict can arise if the majority of these factors are perceived to generate powerlessness.

Nevertheless a change situation should always be approached with sensitivity and understanding. Actors that are participating in a process of change have a certain attitude towards the change and are evaluating their individual outcome of the change. They rate a change according to the certainty and uncertainty of the changes consequences (Krüger 1996, in De Wit & Meyer 2010). As long as the consequences of a change are predictable, the actors either act as a promoter if the change is regarded as something positive or as an opponent as long as the change is perceived negatively (Krüger 1996, in De Wit & Meyer 2010). In any case, the actors have a clear position, act accordingly and are therefore to a certain extent predictable and lead-able. In contrast to that, if the consequences of the change are unclear, the actor will react with faineance, they wait and see or even develop mistrust. These actors are harder to control and to lead. Often they do not obtain feedback about what information is missing, or even that they have the rather passive position. This can result in danger the success of a change, because it can not be controlled adequately.

Eisenhardt and Brown (1998) believe that one of the crucial survival organisms of a system is its self-organizing function; actors of the system accordingly react in harmony with their own reality and
perception. This is their way of bringing order into a chaos (Eisenhardt & Brown 1998). The self-organizing function of a system is also the main factor of building a learning system, which is adapting and generating permanently. A combination of these will result in a system which is highly capable of facing changing situations. Change and the resulting chaos are then a desirable effect.

3.2. Communication

‘Communication is the management of messages with the objective of creating meaning’ Griffin, 2005

3.2.1. The meaning of Communication

Communication is described as a process in which individuals share meanings, feelings and information through exchange of both verbal and nonverbal messages (Klopf 1991). According to Hall (1990), several experts within the communication field estimate that more than ninety percent of all messages are mediated through other means than verbal communication. Communication consists of two linear processes, the first consist of the transmission of a message which is the sender-message-channel-receiver model (1981, in Windahl et al. 2009). This model describes how feelings and ideas can be transferred from one person to another. The second process is according to Rogers & Kincaid (1981, in Windahl et al. 2009) focused on creating mutual understanding between two parties, this understanding is built when the participants share their thoughts and ideas with each other in a successful way, meaning that the messages are perceived correctly by the receiver.

Clow and Baack (2010) describe communication as a circular interaction process consisting of: sender, intended receiver and message (see figure 5). The sender encodes a message that is sent through a communication channel which results in that the receiver decodes the message. Throughout the process, the receiver can be subjected to interference, noise. This noise can result in that the receiver interprets the message incorrectly, which in itself can have major consequences. The receiver sends back feedback to the sender that the original sender in turn interprets (Wells et al. 2003). It is important to understand is that this process is highly individual and that different receivers will interpret the same message in different ways no matter what precautions that have been undertaken. It is therefore important that those planning the communication efforts are aware of the various disturbances that may arise and build up the message in a way that makes it hard to misunderstand; this is obviously very difficult and very time consuming (Hall 1990).
3.2.2. Branding

3.2.2.1. Creating a brand

‘Products are made in the factory, but brands are created in the mind’ Walter Landor

Elliott and Percy (2007, p. 3) states that ‘brands exist in the mind of the market, so brand management is the management of perceptions’. Therefore in order to understand how to manage a brand from a strategically point of view we need to have the pre-understanding of how perceptions are organized and have an influence on our behavior (Corstjens & Corstjens 1995, in Elliott & Percy 2007). Beech and Chadwick (2007 p. 187) argue that ‘a brand consists of the name, logo, symbol and other marks associated with an organization, company or person that distinguish that entity from others in the same category’.

Aaker (1996) agrees that a brand consists not only of a product, but rather several parts interacting to create the brand, such as brand personality, symbols, brand-customer relationships, country of origin and organizational associations. Hammond (2008 p.14) sums this discussion up with his definition that ‘a brand is the total sensory experience a customer has with your company and its product or service’, the brand of a company is the experience that is embedded in the mind of every individual that has come in contact with a business product, service or staff.

Nevertheless researches have found that the brain connection regarding brands have little to do with for example the taste when drinking a Coca Cola, but rather our self-image and memory concerning the brand, Coca Cola in this case (Hammond 2008).

‘Branding is first and foremost an art of communication: we brand therefore we are’ Jean Nöel Kapferer
One of the most famous models within traditional brand building is the customer-based brand equity model (Aaker 1996, in Beech & Chadwick 2007). The CBBE-model that shows what a business must go through in order to achieve loyalty between the company and customers, the kind of loyalty that all companies strive to create (Keller 2008). Aaker created the CBBE-model which defines the added value as a brand in a product, the Brand Equity (Aaker 1996, in Beech & Chadwick 2007). According to the CBBE-model the strength of a brand is what the customers has experienced themselves, what they have learned, felt and heard of the brand, also known as brand equity, which ultimately can be both positive and negative according to Keller (2008).

Furthermore the challenge for any business is to ensure that the customers have the right types of experiences with their products/services and their marketing programs. This in order to create the most effective brand knowledge structures, thoughts, feelings, images, perceptions and attitudes. According to Beech and Chadwisk (2007) it is essential for the businesses today to acknowledge that the power of a brand lies within their customers, not within their own organizations which the misconceptions often is (Beech & Chadwick 2007). Hammond (2008) states that if the control of a brand and if the creation of the brand is located within the customers experiences, the influence of businesses, is to ensure, that this experience is a good one - is questionable. First of all he argues that the change has to be done in the head of the business owner and the heart of the customer. It is about changing the approach to the brand, to create an understanding of how the business can retain their customers and beat the competitors.

Additionally Hammond (2008) believe that this can be done though changing the mindset of the business owner and clarify that the customer experience is holistic. In his own words ‘it’s about looking through the window as a customer, rather than looking out as a business owner’ (Hammond 2008, p. 18). When the company has succeeded with this first step, they move on to step two which is about influencing customers. Through influencing the customers, while in contact with the brand, is the best way for the business their experiences and through this, in one way, control their own brand (Hammond 2008).

3.2.2.2. Corporate Identity

According to Templar (2002) it is important to distinguish between what is known as corporate identity, the brand identity and a brand image. The corporate identity concerns the visual presence of a brand, meaning the logotype of the business and overall design, on the customer market (Templar
2002). Furthermore Templar (2002) argues that a company's visual changes will not necessarily affect consumer perception of brand quality, service, or the associations that the customer has with the brand which often is a common misconception.

Many companies perceive brands only as a way to show ownership, who the company belongs to by focusing on the visual, without focusing on the messages that the brand sends out to its surroundings (Hammond 2008). Hammond (2008) believes that the companies spend large sums of money on their visual identity and they often lose their customers along the way when too much focus is on the internal perception out of the brand instead of the external.

3.2.2.3. Corporate Communication

Corporate communication is the internal communication and external communication (channel partners, media, government, industry bodies and institutes, educational institutes and general public) that is issued by a corporate organization generated towards the public. Van Riel and Fombrun (2007) define corporate communication in their book Essentials of Corporate Communication (2007, p.74) as ‘the set of activities involved in managing and orchestrating all internal and external communications aimed at creating favorable starting points with stakeholders on which the company depends’. Corporate communication could also be described as an integrative communication structure that is connecting stakeholders to the organization.

Corporate communication relates to several other functions within an organization, such as public relations and media relations, organization relations, internal communications, government relations and advertising. Due to the fact that corporate communication is a key aspect when it comes to delivering a united message to all stakeholders, it should be understood and put to use within all departments in the organization which hopefully will lead to a more efficient communication effort (Knox & Maklan 1998).

In order to successfully position the organizational brand in the minds of the stakeholders it is important to focus on the core competencies within the organization (Knox & Maklan 1998). There should also be a common system working and coordination the various communication efforts ensuring that they work together and not interfere with the core brand building (Van Riel 1995).
3.2.2.4. Brand Identity

Melin (2006) argues that the brand's identity is what gives the brand meaning, what it stands for, and what makes it unique. The brand identity can be changed and repositioned over time if the identity is for example vague or hazy. Brand identity is nothing that can be defined, it varies in every business and it is up to the leaders in the organization to define what the brand identity is for the company. It could for example be described as the characteristics that define how a business through their product or service create added value in the world (Daye 2010, in Changing Horizon 2011). ‘A brand is a symbolic embodiment of all the information connected to the product and serves to create associations and expectations around it’ (Changing Horizon 2011).

Furthermore Hedin et al. (2009) expresses that brand identity must express what the brand stands for - the particular uniqueness and vision, and the identity must be of permanent nature. Daye (2010, in Changing Horizon 2011) states that ‘It doesn't matter what business you're in; if you're going to successfully re-shape your brand, you need to start by knowing who you are’. The identity of a brand is founded within the company itself, the employees are the foundation and they represent the company both internally and externally.

Through a research study, the Identity Impact Survey with over 2000 participants, it was found that a strengthen brand identity leads to direct increases in revenue amongst other benefits for the company (Changing Horizon 2011). Nevertheless, one of the most interesting results of the study is that the organizational identity has a major impact on the employees and their performance. Furthermore, the majority of the employees participating in the survey believe that their company lacks a strong identity (Daye 2010, in Changing Horizon 2011). A brand represents the company's values, services, ideas and personality. One of the key concepts is to be consistent in communicating and positioning the brand accurately in the current market. If the basic elements out of the brand communication are successful, it generates customer loyalty and creates envy among competitors (Hedin et al. 2009).

3.2.2.5. Brand Management

‘Since a brand is a name with the power to influence the market, its power increase as people know of it, are convinced by it, and trust it’ (Kapferer 2008). Brand management is all about acquiring power, building up a concept that is sustainable in the long run and catch the audience's attention. A brand is an idea mediated through their products, services, locations, and not least customer experience
When change and communication collide – the necessity of international communication as a reaction to national change (Kapferer 2008). The attention that the brand attains and the number of potential customers being aware of the brand’s idea will have a direct effect on the performance of the business. A successful brand is a brand where even though the prospective customers do not wish to purchase the product, they know of the brand; they know what the brand stands for and their idea. General knowledge in the public is what every brand wish to achieve; it is a huge success (Kapferer 2008).

Many companies perceive branding as a strategic resource, but not everyone knows how to exploit it. Through brand management the organization can manage their tangible and intangible characteristics (Aaker 1991). Brand management is about understanding brand processes, making brand analysis, brand identity design, brand understand the structure and direct and manage the process of brand building (Kapferer 2008). The goal of brand management is the have as much overlap between the brand identity, where the management definition of the brand, with the brand image, which is how the customers perceive the brand (Schultz & Kitchen 2000).

![Brand Identity and Brand Image](image)

Figure 6: The Framework of Brand Identity and Brand Image (Schultz & Kitchen 2000)

### 3.2.2.6. Brand Image

The perception of a brand from a customer perspective is what is identified as brand image (Hedin et al. 2009). A brand does not have one specific image, but rather multiple images, some more predominating than others that are generally accepted in the eye of the public. The idea of brand image is to find the most powerful images of the brand and develop these in favor of the business through strategic communication (Aaker 1991).

Through strategically working with the brand image the company aim is to ensure positive customer associations with the brand, by using three concepts which are perception, cognition and attitudes.
(Keller 1993). Hedin et al. (2009) found these three concepts the most important due to the fact that the customers perceive the brand, they cognitively evaluate the brand and form attitudes related to their perceptions and cognitive evaluations.

The feelings and images that are associated with a brand are strong purchase influences, when customers purchase a product they do not strictly buy the commodity but also the image that is connected to the brand (Aaker 1991).

### 3.2.2.7. Brand Equity

When looking deeper at Brand Equity we note that it consists of four elements, perceived quality, brand awareness, brand association and brand loyalty. The perceived quality is based on that evaluation, that a consumer single out a brand before another when considering between two competing alternatives which in the end has to do with the quality the customer perceives regarding packaging, or what attracts that specific customer. Beech and Chadwick (2007) continue to explain component number two, brand awareness, focusing on the consumer's knowledge about the brand when it is mentioned. Brand recognition is one competitive tool that will make it easier for customers in a situation where it must choose between two similar products.

The companies have the task of strengthening the link between consumer and brand, to turn customer brand awareness to brand loyalty. The third component relates to consumers brand associations, their relationship, emotions and ideas about the brand. Beech and Chadwick (2007) have chosen to concentrate on three types of associations to the brand which are attitudes, attributes and benefits. If the company is working with the association together with customers, they can create a common understanding of each other, resolving in loyal customers for the company and customers having trust in the brand.

Furthermore the last component in accordance to Beech and Chadwick (2007) is brand loyalty with a focus on attracting consumers; maintain their interest and loyalty to the specific brand. Melin (2006) agree with Beech and Chadwick's explanation when he declares that brands can be used to disseminate information on products, quality, price and function to consumers.

It is a success factor for companies to understand customer behavior in order to ensure that the messages that companies send out is understood correctly, the psychological aspects are therefore prominent in order to avoid misunderstandings (Beech & Chadwick 2007). The Classical model of
consumer choice by Beech and Chadwick (2007) represent the sequence of stages in which the customers go through before reaching a decision and acting upon it. In order to successfully implement the information-processing model assumes that the customer is willing to invest the effort to search and process the collected information (Beech & Chadwick 2007).

The model consists of five steps that are all dependent on each other as the picture above shows. The first step is the Need/Oppportunity recognition where the customer first acknowledge that there is a gap between the current state and ideal state (Beech & Chadwick 2007). Need recognition occurs after a change that has had a negative effect on the individual’s state, while opportunity recognition occurs when the individual’s ideal state is moved further away.

When recognizing a product/service that could fill the gap the consumer will search for information which will assist her in taking a decision to make a purchase (Beech & Chadwick 2007). The state of information search includes both internal as well as external search, the level of information search is of course depending on the kind of product it is (Beatty & Smith 1987).

The third step is evaluation of alternatives, meaning comparing the collected information in order to reach a decision on which competitive brand to choice by using evaluation criteria (Beech & Chadwick 2007). The evaluation criteria on which the brands will be compared are product attributes, functionality, symbolic and emotional. According to Dawar and Parker (1994) price and brand name are often used as indicators of quality which the authors believe are culturally universal.
When a decision has been reached there are two key aspects within the purchase stage, the extent of pre-planning and where to buy the actual product. According to Cobb and Hoyer (1986) the time aspect between formed purchase intention and actual intention matters due to the fact that if the purchase is pre-planned the customer can be faced with unexpected factors changing her mind. By using these factors businesses can lead the potential customers along the way and make sure they reach the right decision.

The result of the sequence of stages is mirrored in the last stage, outcome of purchase. Beech and Chadwick (2007) describe this stage through the Expectancy Disconfirmation Model, meaning that reliant to the prior expectations of a product/service is related to how the consumer levels of satisfaction post-purchase. If the customer has low expectations pre-purchase possible dissatisfaction post-purchase is not experienced as large as if the customer would have had high expectations prior to purchase (Beech & Chadwick 2007).

3.2.3. Marketing Mix

The marketing mix is the combination of marketing activities that an organization implements to achieve the best possible way to reach their target audience (Hedin et al. 2009). The exchange between customer and the brand is the core within all businesses today, in one way or another, to ease this exchange from a managerial perspective a well throughout marketing mix is used (Hedin et al. 2009). By understanding the transaction between customer and brand a more systematic approach could be used when it comes to marketing activities and the marketing strategy. The American Marketing Association expressed in 1985 that ‘Marketing is the process of planning and executing the concept, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives’ (Hultman & Shaw 2003, p. 37).

The marketing mix is used to make sure that the activities and efforts used to market the brand are profitable, that the brand is visible in the right context at the right time, and an efficient connection between customer and brand (Hedin et al. 2009). The marketing manager could be described as a chef, a mixer of ingredients, who sometimes follows a recipe as he goes along, sometimes adapts a recipe to the ingredients immediately available, and sometimes experiments with or invents ingredients no one else has tried’ in order to successfully create the right marketing activities (Culliton 1948).
The four most popular and traditional variables within the marketing mix according to McCarthy (1960) are:

- **Product** - It is a tangible object or an intangible service that is mass produced or manufactured on a large scale.

- **Price** - The price is the amount a customer pays for the product. The price can increase or decrease depending on how competitive the market for the product or service is.

- **Place** - Place represents the location where a product can be purchased. It is often referred to as the distribution channel. It can include any physical store as well as virtual stores on the Internet.

- **Promotion** - The communication efforts that the marketer uses out on the market. Promotion has four distinct elements which are; advertising, public relations, personal selling and sales promotion. The different elements are used to combine a unique marketing and communication plan for the specific product or brand.

When developing a marketing mix it is the key for the marketer not to forget who the target audience is and to understand what their wants and needs are (Borden 1964). During the last couple of years the marketing mix has been expanded with three additional P’s, known as the extended marketing mix (Melewar & Saunders 2000).

- **People** - An essential to any service provider is the use of appropriate employees. The brand hires and educates the staff that would represent them well on the market (Melewar & Saunders 2000).

- **Process** - The system used to assist making marketing effective within the organization in order to deliver high quality services (Melewar & Saunders 2000).

- **Physical Evidence** - The element in the marketing mix used which allows the customer to make judgment on the organization (Melewar & Saunders 2000).

### 3.2.4. Barriers of Communication

‘Branding is one of the hottest trends in business - and one of the most misunderstood’ Wall Street Journal
Anything that prevents the interpretation of a message is a barrier to communication. There are many physical and psychological barriers that interfere with communication that the sender must outwit in order to succeed with conveying the message to the receiver (Brand Strategy Insider 2010).

Noise - interfere with efficient transmission and reception of a message.

Sender - the initiator and encoder of a message.

Receiver - the one that receives the message and the decoder of a message.

Decode - translates the sender’s message into something the receiver understands by using their knowledge from personal experience.

Encode - puts the idea into spoken language while putting the own meaning into the message.

Channel - the medium through which the message travels such as through oral communication or written communication.

Feedback - the receivers verbal and nonverbal responses to a message such as a nod for understanding, a raised eyebrow for being confused, or asking a question to clarify the message.

Message - the verbal and nonverbal components of language that is sent to the receiver by the sender which conveys an idea.

Being aware of the various communication barriers prior, during and after the communication efforts can save the organization from many unnecessary mishaps. Communication is a complex field and does not always follow the textbook; organizations must create their own path and adjust it to the prospective customers in order to survive a competitive market.

3.2.5. Consumer Involvement

Hammond (2008) is stating that ‘all brand purchases are emotional, because all brands are emotional’, it is a critical factor which often has been forgotten. Businesses start to turn to consumer psychology with hopes of understanding the customer importance of having personal relationships with individual products, brands or businesses. Marketers do historically turn to the head of the customers not their hearts according to Hammond (2008). In order to fully understand how to reach out to potential clients believes he states that customer psychology is the next step in the discipline’s development.

The primal customer involvement is described by Beech and Chadwick (2007) as a motivational stage where the customers settle on many of the fundamental consumer behaviors such as decision making.
When change and communication collide – the necessity of international communication as a reaction to national change and processing of advertising. During all major purchases or decisions we are driven by the emotions of desire, want and sometimes even lust, which justifies why we make a certain decision (Hammond 2008). When founding a modern brand the emotional aspect needs to stay in focus, Hammond (2008) recommend dividing emotions into two specific areas. The first emotional aspect being concentrating of the actual service/product which is the heart of the organization, the second aspect is focusing on the consistent customer experience.

The researches within the field of strategic brand management are however divided when it comes to understanding customer involvement, the prior concern and the major question what is customer involvement and how can it be measured (Beech & Chadwick 2007). The definitions of involvement are numerous, the alternative methods of measurements as well. Nevertheless there is a level of agreement concerning involvement as a function dependent upon three elements: the consumer, the product and the situation (Richins et al. 1992).

Furthermore Beech and Chadwick divide the level of customer involvement in two with their model ‘Factors influencing consumer involvement with products’ (Beech & Chadwick 2007). The model is divided into Low involvement and High involvement. The factors that the level of involvement is measured in are price, frequency of purchase, symbolic meaning, social visibility, time commitment, potential for harm, technical complexity. The authors argue that the involvement is always personal, product and situational specific, although products often are classified as typical high or low involvement the level of actual involvement is always unique in each situation (Beech & Chadwick, 2007).

The key elements in the model by Beech and Chadwick (2007) can work as a guideline for businesses trying to understand how their customer are involved with their products and how they can motivate their customer to engage in the systematic process of purchase. Furthermore studies show that products/services that are driven by emotional factors even the slightest positive feeling often lead to less information seeking, less attention to realism and instead the customer choices the brand that gives them a warm feeling resulting in non-rational preferences of purchase (Beech & Chadwick 2007).

‘The perception of brands must be the focus of managerial action’ (Beech & Chadwick 2007, p. 13). If management understands how potential customer work from a psychological perspective, it is easier for the company to reach out to customers in an organized manner and build loyalty between the two parties (Hammond 2008). They are dependent upon each other, something that often is forgotten. By
identifying how the process of customer involvement for process works, the company may in itself create an edge over competing businesses.

3.2.6. Social Media

Newson et al. (2009) believes in including social media as element in the corporate marketing and communications strategy, today the medium has an large influence on the messages and methods used to communicate and interact with others. Newson et al. (2009) describes social media as the next logical step to take for actors on a global market, using Internet as an stage to grow where the foundation is the user. According to Newson et al. (2009) social networking has transformed the use of Internet, an alteration that many businesses and organizations are eager to explore. Further on Newson et al. (2009) develop the importance of having a commercial strategy and understanding why social media is important for the individual organization, is it in order to successfully manage media as a business tool or in order to respond to usage of social media by others. The authors of Blogging and Other Social Media are determined to balance a practical guide of social media usage and the risks that are associated to this kind of communication (Newson et al. 2009).

Consumer-oriented media has the attention of the masses, with online communities such as Facebook, MySpace and Twitter that is shaped by the individual (Newson et al. 2009). The freedom of usage is something Newson et al. (2009) believe is the success factor for the customer-oriented medias such as the social networking sites is that the user decides her own content and what to view, when and where they access the community and from who they receive messages. For businesses this is an important factor both to keep up with the audience but also to use customer-oriented media to able networking and reach new clients (Newson et al. 2009).

The other site of the coin are the consumer-content distribution sites is a forum where the visitor is the creator of the content, the largest site is YouTube which is a video sharing site launched in 2005 (Newson et al. 2009). The business opportunities on YouTube are many; there is direct advertising which is fairly expensive or a cheaper way which is to create company videos or sponsorship of other successful YouTubers (Newson et al. 2009).

The usage of social media is endless; the user creates her own way of handling the social tools which is the foundation of the enormous success of this media (Newson et al. 2009). It is a cheap way to reach the target audience of a business and to communicate with both current customers and potential
customers. It is a media which is necessary and large parts the younger generations’ life; therefore we believe it is the way to create a bound with international students. According to Newson et al. (2009) social media brings both opportunities and threats for online reputation; the balance is the success factor.

3.3. Conclusion

Both aspects, Change Management as well as Communication, have an important influence on the perception and handling of a situation. They can decide over success or failure of a project or undertaken. In our research we respected the introduction of the student fees for third country citizen as a undertaken similar to a project in which similar functions apply as in a change process. The introduction of the fees is the change on which communication has to be applied.

In the process of data collection we identified branding to be an essential issue in this change situation. In accordance to the before mentioned paradigm shift in global Academia, branding is to be understood in the same way as organizational or business branding. In an open market, in which an organization is dependent on the actions and reactions of their competitors, branding is the added value. In the same way, branding is crucial for today’s universities.

On the other hand is the Change Management responsible for creating the room in the strategic orientation for communication efforts. This makes the resulting process of change a leadership-issue. Together these two areas are the foundation which every university needs to handle in order to be successful. In the following we will describe the further findings in this area and our thoughts related to them.
4. **Analysis**

The Change

Motivation for the Change

Findings Regarding the Change

The Emerging Situation

Findings Regarding the Process

Lessons learned

Perfect Scenario

The Operative Reaction

Findings Regarding the Reaction

Project 'Study Destination Sweden'

Tendency in Target Market and Target Receiver

Analytical Recommendations

This chapter will provide an analysis of the report's theoretical framework with the empirical results we found after discussion with representatives from the Swedish Academy. The analysis consists of results from previous chapters combined to finally present our thoughts, findings and understandings of how Swedish Academy can cope with change they are handling right now.
4.1. The Change

In 2010 the Swedish government decided to introduce application- and tuition fees for third country students. The decision was taken in June 2010 when the Swedish Government decided in accordance with the bill ‘Compete with quality – tuition fees for foreign students’. With the start fall semester 2011 higher education will no longer be free of charge for third country students, meaning students that are not Swedish citizens, citizens of EU/EEA or Switzerland will have to pay for their university education. This is a result of a five year discussion in the Parliament on how to introduce the fees and how to prepare Swedish academia in the best way for this change. Nevertheless the introduction of the fees has come as a shock for many of the universities.

4.1.1. Motivation for the Change

The motivation behind the tuition fees for higher education, from the governmental perspective, is that the universities should compete with higher compete with higher quality education rather than giving free education. In the past Sweden has been a popular study destination partially due to the free education in combination with excellent education compared to other countries worldwide. According to researchers (Larsson et al. 2010; Larsson & Andréasson 2011) is the price on higher education perceived as an indicator for quality. High quality has a high price, in the perception of students in a global perspective. In this regard, the students compare potentially schools with universities such as London School of Business in the UK, Maastricht in The Netherlands, and the popular American universities with high prestige.

All these popular schools demand high fees for enrolment. Among these students are also high-potential students and these students that the Swedish Academia wish to attract more of, partly through setting a price on the education offered. As many of our interviewees noted ‘How good can an education be, if it is for free?’ (Conversation with Anna Lindahl, ELNU, 4 April 2011; Niclas Boborg, Svenska Institutet, 7 April 2011; Annifrid Pålsson, KTH, & Dena Akaber, KTH, 7 April 2011; Emma Hägg, KI, 8 April 2011).

Furthermore recent research done in preparation to the introduction of the fees in Sweden show, that from an international perspective the students who decide on studying abroad follow a certain structure in order to choose their destination. Seldom students decide on a specific university right away. Instead
they use a more strategic approach when making their decision. First of all students decide on the region they want to approach. Region means globally seen for example Europe, North America or Asia. That means that Sweden, as a part of Europe, has already a high level of interest by international students.

The next step is to narrow down the possible countries of destination by which country or region, such as Scandinavia, interest them the most. Finally, the last step is to find and specify the school that can offer them a unique experience abroad and of course a good education with the money they have invested. In regards to the introduction of study fees in Sweden and the herewith rising competition on a global level, Sweden has to face the European competitors as a first step. Sweden has to be an educational brand in order to “sell” their services to the best talents and therewith exchanging education on a high level in both directions. The Swedish Academia has to learn from their students, just as much as the students learn from their experience abroad.

A second argument for introducing fees for third country citizens is the simple argument that the taxpayers in Sweden should not pay for third country students’ education. Mostly these students do not pay back into the Swedish system. Often they receive their education without following up with an employment in Sweden. In this perspective, a fee-free education is not an asset to the system and is therefore an expensive undertaking in the long-run. Nevertheless, there are positive attributes by inviting international students to join the Swedish educational system. Simply, international students are an asset to the Swedish universities. They help to strengthen the international environment and diversity of the Swedish educational institutions as well as research area (SMER 2010).

One part of this dimension is the fact that the numbers of international students has increased drastically in the last ten years, and the majority of these students are from third countries, increasing the total costs for the Swedish taxpayers. For example at Linnaeus University the amount of free movers in 2010 is more than doubled compared to 2008 (SMER 2010). This finally led to the decision to introduce fees in order to absorb the rising costs for third country students.

The introduction of tuition fees is a logical change in order to adapt to global standards (SMER 2010). In order to compete with the top universities within Europe, and the rest of the world, Swedish Academia needs to show that they are serious about their quality of education. During our discussions with representatives from Swedish Academia and governmental institutions we found that it is not only the level of the education itself that needs to be improved, but in large is the high level of service that the fee-paying students will be expecting. Service in this context includes support with housing,
financing, insurance, migration issues, mentoring, student and career consultation, availability of documents in English language, as well as so called first-contact services such as being picked up from the airport and welcome events at the campus. The Swedish universities are not used working this extensive level of student service, since it is not expected by local students. Nevertheless when the fee-paying students start arriving they will be expecting a higher level of service and assistance from the university.

We have also found that the majority of the Swedish universities are lacking in terms of their strategic approach to planning. They are unaware of their long-term objectives. Most of the Swedish universities have not declared to date which students they aim to attract and in which regions they wish to market themselves. Because they have no strategic research in regards to the international market they have no notion about the attractiveness of the programs and courses being offered to international students. Consequently the universities lack the bias on which of the programs will be attractive on an international market, which courses are worthwhile to market and whether or not they will concentrate on exchange students or free movers.

By implication the universities have to work on their student service and their international strategy. As the introduction of fees for third country students in Sweden becomes a reality, Swedish Academia is part of the war for talents and has to face the implications resulting from it in order to keep their high reputation in educational quality. Third country students brings a lot of positive aspects to the higher education in Swedish universities, although this is not reason enough to offer free education without restrictions to all foreign students. Both sides have to be taken into consideration. Overall, Swedish Academia is welcoming the introduction of fees for third country students as a positive change with many positive implications to the future development of the educational system.

4.1.2. Findings Regarding the Change

For many years one of the discussions going on in global Academia is whether universities can be seen as business-like organizations or not (By et al. 2008). Can universities declare that they have a student market? Is there a need for strategic planning in terms of objectives and alignment? Are students customers and in that case does the universities have to meet their customers’ demands? Is there a competition between the universities and is it beneficial to the system? Are the academic institutions departments and what are their roles and responsibilities? Need universities to install a decision-making structure?
We found that many institutions in Swedish Academia today believe in the shift of paradigms in regard to this discussion. Universities are facing changing roles. The development from the classical Academia to an academic organization takes place and the universities have to understand this and react in order to keep their student level and therewith their reputation and quality. The decision for a university as study destination is not longer based on the research reputation of a university, but rather on a set of selling points, which could include inter-nationality or word-of-mouth reputation. Having functional departments which focuses on areas such as strategic student recruitment, international marketing, international relation, communication and ‘customer service’ which takes care of the students will therefore be crucial in the near future.

4.2. The Emerging Situation

4.2.1. Findings Regarding the Process

Even though the introduction of the fees was discussed for about five years before the actual realization, many universities feel that they are not prepared enough and claim that an ad-hock introduction of the fees would be preferred. Nevertheless institutions such as the Swedish Institute state that it was only an issue of How to introduce the fees, not If they will be introduced (Conversation with Niclas Boborg, Market Strategist SI, 7 April 2011). In the early stage of the discussion a report was issued to clarify possible strategies on how to introduce the fees. The clear objective of this report was to find the best practice in terms of how to introduce the application and tuition fees in an adequate manner. Furthermore organizations such as the Swedish governmental organization Tillväxtanalys issued research on the European neighbor countries (Larsson et al. 2010; Larsson & Andréasson 2011). In any way there are many universities which did not react before the final decision in the parliament was made, with the excuse that they did not have time to prepare, however we found that the Swedish Government on multiple occasions made it clear that the introduction of tuition fees was a fact.

In terms of preparation many universities reacted slowly and most often even insufficiently. The universities we have talked to said they saw it coming in the long-run. This indicates that the universities had the chance to react at an appropriate point of time. Additionally the government claimed at an early stage of the discussion in regard to the introduction of fees that the application fee, which means part of the set of fees, will be introduced for the winter term of 2011. Our research tells
us that most universities did not react at all. We believe the non-reaction is explainable through the belief of having more time to prepare before actually implementing the introduction of tuition fees for the third country students. They believed that the introduction of the fees will be delayed as the report issued by the government has been delayed. A possibility existed that the introduction of the fees would have been divided in two separate years accordingly, which means the application fees would have been introduced in 2011 while the actual tuition fees would have been first claimed in 2012. Many universities highlighted that they were surprised when it was decided to introduction both fees at once.

Furthermore, the majority of the universities did not start preparing marketing strategies or making plans for how to handle the introduction of the fees. This partly due to the reason that they did not see the necessity of communicating in a special way due to the introduction of the application fees only. It was expected that the numbers of student applications to be lower, but of such a extreme number as they actually are at this date were not expected. Still, the prioritization at the majority of the Swedish universities and their alignment on the international market is not transparent. Decisions were and are still not being made which is the first mistake, if the different universities want to have third country students in their student body then they must communicate this now. The upcoming question is why universities did not decide on their alignment up to day. Many claim they are still waiting for the decision by the leaders of the university, on whether to prioritize and how intensive the efforts towards third country students are supposed to be.

Nevertheless some universities such as Lund University, KTH and KI reacted immediately. Those universities handle with both reaction and pro-action. In terms of reaction, many universities did already decide on their global alignment and their financial expenditure. In parallel, some universities reacted with proactively initiating project groups and employing additional staff. These early actions seem to have already paid off.

In our understanding there are two types of universities right now, those who are reacting and those who are not reacting at all. Some schools have gone a long way and are focusing on dealing with the change, hired specific staff (SI) or reorganized the organization (KI). Others have just ignored the change and will wait until they realize that they have to react in one or another way.

Additionally we found that many universities have issues when it come to selling their product, themselves or even realizing that they have to sell themselves. This in our opinion is due to a lack of experience regarding communication in general, marketing and international marketing as such. This is a result of the before mentioned demand for a paradigm shift in Academia. The employees working
with marketing are often not from the business life and therefore have not the business perspective on marketing. Instead of hiring qualified employees from outside Academia, the universities tend to hire from inside. As a result those employees dedicated to areas such as communication have no strategic approach on their work. They are lacking the experience on making marketing decision in general and communication analysis. Consequently there are no identified target markets, target students, target amount and selected channels.

In general universities are slow in implementing an overall strategy in long-term and short-term. This extends also toward international alignment. In short word the employees know what they are working for but are not aware about how to make it happen. In fact, this can be understood as a lack of focus, which almost tends to be understood as ignorance. The challenge with this is that many universities do not understand that indecision in terms of the way of handling the introduction of student fees affects many other areas in the organization as well. This stems from the simple organization and employee-dedication to the distribution of roles and responsibilities. Drucker (2007) states that an organization has to know itself, before it can sell it-self to others. This goes in accordance with the paradigm shift also for universities. They have to identify their core-programs and courses in a strategic way, before they can communicate it to the outside of Academia.

We furthermore perceived the denial of the introduction of the fees and the implications this will have as a form of self-protection. The universities are trying to wait until they see what others do and what is successful in order not to invest in the wrong effort. But by not handling the change they push the problem in the future. They do not decide on themselves through strategic actions where they want to end up in the future, they rather go with the flow and take the position in the academic ranking which is dedicate to them by others. As a result the applications decreased rapidly. The latest figures show that the application rates are approximately 90% lower compared to 2010, within the majority of the Swedish universities. This means that programs which are depended on foreign or even third country students have to face the danger not to be issued in the future. Additionally the communication internally, externally and internationally is highly ineffective.

4.2.2. Lessons learned

In regard to the implementation process of the fees for third country students, we discovered an essential shortcoming in the communication coming from the Swedish government. Even though the introduction was stated and motivated at an early stage, the final decision was delayed. It was not clear
for the universities in which way, under which conditions and when the fees will be realized. Thus the universities waited for the final decision to be made. Finally, both fees had been realized at once and with about six month prior notice. Many universities perceive this as ad-hoc decision and as too short-term oriented. Regarding all process which need to be adapted and reviewed, as well as strategic and financial aspects which have to be re-aligned the universities wished to have had about six month longer to prepare. Additionally the introduction of both fees, the application fees as well as the tuition fees, is perceived as a big workload.

Additionally, some universities stated, that the decision regarding the introduction of both fees has not been thought through in all respects. According to some universities, the decision is first and foremost lacking rules and regulations in all possible conditions. Especially, so called exceptionally cases are not sufficiently decided. Nevertheless in overall the change is perceived as a logic decision with positive effects on the academic network.

While most universities did not react in time, some universities did react immediately or even proactive to the introduction of fees. One of the better examples is KI as they reacted immediately with initiating project groups working with the specific critical areas. Concerning areas are for example questions regarding Marketing, Admission, Legal Background, Service and Financial Support. The project groups were working with the different areas and solving upcoming questions. Finally the introduction of the fees went much smoother then in many other universities.

Another important point is the internal communication. In order to make the external communication efforts work the universities have to work on the internal communication first. Are the employees informed about the fees and their background? Does everyone understand why the change is happening and where the university sees itself in this process? The optimization of internal processes includes important decisions on what are essential or necessary processes while irrelevant processes should be divested. This is in the first instance crucial in order to be able to offer a better service to the students and is therefore a benefit to the whole organization, not only in respect to the third country students. Supplementary the universities have to inform about what is going to happen with the whole organization. It has to be an issue for the whole organization to handle the change situation. The staff needs time and resources and first of all the strength to deal with it. Participation is the keyword in our understanding. Successful leadership consists of giving a vision and the room for participation.

KTH started working on the internal processes immediately to the decision on the introduction of the fees and prepared the organization itself for the change. Furthermore the leadership of KTH made
clear from the beginning, that there might be some programs or courses which need to be shut down in order to focus the efforts of the university of some strong aspects and finally assure the survival of the whole university on the international market. Therefore the respected programs and courses will have to work together in order to have the best outcome in the end. KTH highlighted that the change concerns the whole university. Finally this quorum and closeness is reflected in the international marketing efforts, which are highly aligned and relatively in place at a point of time, where many other universities did not react.

Based on these facts, we believe it is one of the first steps in this change process to decide on who the universities are and what they should be. In other words the core purpose has to be defined and communicated. In the words of Peter Drucker, who declares ‘There is only one valid definition of [...] purpose: to create a customer’ (Drucker 2007, p. 20). This is because the customer defines what an organization is, and finally the customers ‘willingness to pay for a [...] service converts economic resources into wealth’ (Drucker 2007, p. 20). A customer does not depend on the value on a product or service itself, but rather on the further utility of it (Drucker 2007). Furthermore he highlights that because of this, an institution has only two basic functions: The function of marketing, and the function of innovation.

Unfortunately we found that many universities have a crucial lack of experience in this field, especially when it comes to international marketing and international oriented innovation. This is part of the before mentioned classical role of an academic institution. Nevertheless we see the urgent change in this. Universities have to understand the shifting paradigms in order to keep up with the rising competition on the new declared market. One of the ways to deal with this is to hire experienced resources, which are professionally prepared to deal with the business dimension of marketing. Furthermore the universities have to set their objectives right and communicated them.

Additionally the nomination of a person in charge could help to bring the change process further. As soon as someone has the responsibility for a specific area, this person will dedicate a certain effort to it. At many universities today no one feels responsible for dealing with the introduction of the fees up to date. This is a leadership issue, which can be changed rather quickly. Furthermore we believe, that many universities will, if they did not already, decide on responsibilities regarding this issue and set up project group for the future work. On the other hand the students, or target students, have to be informed about the change and the motivation behind the change. Every person who has a stake in the introduction of the fees should know what stands behind it and what impact this will have on them.
personally. It is important to declare a contact person, so students and prospect students can ask for information and detailed questions.

Overall a decision has to be made and a clear position has to be communicated. Either the university decides on being active on an international market or not. If there is no decision regarding this point there is no stake in the future development of the university. The lack of decision making will bring the institutions nowhere and will create perceived ‘chaos’ for the employees. We believe the awareness for this point - to make a decision, any decision - is one of the crucial lessons learned in this research. There is a need for strong and decisive leaders, who define the universities in terms of a company alike organization and not as classical academic institution, leaders who see the necessity of communication

4.2.3. Perfect Scenario

In the perfect case, the university’s leadership makes a clear statement about the international orientation and the future development. Vision, purpose, mission and immediate actions have to be defined (cf. Green 2007). As a supposition the change which means the introduction of the fees is accepted at an early stage in the process. This enables immediate and adequate reaction. An early reaction in advance to the change allows an efficient and considerate way of reaction. The handling of the situation is furthermore declared as a priority. This should be even thought the organization might handle other change processes at the same time. The change has to be forefront in the awareness of its stakeholder. This is supported by the nomination of a contact person for eventual questions by students and by nomination of a person in charge in order to prepare the organization for the upcoming change. That person has ‘the ear on the ground’ and is on the outlook for possible actions and unconsidered impacts of the change and enable so a time adequate reaction by the university. Furthermore project groups are initiated and participate in the change.

On the other hand the government communicates more clearly and highlights that the introduction of fees will come in any case. Furthermore the scenario of introducing the fees deferred is taken into consideration. The government gives a transition phase in which the universities have time to adapt and re-align themselves. Additionally the fond for scholarships is installed and well estimated.
4.3. The Operative Reaction

As a follow up to the preparation and the emerging situation, we decided to have a look on what could actually be done. In this section we focus on the action oriented reaction, which means we exclude proactive actions. The aim is to highlight several modules of actions, from which universities could choose certain, for their institution adapted set of actions. Overall this section is analyzing what there is to do and how the universities, which have to react in the future, could handle the changing application numbers.

4.3.1. Findings Regarding the Reaction

In the following, we look deeper in our conversations and what kinds of actions work for some universities under which conditions. Every action has advantages and disadvantages which we analyze in order to give a better out-view on what is feasible under which conditions. Furthermore we analyze possible actions in the future, which are not realized by any institution in Sweden yet.

4.3.1.1. Translate Information

One of the easiest and most necessary steps for an institution to be part at an international market is to make information available in English or preferred even the language spoken in the targeted area. This is part of the service the institution is offering and mirrors how the organization represents itself to the outside; additionally, a complete profile in qualitative English which is one of the expectations emerging from the globalization Academia is going through. If a prospect student cannot find information in a language they understand, it is most likely that they will choose another university or even another country.

While many universities in Europe have a high standard in presenting themselves in English, some Swedish universities still have to work on their presentation skills. Nevertheless, it is a crucial factor and an important signal for the outside to provide information on English or not. In both ways, it represents the universities alignment.

Furthermore, information in foreign languages can be perceived as additional value. Especially in targeted areas such as India or China, information in the respective mother language is highly valued.
Not least for the reason that many parents do not understand English, but decide on where to send and to pay for their children (Conversation with Niclas Boborg, Market Strategist SI, 7 April 2011).

4.3.1.2. Social Media

Social Media is perceived as the media of the post-modernism. It is the absolute first place the targeted aged students are searching for further information about the universities, or countries. Social Media first of all presents the unofficial version of the organization. This becomes more and more valued by the students and is therefore a good media to reach out to the target. Social Media includes platforms such as Facebook, Twitter and Blogs.

Additionally, Social Media is very effective. It reaches a relatively large audience, while it costs relatively little in operation and maintenance. It provides the receiver with instant and easy accessed information. Furthermore it is easy to handle and does not demand special skills or even specially trained staff. Social Media can be realized immediately. Nevertheless it should be consistent in terms of message and positioning of the organization. Therefore all Social Media channels should be maintained by one single person.

Especially KTH seems to understand the importance of Social Media. Out of every international targeted program there is one foreign student picked in order to blog about the university, the course and the unofficial story behind it. In order to make sure, this student is blogging in a positive manner, the students are receiving an effort equalization in form of money. We believe this could be a good form in order to get the message out from student to student. At the same time the effort equalization makes sure that the student is blogging regularly, since he/she becomes no money, if there are no blog entries.

4.3.1.3. Website

The website is often one of the first access-points to information about a university abroad. Therefore the website has a crucial influence on the attractiveness of a university for foreign students. In opposite to national students foreign students cannot visit the campus to have a look on how the university presents itself. Often this representation is served through the website.

Websites have to be up-to-date and provide all kind of question in addition to the right contact person in the case of further questions. They should be easy to find and transparent in structure. The layout
should be modern. Furthermore a website is only of value if it provides the same information in English or even more foreign languages.

4.3.1.4. **Face2Face**

In addition to the before mentioned distance communication channels, there is a possibility to contact the students in person. These so called face-to-face-channels are rather expensive, but have a high rate of feedback and good possibilities to adapt the message to the individual demands of the students. Face-to-face channels could be in form of interaction of professors, conferences for higher education, fairs especially designed for student recruitment or even recruitment agents, who are based and specialized in the specific student market.

Active professors are the best advertisement for a university, especially abroad. The quality of education is rated by the quality the professor is able to provide. Furthermore, professors are perceived as a reliable source of information. Nevertheless, the international performance of professors are rather expensive, consume much time and other resources. Professors can also be an indirect marketing channel in terms of their publishing and research work.

On academic conferences universities and programs have the opportunity to exchange information and discuss issues. This goes for national as well as for international conferences. As a negative point the participation at a conference is resource consuming in terms of money spend on hotel as well as additional work load and journey costs. For many universities this way of face-to-face communication with other experts in the field is not worth it.

Academic fairs are organized in a wide range of topics and levels. Universities are presenting themselves or even certain programs to the audience. The delicate aspect of fairs is the wide range of audience, such as other professors, undergraduate students and high school graduates. The participation at a fair is also relatively expensive with cost for participation, travel, living and extra workload. Nevertheless the most universities we had a discussion with where engaged in fairs in order to support the Swedish Institute with building an academic brand Sweden.

Another channel are agents. While the usage of agents is rather uncommon in Europe, especially in Asia agents are used often. The function of an agent is simply to attract students and supporting them in their application process. Depending on the assignment between agent and university, agents are either attracting a specific kind of student or a wide range of student, while the latest is the more
common. Nevertheless the universities have one big issue with agents: the trustworthiness of business. There are many agents which are deceiving the students rather than assisting them.

It is known that many agents take the money from the students, while issuing incomplete applications without properly matching students towards the universities. The applications will not be successful, but the student has paid quite a lot of money for the support from the agents. Therefore many universities decided not to work with agents. Nevertheless, KI and KTH joined in an engagement with an agent in India and expects this to be a success. The key issue is to find a genuine agent, if this is successfully maintained the work of the agent could be significant in the search for high qualitative students. Nevertheless especially for smaller universities the inspection of the agent is rather difficult.

We would therefore not recommend using agents to smaller universities unless they form a joint-venture similar to KTH and KI.

4.3.1.5. Alumni

Very successful face-to-face channels are alumni networks. Alumni have been mentioned several times by all institutions, regardless if they are universities or other institutions. Alumni’s have two major advantages: first, they know what they are talking about since they have been in the respective country or university and provide the in-official version of studying at a certain university or in a certain country. Second, alumni’s are back in their home country and can therefore react quickly, have low travel cost when they are for example engaged in a fair or conference. Additionally, the active alumni’s are most likely to have a positive picture of their time in Sweden, if they engage in being an alumnus. They have the ability to provide the prospect students with culture specific information that the institutions cannot provide on their own.

In general alumni’s are a very cost-efficient and time worthy network, something that every university definitely could and should invest in. There are several Internet platforms which helps providing an online meeting point, for example SwedenInTouch.se. Thus, many universities do not maintain their alumni network and ignore an important asset which truly is a waste of resources. Especially small universities should be able to keep in touch with their alumni’s and employ a bigger network. Alumni’s are an important word-of-mouth marketing as well as fantastic representatives and good role models in order to highlight the advantages of studying at a certain university in a certain country.
Thus, Alumni are an indirect communication whereby the universities or other institutions only have limited influence on the message and representation. The quality of Alumni, in order to use it as a representative in public, should be approved in advance. The personal recommendation by a professor should be sufficient.

4.3.1.6. Networking

Networking is perceived to be one of the most important assets in today’s competition. Sweden has one big academic network which is organized in the Swedish Institute. All Swedish universities are a member or work together with the SI. Networks are especially of advantage if resources can be saved or knowledge can be used. In our opinion both aspects apply to the situation in Sweden after introducing student fees for third country citizens. Universities should check their option to form networks or working groups together with the regional industry as well as with regional universities. Optimal would be a grouping of complementing universities in term of educational portfolio.

In a recent research conducted by Tillväxtverket the usage of an inter-independent institution in order to provide sufficient information toward the prospect students as well as to the destination universities has been discussed (Larsson et al. 2010; Larsson & Andréasson 2011). These organizations are placed in the respective country and work locally to attract students for their country. Additionally, they issue a certificate needed to be permitted at a university in the Netherlands. They control the English proficiency as well as enlighten the prospect student with national issues such as living cost and culture clash. While the students are studying abroad the organizations also serve as a meeting point for the parents of students abroad. They provide support in advance during the application process and work closely with the Embassy of the Netherlands in order to simplify the process of issuing student permits and governmental scholarships.

Overall the inter-independent organizations ensure a better quality of incoming students and therewith the whole research in the Netherlands. In long term a certificate comparable for the one in the Netherlands could be interesting for Swedish Academia in order to avoid high dropout numbers, which are damaging the reputation of the respecting student as well as the university or even the country. Additionally, a certificate could provide a rather attractive exclusiveness and security for parents.
Nevertheless the installment of a whole organization in other countries is from today’s point of view not necessary and too cost consuming for Sweden. Thus, certain aspects such as the certificate to issue facilitated students could be included in Swedish Academia in the upcoming years.

4.3.2. Project ‘Study Destination Sweden’

Study Destination Sweden (SDS) is a project driven by the Swedish Institute in cooperation with 31 universities with the aim to raise the awareness of Sweden as study destination and the joint development of strategies to approach the study market. The project is planned to work for three years and is organized in three working groups in the areas of organization, student service and work with authorities as well as Marketing and communication.

The project was initiated in order to deal with certain issues of Swedish Academia in comparison with the European neighbor countries. These issues have been presented by the SI (Swedish Institute 2010). Crucial is the fact that Sweden is relatively unknown outside of the EU. Additionally research showed that the destination country often is more important than the money to be invested, especially for parents. Since students choose their destinations abroad, as mentioned before, in certain levels from global regions, to countries and then to universities, the joined effort to build up a academic brand for Sweden overall is essential. With competition from countries such as UK and Germany, Sweden has to raise its awareness in Europe before promoting single universities. With the academic brand ‘Sweden’ the universities could attract remarkably more third country students. Additionally the most challenges after introducing the student fees concerns the whole Academia in Sweden. A joint project to deal with these challenges ensures a time sufficient reaction. In respect to the cost of such an endeavor the joint project also has the advantage of shared costs. This is especially important for small and middle sized universities with a small market research budget.

To date, the SDS project has a good overview over the situation and the first action oriented projects are initiated. SDS implemented an online information platform for Sweden as study destination called Sweden in Touch (Swedish Institute 2010). Many universities started to work with the platform with groups for example for scholarship students or alumni. Nevertheless the awareness of the platform outside of Sweden is limited.

Additionally SDS initiated a research on Sweden's academic position worldwide. This report is conducted by an international consulting company, working with the research and education sector.
The report is first of all identifying certain areas where students studying in Sweden are coming from. Twelve areas are targeted according to this report. Furthermore are weaknesses and strengths highlighted. In complement to this research the SDS conducted an international student barometer identifying the students’ demands and needs. As a pilot project the SDS started working with recruitment agents. The success and lessons learned of this project are not yet officially stated. As a key, the SDS also set a code of conduct for international marketing in order to simplify international marketing efforts and most of all to make them consistent.

The research conducted by the consulting company showed that Sweden have a potential to build up a national base for recruitment similar to the ones in the Netherlands or Denmark. Institutes like SI. Embassy, alumni networks as well as Swedish businesses abroad could build this base and support the student recruitment process. Nevertheless, Sweden first of all has to decide on a common strategic approach towards recruitment and international communication and in which form engagement will take place. Moreover Sweden is compared to other European countries poorly provided with resources, regardless if these resources are qualified to work with recruitment and communication. According to Guhr (2010) these adaptations in Swedish Academia are likely to be developed in the closer future.

Overall the project is a great help in order to make Sweden as study destination more visible. Nevertheless the success of the individual universities still relies on their on marketing and communication effort. Thus, many universities do not improve their efforts as reaction to the introduction of the student fees. We see a great danger in this. Especially smaller and medium sized universities should not rely on this project only, since if Sweden becomes more visible in the European market for higher education, the bigger universities such as KTH, KI or Chalmers will still be more popular. It is therefore crucial for universities to implement own efforts, if targeting an international market.

4.3.3. Tendency in Target Market and Target Receiver

Besides the report issue in connection with the SDS project, universities have to identify own target areas and develop an understanding of the targeted student.

The market engagement approach builds on several factors to be regarded when deciding for a target market (Swedish Institute 2010). Universities have to estimate their opportunities in the areas of geography, subject of study, existing networks, competition, demand patterns and niche (Guhr 2010).
Geographically means in general to regard factors such as distance. A country which is in short reach is easier to penetrate with communication effort than a country on the other side of the world. The matter of subjects is an analysis about which fields of study have a strong demand for international programs, such as technology, business or health. In these subjects the university should focus its efforts, because they are more likely to attract international students.

The existing network varies strongly between universities but also between departments or even single courses. Networks also include the amount of students inside a country and industry or brand development inside a country. If Sweden has to little engineering students, the university should focus on attracting especially those. This effort focus is for example realized at Chalmers University of Technology. On the other hand, Sweden is know by big positive brand such as IKEA and H&M, students of the regarding areas are more likely to come. Many universities underestimate the attractiveness of in-country industry on the international market for higher education. This underlines the before mentioned paradigm shift. Universities are by far more interlinked with industry than they want to believe.

Certain regions also have several levels of competition. How penetrated is a market by other universities or other countries/regions? Imagine if all the Swedish universities of technology would communicate in one city only. In the end the universities would have more success in spreading out partly. Furthermore the level of student fees in the targeted country is interesting and influential on the choice of students. Are the students used to pay fees? Are they even higher than the one in Sweden? Those students are more likely to come to Sweden despite the introduction of fees. Furthermore, the competition in regard of the amount of tuition fee with other countries is to be underlined. In Europe Sweden has a medium level of tuition fees with for example Germany being lower and Netherlands as well as UK charging higher tuition fees.

Another dimension is global demand patterns. Regions differ regarding their demand. As presented by Guhr (2010), students from India are manly searching for Master’s programs, while Chinese students are looking for B.A. and Ph.D. degrees. This will have major impact on the demands and therefore on the targeted market depending on the level and the subject of specific courses or programs.

As an additional factor, the particular strength and weaknesses of an institution should be respected. While Sweden is for example outstanding in education of entrepreneurship, many other markets of higher education lack this field of study completely. This could be a possible niche to target. Sweden is also famous for issuing a relatively high percentage of female engineers. In countries where engineering
is male dominated, female students could be attracted to spend a term abroad in Sweden and meet other female engineers.

By the Swedish Government identified key countries are Bangladesh, China, Germany, France, Finland, Greece, Iran, India, Pakistan, Russia, Turkey and USA (Guhr 2010). Nevertheless the success in targeting these areas is highly dependent on the several universities. Therefore the single institutes should decide based on the several factors in which areas they will target in the most successful manner.

From the universities we have been talking to only two had strategically decided target markets. Surprisingly these universities mentioned the region of North America as a target area in contrast to universities which have not decided on strategic approaches to certain areas. The reason behind targeting North America is the gaining prestige. If students come from universities with high reputation, this will have impact on the research, education and at last the reputation of the Swedish university. Furthermore some universities mentioned South America with the focus on Brazil as target areas. This is mainly decided on the fact, that Sweden has a lot of trade with Brazil and is therefore targeting to educate future employees for Swedish companies.

Thus, universities have to re-adjust their focus in accordance with the international demands. The SI highlighted that the information and communication efforts in general should include the parents. This means that information may have to be produced in the respective language spoken in the targeted country.

4.4. Analytical Recommendations

In our research we found that many universities first of all rely on low cost while high efficiency projects. Therefore we will adapt this thinking in our analysis part.

The most important modules in a low price high efficiency concept are a triangle out of an online services, social media representativeness and Alumni networking. We base this on the fact that all modules have a high reach in terms of international communication, are easy to adapt and are able to transfer a specific dynamic in terms of interactive feedback. Especially for smaller universities this is a good way to take part in the global competition.

Nevertheless any kind of communication or marketing should be planned in the term of mixed marketing, with the integration of many different sets of communication, with diversity in channels but a consistency in message sent. Furthermore we would like to highlight the importance of being original.
A simple copy of the concept of other universities will not help in order to be seen in the market. A copied strategy or set of concepts might not fit the reputation or standing of the individual universities. Such concepts should be fitted to the several strategies and objectives of the university. In this context a wait-and-see-strategy could help in order to get the objectives and strategies in place, assumed that the bare decision of going global or not is made in advance. The announcement of a responsible person or project group could additionally help to test screen the environment and markets as a preparation and helps keeping the marketing mix up to date.

Marketing and communication focused collaboration with other universities or institutions could be helpful in order to save resources and share knowledge. Collaboration and interaction could be a key in order to save the intentionality of specific programs or even specific regional areas provided that the universities have complementing academic portfolios and are not competing in terms of brands. Especially when several universities are located in relatively small areas the institutions have to build a strong, separate brand and highlight their uniqueness. Otherwise prospect students will confound the universities as one single organization. Nevertheless interactive collaboration will help the universities to gain knowledge in a time wise manner and save resources in terms of time, personal and money.

In order to communicate effectively, the university has to build its own academic brand. Branding is a typical term of business analytics; nevertheless we believe it is crucial to orientate the new Academia in a businesslike manner. A university has to find its specific angle towards the market in order to build a clear and consistent picture to the customers. This becomes even more crucial in an international arena. A university has to dare to be different in order to dominate the market or even to be seen on the global market of higher education. We believe to see an attempt to build up a Swedish brand, and support this as the first step overall. Nevertheless at one point of time the university has to work on being seen internationally and while some universities already working on their individual strategic and operative approach, others still ignore the relevance of acting.

In order to act and communicate the university furthermore has to decide on obligatory selling points in order to underline the uniqueness and urgency to choose it as study destination. Students are searching for an added-value in their higher education. These selling points should be displayed on the website to create interest. In accordance with psychological models this type of convincing a student by the advantages of an institution happens in the first seven seconds of exposure. Therefore the selling points should be clear and convincing.
In order to approach the international communication strategically the university should start with identifying certain programs or field of studies such as engineering as key elements. The key elements should be attractive to international students. This can be for several reasons to be considered. It is important to highlight in this context that not the whole university has to be internationalized, but the decision overall should be issued at the first place.

In our research we also came across the importance of meeting students in a direct manner; in other words, to be present in the targeted areas. The direct and personal communication to prospect students and parents is seen as a factor to attract students. This created a feeling of exclusiveness and welcome for the students and will support their decision making process. The Alumni network of a university could be included in these efforts. They could be sent out to meet up with potential students in order to answer to their questions or just to show interest in them. It shows the interest of the university and creates trust, which is a crucial factor for brand building (Ind & Schultz 2010).

Trust is also created through providing unofficial versions of the university. This could be done with providing and communicating student blogs, where personal opinion can be exchanged and questions can be asked directly. Students are far more interested in personal opinions and private impressions than facts. This might be the result of high penetration with branding and marketing in today’s media (Ind & Schultz 2010).

According to Guhr (2010) Swedish Academia will face a period of adjustments between 2011 and 2013. This will mainly result in a reduced student body coming from countries with a weak economy. Guhr (2010) suggests that the penetration of Swedish universities by free movers will be reduced by 40-65%. Today we see actual numbers of up to 90% at nearly all universities in Sweden. Furthermore, Guhr (2010) foresees in accordance with experiences from Denmark, that proactive universities are able to recover in about three years.

We do not believe that Swedish Academia will recover very quickly, mainly based on the fact that barely any university acted proactively. Four out of the ten target countries for recruitment are “risk countries” and therefore unlikely to present a full student body under harder economical conditions. Nevertheless a visible difference will appear between active and non-active universities in terms of free-mover enrollments. Therefore we strongly recommend universities to adjust their international communication efforts in a professional manner.

While all conversation partners perceived the change in a positive way, agreed in the implications of introducing student fees and seemed well aware of possible actions, the universities in Swedish
Academia are rarely active. As reasons the universities mentioned the lack of decision in leadership and lack of resources internally, while the latest was not consistent to all universities.

In overall, our research underlined two major issues in the process of dealing with the change:

1. Inactive leadership and missing decisions, based on the paradigm shift in global Academia from the classical institution to an organization with market and customers.

2. Lack of experience in Swedish Academia to communication internationally in an effective and efficient manner.

These two major issues will be discussion in the following and highlighted with a possible scenario to deal with the dilemmas in form of a practical example.
5. RESULTS

Research Question 1:
How does communication affect change when it comes to lack of decision making?

Research Question 2:
In which way could a university strategically approach communication?

Research Question 3:
What possible actions could a university take in order to cope and react to the change?

Recommendations to LNU

This chapter contains a discussion based on the analysis. In this final chapter we will draw conclusions, discuss and link together the various chapters in the thesis to answer our research questions. During the research of Swedish Academia in context of the introduction of student fees for third country citizens several interesting aspects and results were discovered. In the following we would like to state these facts.
In the beginning of our research we were surprised by the fact that many universities underestimated the impact of student fees on application quotas. Many universities expected the numbers of applicants to be lower than the past years but estimated a much softer drop of numbers. Furthermore many universities saw the drop of application numbers coming but did not understand the urgency or necessities to pro-act and still do not see the necessity to react. Accordingly the application numbers at the majority of Swedish universities drop up to 90 % compared to previous years. In our understanding this high decrease of applications is based on inappropriate, or inefficient, communication efforts. We believe this is due to the paradigm shift in global academia and the inertia of long-term stable social systems such as the academic world. As in any process of change communication is the key element to make a difference, it is a tool useful in making people aware and understanding of the change. Therefore we will focus our research on the aspects of communication in relation to the investigated change.

5.1. Research Question 1: How does communication affect change when it comes to lack of decision making?

As a first approach we analyzed the affect that communication has on change and decision making internally of academic institutions. We found that the decisions have to be taken by the management in advance to any communication efforts since they directly influence the communication process, and therefore on the outcome of change. The lack of decisions leads to lack of actions, this could easily be misunderstood for ignorance since nothing can happen within the organization without the support of the management. The decisions by the management are perceived as a base of action, it is perceived as a security and represent the support of the management in future actions. Additionally the management can decide on the person responsible and therewith make the actual reaction a priority.

We would also like to note that it does not always have to be the management that takes all the decisions; they obviously can delegate the role of decision making to another manager in the organization. What we want to highlight is the need to make a decision - regardless of who takes the actual decision. If there is no decision to follow the employees are not aware what needs to be done and in what order things should be prioritized, this is a stage that all organizations should avoid as much as possible.
In this context we faced the fact that the leadership of many universities ignore the change and the connected implications in increasing international applications. Eventually they fail to see the necessity of pro- and reaction, first of all in form of communication. Since the leadership represents a role model at the same time, it appears to result in an ignoring staff body. With direct research on this topic we found that many department, which should be involved in a possible reaction to the introduction of student fees, do not perceive that as a priority or even as unnecessary to deal with. As a result directly towards the implication of the change directed communication efforts are not in place and mostly not even in planning.

The leadership of the universities should therefore encourage the collaboration of several departments in order to create a powerful brand to the global academic world. Furthermore a structure and the clear distribution of work and responsibility in this undertaken should be provided by management in order to create a positive and effective work in which every department knows about what other departments are doing. It is an issue of internal communication of what the objective is and how this should be reached.

Additionally we found that the disposition of tolerating, or even enacting, change is highly related to the way it is communicated. Without communication the necessity of reaction in the departments will not be realized, or even noticed. In addition basic questions regarding the communication process, such as who communicates how, when, with what objective and to whom, cannot be answered. This makes any communication effort with the objective of being regarded obsolete. As long as the basic questions are not answered, a consistent communication plan is not possible. As a result, any communication with the aim to successfully build a brand or attract customers, students and parents is impossible.

Especially in change situations as the introduction of student fees, the leaders are expected to react. If a certain matter is important the leaders will enact reaction in a time adequate manner. The longer the leaders procrastinate the increased application numbers, the more unimportant it is perceived by the follower. Therefore the leaders of a university should decide rather quickly on how to prioritize and handle the change. There is no time for ignorance by the leadership. As a fact many universities still have not reacted or decided on how to react to the results of the introduction of fees. This means that the majority of Swedish Academia is about 14 month behind compared to the few universities which reacted immediately or even in advance.

As a reason to this inactivity many universities mentioned seeking for a complete picture of information before they were willing to take action and invest in international communication efforts. In our
opinion a complete certainty about how the market reacts is unrealistic. As in all strategic decision making processes in connection with a change situation it is rather impossible to gather all information and predict all factors. Especially when it comes to human behavior as in our case a complete certainty is impossible. At the same time it appears that some universities had enough information to act and implement an early communication model. These universities are expected to have a higher application number than the other universities. In our opinion universities which do not react at all, miss an incredible opportunity to be one of the first to communicate in a new international market to reach out to the international students. In the end it appears that the faster a reaction follows, the more time is left to adjust the actions later on. The first actor on the market will receive a lot of feedback and be received as the most innovative, which is an important influence in relation to their brand.

We believe that the lack of decisions by the leaders and the connected miss-communication is only a poor excuse for ignoring the change. On the other hand this excuse might be seen as a desperate ask for directions and help by the leaders. The staff seems to understand the necessity of acting but they miss the decisions by leaders which they can base and motivate their actions with. In this context we would like to highlight those decisions regarding the international orientation or possible action planning does not necessarily have to lay in the responsibility of the leadership within the university. Nevertheless the university leaders have to make someone responsible for dealing with the issue of change and communication.

Nevertheless some universities did not even fulfill the very precondition of effective communication and change management which is the crucial decision on an international strategy. Furthermore we found that one university does not even have a head of communication who could eventually decide over this issue. Without an underlying strategic orientation any action is ineffective, because it might not be conform to higher mission, vision and other strategic factors.

Our research showed that the change itself is managed in an appropriate manner at most universities. Nevertheless its communication on a subtle level is incomplete which leads to missing action oriented reaction. The idea of handling as a reaction to the change is present in most universities; however the entrepreneurial power of executing this idea is missing. The barriers behind this non-reaction will be highlighted in the further text.
5.2. Research Question 2: In which way could a university strategically approach communication?

A possible approach to the communication in context with the introduction of student fees include very basic decisions. First of all the university has to decide whether it wants to approach the international market or rather stay in Sweden. This comes along with the identification of possible target students or target market areas. Furthermore the universities have to decide on key selling points. We would like to underline that these selling point have to be conform to the brand the university holds or wish to hold internationally. Selling point on the national market can differ highly to selling point on the international market. Here are many advantages in terms of creating a new international brand, which might differ from the national brand. For example the sense of security in Sweden might be an important factor to market outside of Sweden or even Europe, but is irrelevant to communicate inside this area. It is also very important to make the employees aware of the selling points and to ensure that the staff promotes the university since they are obvious representatives when participating in conferences or as guest lecturers overseas.

Before setting a international strategy in place, a responsible person has to be announced. We would like to accentuate that the pure announcement of a responsible person might not be enough. The employees and other institutions have to be made aware of whom the responsible person is. After that an international strategy should be elaborated. As mentioned in the theory of change management six elements should build the base of the international strategy: vision, mission, objective, measurable goals, realizing short-term tactic and value of operation. The whole organization should be aware of all six elements in order to ensure effective communication efforts.

We have developed a seven staged model on how we believe the Swedish universities strategically could approach communication. First, all stakeholder should be made aware of the change, the implications and benefits. Especially the organizations internal communication is crucial to ensure all participants are on the same page and target the right direction with their actions. Second, the universities should focus on developing a strong and sustainable brand. On this level it is enough to create a brand in general, the focus does not have to lie on the international orientation. Furthermore the first consideration of the international market as a possible future market should be approached. At the third stage, the focus should be set on creating awareness of the change beneath national students. This is a stage of public enlightenment and is the base for future support and trust through transparency. After this, a target region within Europe should be chosen. The approach of Europe in the first
instance is easier and low-cost. Furthermore the market is relatively similar to the Swedish market in terms of interest. We found that in the case of Sweden two markets in Europe are attractive: the United Kingdom and Germany.

The United Kingdom has high costs of education; these figures will be even greater in the near future. Therefore British students might be attracted by a country with a high education in English and high quality in higher education to a fair price. British students additionally provide the prospect programs with beneficial English knowledge which will be reflected on the overall quality. This bidirectional asset is an important factor to target in Europe. On the other hand, Germany recently announced that only 30% of today’s Bachelor students have the possibility of connecting a Master right away (Van Bebber 2011). Therefore many students are expected to search for Master studies in a foreign country. Since German students are freed of fees in Sweden, this could be an interesting target market even for smaller universities.

![Diagram of the 7-Stages of Approaching the Change in Swedish Academia](image)

Figure 8: The 7-Stages of Approaching the Change in Swedish Academia (Authors of the thesis 2011)

In accordance to the target regions the target group in terms of communication has to be defined. We would like to highlight that in many regions abroad the parents of prospect students should be considered as a target group, since they usually have a large part in make the decision since they are the ones paying for their children's education. This is a crucial difference to the approach of the European market.

The fifth stage is to create awareness in Europe at large. As mentioned earlier students usually choose their destination in certain stages, first the region or continent, then a specific country and in the last
stage the specific universities. If a university manage to have a respected brand in Europe, marketing will be done through word-of-mouth and spread further than Europe since a strong brand in Europe is highly valued worldwide. The sixth stages describe the selection of specific international target regions. We found that these are preferably China and India (Guhr 2010). In a further consideration also USA and South America can be analyzed. Finally international awareness should be created, and an international brand should be implemented and maintained.

In our research we discovered that many universities skipped one or two steps in this procedure. This might not be of high relevance, nevertheless if we see it as a linear model most universities are to date still struggling with the first step and rest in a situation of non-action. Very few universities such as KTH, KI and Lund University, have reached significantly further and are currently approaching stage seven. By this the universities have reached an interactive level of acting. This implicated a significant difference between the universities and their approach.

As an addition to the fourth stage of identifying a European market, the precondition is a selection of several internationally attractive programs. It is crucial to identify those programs which attract student from abroad. Only programs which are interesting for international students should be supported and approached further. Other programs might have to be shut down in order to keep the communication efforts and resources focused. The focusing on deciding the attractiveness of programs should lie on the uniqueness and ability to create added value to the usual education. As an orientation the universities should compare themselves to other universities in the European Union and analyze the students’ needs and demands. This is the basic to create successful communication.

5.3. **Research Question 3: What possible actions could a university take in order to cope and react to the change?**

In a more action oriented approach there are several possibilities when it comes to reacting. In our conducted research we found the basic actions and most mentioned actions that could be taken to cope with the change. First of all, most universities face the necessity to review and re-organize their student service. In connection with the paradigm shift in Academia and the changing demands by international students, also the perspective on services changes in its basics. The handling of the change has to be a priority as soon as you decide to be part of Academia as an international institution and the whole university needs to be aware of this.
A well functioning and representable website, and participation in Social Media channels has to be a basic part of working, we found that most students search for information on these platforms in the first place. If they do not find the information they need about the university their interest will decreases drastically. In order to keep prospect students interested it is important to have a good online portfolio. Furthermore student blogging is a good way to reach prospect students and to create interest. Today’s students are not only students but highly aware of their individuality and seek an education which complement this. The universities need to start using their real asset in form of their former students. Alumni networks show future career opportunities and contact person, they create a complete picture of the university and there is a high demand for alumni-networks from the international students.

Furthermore the universities should consider several types of cooperation. Especially smaller universities should work together with other universities in the region, for example in southern Sweden. However a foundation to a functional collaboration is that the university’s academic portfolios complement each other. The cooperation could take several forms; the most common collaborations today are project or working groups that are used to save resources and to share knowledge. In relation to the ongoing process of change we have found a new form of partnerships that could be used, the smaller universities could work together to reach out to international students and attract them to the region. Through cooperation, the smaller universities challenge the larger through joint communications and marketing efforts.

Additionally several nationwide project are initiated by the SI as for example the ‘Sweden in touch’-initiative (SwedenInTouch.se). Several other universities are also considering working closer with local businesses or industries in order to create a sufficient scholarship-funding and trigger interest in the international arena. We would strongly suggest targeting industries in the target-region, which are investing in Sweden.

However, the bottom line is to sell an international experience to the prospect students. Accordingly traditional marketing and advertising approaches do not entirely work. Experience can only be communicated through a holistic approach with several channels and messages.
5.4. Recommendation to LNU

The above recommended actions can be used for all Swedish universities or organizations who are going through a similar process of change. The purpose of this thesis is to describe and analyze how LNU/ELNU/our program can promote their brand on an international market in order to successfully maintain and communicate the core values of the institution, which hopefully will result in attracting international students.

Throughout our research we have found that LNU have every opportunity to succeed in attracting students to an international market and get them to apply for university. The knowledge is existing, the interest is existing, the opportunities are existing but what is missing is a decision from leadership the organization will take on the challenge it faces.

LNU state on their website that ‘Linnaeus University strives to be one of the leaders nationally when it comes to internationalization and it offers teachers, researchers and students rich opportunities to gain international experience’ (Linnaeus University 2011). The risk is that the international experience will reduced in coming years, that when the University does not focus on reaching out to international students. If the university fail to reach out to international students the international experience only will be attained if the students chose to study abroad, the third country student have a very large part in creating the international atmosphere and experience that LNU want to achieve.

The first step we consider LNU should take is to organize the internal organizations, when we talked to employees at the different departments, we have observed that the majority of staff is not aware of the important challenges they are facing. We believe that one reason for this is due to the merger of Växjö University and Kalmar University that has caused a collision between rather strong two cultures. The internal organization is still in transition and the fact that the university now has two campuses has created some confusion regarding the internal responsibilities and division of tasks. However, as mentioned earlier, the main problem is the absence of a decision making and guidance from the university management. Therefore the first step is to make a decision, should the university invest in attracting international third country students, or simply turn to the partner universities just like the current strategy is more or less stated.

If they do decide to take on the international market, there are many simple activities that the university can do in order to reach out to potential students and to build a strong international brand. Social media is a tool that students use to search for information; it is relatively easy to use and does not require great resources to function. However, it is important that the organization that uses social
media have a strategy to enable them take advantage of their participation, as with any communication effort.

Another tool related to social media has been developed by the Swedish Institute, *Sweden-In-Touch* which is a community where prospective international students who want to come to Sweden to study can use to connect with students from their home country who are studying in Sweden at the moment. It is the perfect network, however, LNU are not participating because they do not have the resources needed to make the community functioning and due to the fact that there is no international strategy for the communication department to follow.

In recent research the LNU is ranked on place nine in terms of English speaking academic portfolio (Guhr 2010). In our opinion it would be a great loss for the LNU not to build an international brand in the connection with the introduction of fees. Nevertheless, the time is short to react sufficiently.
6. CONCLUSION

Research Question

Further Recommendations

In this final chapter we will present the conclusion of our research and also include further recommendations based on the analysis in chapter 5.
6.1. Research Implications

In the beginning of our research we expected the non-action of the university to be influenced mainly by the merger of Växjö University and Kalmar University. Throughout the process of research we found that the lack of communication and international positioning can be connected to the merger, but it appears not to be a solely responsible interference for the non-action. We found that the reason for the university not reacting and the perceived confusion lies in the fact that the leadership sets no clear priority on the issue. While the LNU is relatively new in Swedish Academia, its competitors are much further along the positioning process. We understand that the LNU is currently building a firm foundation in terms of a national brand before entering global markets (see Pyramid). Furthermore we recommend the LNU to set prior focus on self-positioning and to follow the seven-step model of positioning, which we developed for this specific challenge. Nevertheless, this should not serve as an excuse for avoiding a clear strategic orientation when it comes to international branding.

According to the universities statement the LNU aims to provide students, teachers and researchers with an international experience. Due to the ignorance and lack of decision-making the university will loose a majority of their international students and therefore their reputation in global Academia. In comparison to two of the most outstanding universities the vast majority of Swedish institutions are approximately 14 month behind in managing and accepting the ongoing change.

The universities have to understand that Academia is facing a major paradigm shift, from focusing on providing a varied academic portfolio to being a market driven institution. In order to be seen on the market, the universities have to dare to sell their brand and be customer oriented. The universities need to understand market functions and realize that they are part of an international competitive academic market, where the need for positioning is crucial. One way to assure their greatest effort could be to include leaders with business experience.

International experience is no longer an advantage but rather perceived as obligatory. Therefore universities have to start producing students, who are suitable for future market requirements. The understanding of the former students’ influence is crucial and could be useful in order to attract prospect students as well as international business partners. This could be described as an interactive and sustainable relationship. The universities have to focus on their future reputation in the long run. It is not enough to only have a strategy but they need to create a long term plan. The institutions have to focus on what they want to become and honor the future.
We found that Academia has to become aware of their weaknesses and embrace them. In this context we would like to highlight the need for professionals with experience from the business world. Putting all the mentioned aspects into account we come to the conclusion, that professional communication is a necessity to strive in global Academia.

Academia is from now on - as other global industries - part of the selection in which *survival of the fittest* applies.

### 6.2. Further Recommendations

We would like to encourage other researcher to further research in this area in order to discover other factors which might appear in future contexts. It would be interesting to conduct this research from the opposite angle, for example in another country or organization that has gone through a similar change.

Moreover, we would recommend further research on the feasibility of the practical implications of our analysis. We also inspire further research on the practicality of inter-European collaboration. A screening of possible business partners in the chosen regions would also be an interesting research area. However the collaboration with businesses in general could also be investigated.

Additionally we found that all conversation partners perceived the introduction of student fees in the same way, nevertheless they differ significantly in their reaction. One interesting aspect would be to research further why universities with the same foundation react differently.

Furthermore we would suggest a follow-up of the on-going change, looking deeper into what will happen and in which way the transformation of Academia is processed. In regard to this, an interesting area of research would be to explore if today’s investments will pay off in the future.
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APPENDICES

Appendix 1: Conversation Stefan Haglund
Appendix 2: Conversation Anna Lindahl
Appendix 3: Conversation Niclas Boborg
Appendix 4: Conversation Annifrid Pålsson & Dena Akaber
Appendix 5: Conversation Emma Hägg
Appendix 6: Conversation Carina Hellgren
Appendix 7: Conversation Linda Ingemann
Appendix 1: Stefan Haglund – Admission Officer LNU

Conducted: April 4, 2011

General impression
- How would you describe the introduction of tuition fees for non-EU-citizens in Sweden?
  Historically 5 years ago the international students where not a problem, but today the numbers of
  students has increased drastically and the costs with that. Therefore a change is necessary.

- How/when did you hear about the change of tuition fees?
  Been on the way for the last 5 years, introduced by Socialdemokraterna who ordered an investigation
  on it. 2 years ago the steps where taken by the Swedish government.

- Is the introduction of the fees a good change or a bad change?
  Not sure, when they took the decisions they did not look on the good parts of free-movers. That is
  internationalizing educations and the students who later on will have bounds with Sweden which is
  positive in working life later on. The Swedish stats does nothing for the students after they graduate
  and therefore often loose the knowledge, for example many other countries give the students visa to
  work for 2 years. Sweden just take the money, educating them and than letting them go. For example
  we need more people in the engineering industry.

International students
- How many foreign students are currently coming to LNU overall?
  LNU has 1000 students that are free movers, 1/3 are non-European. In the system it is not possible to
  save the countries that students are coming from in the system, therefore they can only guess. It also
  gives LNU the opportunity to ”sell” the educations.

- Where are they coming from? In which form - exchange or free-movers?
  1000 exchange, 1000 free movers – 50/50. Largest country is Pakistan, second Bangladesh, after
  introduction of tuition fees Germany, others would probably be Chinese.

National picture
- How will the introduction of the fees change the situation of academia in Sweden? (positive/negative)
  In general, it will be less students who start their studies and the ones coming will mainly be European.
  Maybe 10 students will pay the fee the first year. The numbers will later on slowly increase, although it
  will take time. The university should start to interact with the European students as a foundation to
  building a strong brand.

- Have the school had any connections with other organizations due to this change?
  SI is taking a broad approach taking care of the brand Sweden as a study destination. LNU as an whole
  is not working with any other organization but that will probably change in the future.

- What kind of impacts will the introduction have on foreign students or their applications? Will it
  change something?
  Look at the numbers, the number of applicants is lowered by almost 80% for some programs.
- What do other schools to handle the situation that you know of? Do other universities do it better/different?
International students are a bonus, LNU is not depending on the international students. Blekinge, KTH, Chalmers are depending on international students, they are for example working with agents, some have information material to distribute during fairs etc. LNU will probably start working centrally, they need to be a part of the information process out on the faculties otherwise they might give promises that LNU will not be able to keep.

-Could LNU cooperate with other universities to save resources, is that a possibility? (to reach international students)
Absolutely, it will happen soon. At the moment we are about to start a internal project, and Stefan is in charge. In the future cooperate with the other Sothern universities is a large opportunity.

LNU handling the change
- Have the school had the time needed to prepare of should the government had given more preparation time for universities?
Defiantly not enough time, should have been a person in change when the national decision was done, who could take care of everything about it. Right now the big picture is unknown and only the small things that has to be done now are taken care of.

The communication department has had 1,5-2 years to prepare for the introduction of the fees, the admission office is the ones suffering. The international office should work more with international students when it come to adapting them for Swedish society and their schoolwork. The departments should also put in more efforts on the international students. The admissions office are the ones suffering, today they are asking questions regarding registration, residence permit.

- How has the change had an affect on you? What impact does it have on your work?
Not really, a lot more questions of course. They are not sure on the small questions, they have not seen the individual problems and will take care with them when they occur.

- How is LNU/ELNU coping with the current situation?
Working ad-hock, not doing more than is absolutely necessary.

- Howcould/should the school handle the introduction of the fees from a marketing perspective? PR and general communication?
The international programs/courses are many due to the fact that there has been a large number of international students. LNU are not suffering right now, some programs/courses probably wont be able to cover their costs and will need to be closed down in the coming future.

LNU should produce info-material to interested students, work with agents that we know we can trust from central LNU. Making sure that the information is correct, and the rest is up to the faculties. If people are paying the demands will get higher, many departments probably don’t understand that. There will be a difference between paying and not paying students, the expectations will defiantly be higher.

End
- Are the tuition fees fair to introduce in your opinion? What is fair when it comes to education?
Probably not, at the moment they should cover everything, the government are not paying attention to the positive effects that the international students give to a university and our country at large.

- Where do you picture LNU in the future when it comes to international relations?
  Defensive within the area, work mostly with exchange students instead of free-movers. Competition will get rougher, some will probably not be part of the common application system, there will be more secrets, hard to say how it will effect the cooperation with other universities in the future.

- Change is causing chaos:
  Not a good description from the university central perspective. The small questions have not been regarded. It is a big change, it changes how we look upon education and costs. We need to show the figures, how much it costs – EU-students will probably increase since they see the price tag while getting the education for free.

- Does the merger have an impact on the latest change?
  No, from how they are taking care of it. Växjö has always had an defensive attitude and are waiting just as much as before and Kalmar would probably do the same. Would probably be the exact thing if LNU would not exist. The departments should consider how much the students are paying, they need to take care of the students considering the prices.

- How about scholarships?
  Have a few today but they need to increase in order to attract international students. 5-10 given this coming year, but maybe a 100 arriving students. More of a national part, SI and Internationella programkontoret.
Appendix 2: Anna Lindahl – International Coordinator ELNU

Conducted: April 4, 2011

General impression
- How would you describe the introduction of tuition fees for non-EU-citizens in Sweden?
Knew it was going to happen, but no one wanted to deal with it for years. When it finally happened it was really late, in early 2010. At that time they were already recruiting students, should have been dealt with earlier.

- How did you hear about the change of tuition fees?
In here role as an International coordinator it is her job to know what is going to happen on a governmental state. Read it early on.

- Is the introduction of the fees a good change or a bad change?
A logical thing, not necessary good or bad. The reasons that are put forward in the governmental report are logical in order to raise the bar for qualitative education. The bar need to be raised, the students want better service and attention. It is good to have international students, but we need to be realistic due to who is paying for it.

- In which ways have you perceived the change? (intro of fees)
It is moving too quickly, it should be 2012 not 2011 to give a better platform both nationally (SI) and university’s since it is so close.

International students
- How many foreign students are currently coming to Sweden overall?
The student enrolled in programs we can see who they are and where they come from, not the ones taking single courses. Some are free-mover code and some are VHS applicants, it is hard to distinguish the individuals.

- Where are they coming from? In which form - exchange or free-movers?
A lot are non-European, Pakistan, Bangladesh, all over Asia. Many bachelor exchange students come back to do their masters later on. Nigeria, Cameroon. A smaller group from EU. In Kalmar a larger group of EU, Växjö a lot more America, Asia and South America.

National picture
- How will the introduction of the fees change the situation of academia in Sweden?
It will be a discussion of quality, most universities will understand that they will have to re-think a lot of areas, both education and service.
One important matter is getting teachers up to date with their English level.

The application process is prepared, but the actual numbers show that we were not prepared in a lot of areas. Neither Kalmar nor Växjö were prepared for the recruitment process, they have just put it online and hope that people will show up.

They are starting to work with recruiting. The decision was taken early 2010, SI put together a group with individuals from different universities. LNU central passed up on the opportunity because they did
not have the resources, but five faculties joined forces and was on a tour in India in November. A good collaboration together with 7 other Swedish universities. That is the only effort done.

- Have the school had any connections with other organizations due to this change?
Yes, SI and Study Destination Sweden which they are part of, a collaboration which universities pay to participate in.

The merger has had a large effect on the lack of time and organizational part when it comes to preparing for the introduction of the fees. LNU do not have a internationalization policy, Växjö had a lot of free-movers and Kalmar more exchange based student, ELNU are trying to cope with the two attitudes. It is unknown which countries to concentrate on, SI will focus on the decided country and all departments need to agree – a large problem. The passing 2010-2011 has more actions than the entire 2010, we are getting there!

- What kind of impacts will the introduction have on foreign students or their applications? Will it change something?
It will change in every way possible. Huge drops in numbers in the early application round, might be more European applicants due 15 April. Will recruit different students if chosen to actively recruit students. Might be a different group, different kind of students, who can afford the education – defiantly a change

- What do other schools to handle the situation that you know of? Do other universities do it better/different?
Lund are the biggest, their marketing budget is larger than SI´s budget for the same work. Free-movers apply for Lund, they have gotten a lot of students. Malmö Högskola as well who have a strong strategy internationally but focusing on EU-market.
Karoliska Institutet and KTH are working together as they strengthen each other. Put a lot of effort into keeping their numbers, they work with an Indian agent. Costs a lot but seems to be worth it! (Article Barometern)

- Could LNU/ELNU cooperate with other universities to save resources, is that a possibility?
Yeah, we could benefit working with Malmö Högskola, not Lund since they are more successful. With Malmö the educational portfolios match each other, since there are not a lot of over laps.

**LNU handling the change**

- Have the school had the time needed to prepare of should the government had given more preparation time for universities?
No, defiantly not. Moved to starting date to 2012 would have been a huge different. A better strategy for the transition period would also be needed. Student enrolled do still get free education after 2011, but a large question is what counts as enrolled? Hard to define! If the student start with a bachelor, do they need to pay to get their master?

- How has the change had an affect on you? What impact does it have on your work?
No real change, work is more fun. Before it was a lot more focus on exchange and old partnerships, it kept happening but nothing was done to conquer new areas. With this change people have been forced to think outside the box. A bit more challenging, but the workload is not bigger than before.
When change and communication collide – the necessity of international communication as a reaction to national change

- How is LNU/ELNU coping with the current situation?
LNU are outside their comfort zone. “Study-fee paying students” what is the relationships with these students? The word is that they will be more challenging, it is a weird way to look at them, the demands does not have to be higher compared to non-paying students. A lot of exchange students pay at their home universities while studying abroad and the Swedish students pay indirectly. The attitude need to change but in-house and out-house.

LNU is the school that is the furthest in the change, we are aware of the competition, there are a lot of tools that could be useful. Only missing the backup from the university board in order to move on. Applied for a strategic found to visit partner schools in Denmark and Netherland – further knowledge since they are part of the fee-paying system. A lot of schools and university’s manage to get buy this far, but slowly understanding that needs for recroute are coming up.

OK from university – scholarships. ELNU have the money from Internationella progkontoret, not a lot of money. The decisions need to be made by LNU, are they guaranteed housing…a lot of small questions.

- How could/should the school handle the introduction of the fees from a marketing perspective? PR and general communication?
Really take a moment to look at the best practice for us, not only copy what other universities are doing. You can not compete with Lund for example. If we would copy we would end up with second choose students. We need to be smart, a lot of people talk about fairs – that was 5-10 year ago and not as functional today. Tillväxtanalys have looked at specific student markets in Asia – focus on Social media and concentrate on specific schools to recroute. It is not like recruiting Swedish students. The India-tour with SI for example, the universities did not send marketing people but more study advisor and international coordinators. They have studied the programs and information, they wanted a person that could answer questions, actual people not information officers. We need to reevaluate who to send abroad to represent LNU and ELNU.

- Is the communication efforts worth it in the end, should the school invest in international marketing? Will the outcome be good enough you think?
Right now it is difficult to say, in the initial face it will cost money. Schools participating in projects learn something although they do not get a lot of students, they still attain knowledge which is the focus right now.

A PR platform has been constructed to SI. But SI is also in the dark, we would learn a lot more by talking to Denmark and Netherlands and the Dutch consortium working with international students, consortiums working with or without embassy’s.

End
- Are the tuition fees fair to introduce in your opinion? What is fair when it comes to education?
They are kind of fair, based on what we get which is an extra service fee from the government. It is an okay paying system, the prices related to the programs. We will “make money” in the long run, the only way to get a bigger budget is to attract fee-paying students when the roof for Swedish student will lower.
- Where do you picture LNU in the future when it comes to international relations?
If decisions are not made soon we will get stuck behind everyone. “You have not been a part of VM football just because you have seen it on TV”

- Chaos due to the many changes?
Not a chaos, the situation is as it is and the rules are very clear. Schools participate on their own terms, we might end up with chaos if decisions are not made. An organized chaos-like situation right now.

The interesting thing we will see is that the story’s when talking to different Swedish organization, everyone is an expert on their own. We have not assisted our product, what is the quality of study programs and who should do what.

LNU decision:
Providing a framework on how to work, we don’t know what the “service” money will be, a LNU budget or on departments.
Define if free-movers are equal to Swedish. LNU says they do not work with free movers.

Where do we find our international students? We need to think broader than just exchange student. Its not international just because the program is thought in English. The majority of the participants and teachers do not have English as their first language.

Make it clear to Swedish students why they should study in English – what are the advantages. We could provide students to stay in Sweden to work, or at least let them have longer visas. A lot of employees are talking about EU-students recruitment. A Asian students however is money.

US, Canadian, British and AU-students travel within the English speaking countries. Things are however changing, they need to get their students abroad and not only see the English speaking world which is an advantage to their career.

Interesting change 1 and change 2, the tuition fees are putting the finger on lacking parts in the organization. Frustrating not to have the goals and a vision/direction on where to go, it would be help.
Kalmar + Växjö – safety and equality is something the parents of the international students relate to.

Tillväxтанalys, in the Netherlands they often hire a person/agent located in for example India but have experience in the Netherlands which is a good way to cope with the change and reach out to international students in a specific country. The student have to like the country, the parent need to pay for it – information and websites needs to be in the right language, for example Korean if you are marketing to Koreans.
Appendix 3: Niclas Boborg – Market Strategist SI

Conducted: April 7, 2011

- What does your organization do, what is your position?
SI in general: Put Sweden on the map. Many smaller departments in house marketing Sweden in general. Challenge; get the most out of the activity’s. They are five people working with marketing Sweden as a study destination.
Swedish Institute: Internationally coordinating the marketing to sell Sweden as a study destination. No strict guidelines, but they listen to the government who say that the tuition fees are to ensure quality.

Most important marketing tool is StudyInSweden.se and of course social media. They are responsible for activity’s abroad to attract students to Sweden. They do alumni meetings which is a good way to keep in touch with former students and also using they to catch the attention of potential students through word of mouth, telling their experiences – something the universities themselves can not do.

SwedenInTouch.se is for example a community for international students, “Facebook”, where potential students can connect with students from their own country that currently is studying in Sweden.

SI provide tools for the Swedish missions abroad; the embassy’s and consulates, provide the information so they can market Sweden as a study destinations to their locals.

General impression
- How would you describe the introduction of tuition fees for non-EU-citizens in Sweden?
The right step to take in a world where the competition for talent is rising, it is not easy to market Sweden as a study destination without tuition fees. Quality has been improved in other countries who have introduced the tuitions, university’s has to look deeper into their organizations and organize themselves.

- How/When did you hear about the change of tuition fees?
He got the position fall 2009 due to the fact that the fees would be introduced.

International students
- How many foreign students are currently coming to Sweden overall?
40,000 students is the latest figures.

- Where are they coming from? In which form - exchange or free-movers?
Mainly China, Pakistan, India, Nigeria. Most of them are free-movers. This will of course change with the introduction of the fees, China and India are expected to stay on the top of the last still after the introduction.

- Relation paying students and the non-paying students?
1/3 of the students are from country outside EU/EEA.
National picture
- How will the introduction of the fees change the situation of academia in Sweden?
The universities that have had a lot of international students will get an immediate effect, meaning that they will see what courses/programs they have that are competitive on the world market. It could in the long run be used as a ranking of the universities, when we know the final figures we will know which universities that successfully has attracted international students to their university.
The introduction of the fees will increase the differences between the universities, the tendency will be clearer, which study destination that is attractive in Sweden. It is not only core brand value, they need to find their niche. Chalmers for example would work more with mechanical engineering, working more directly with the industries in Gothenburg like for example Volvo in order to keep up their numbers.
The schools will need to take away the courses that not are attractive, it is about creating or maintaining status. The small university colleges will probably need to merge in order to survive.
Most dependent schools: Blekinge Tekniska Högskola, KTH, Chalmers and Umeå-Uppsala-Lund will probably suffer in some fields of education – but not as much as the technical fields.
Lund are stating that they are investing in marketing themselves and want to be on the top EU ranking. Clearly stating why the students should study in Lund, which is needed by all schools who want to have a chance on an international market.
Uppsala is a bit behind, the academic leaders have not stated that they want to be a leading international university.

- What kind of impacts will the introduction have on foreign students or their applications? Will it change something?
In short run the number of applicants defiantly will decrease. Looking at the big picture the numbers have increase dramatically over the last 10 years, the problem is that many university colleges has used it as a way to expand their business, they earn more money. Just take in students without focusing on the strategy, the quality system has not checked that their educational level is acceptable.

The students who will apply to Sweden in the future will think an extra time before applying. It did of course costs money before, accommodation etc so it was a investment before as well but even larger now. In China and India there are defiantly people that have the ability to pay the fees. One issue is that there is a lack of scholarships, the government should have set aside more money for the scholarships. Like in the US, you attract students through quality and student aid. High status scholarship programs could be a way to attract international students with the right quality.

- What do the schools to handle the situation that you know of? Do other universities do it better/different?
It is a matter of where you put the money about prioritizing

- Could the school/schools cooperate with other universities to save resources, is that a possibility?
There are no mergers going on right now that I know of, that will happen later on. Cooperation’s has been there for many years for example within certain study fields and research. Many informal groups are always formed between universities.
They have always worked together when it comes to student recruitment fairs and professional fairs – NAFSA. A newly created network, a more informal group of universities. From the SI perspective activities has raised, marketing has been unknown before within many universities. They are learning from each other, more than before. Marketing people communicate more.
KI and KTH has the same agent in India for example, that would not have happened without the introduction of the fees.

**Handling the change**
- Have the school had the time needed to prepare of should the government had given more preparation time for universities?
From his point of view, YES! They knew it was on the agenda, they should/could have worked with their organization. The university leaders are within Swedish Academia and are not used to sell their “product”. They could have reacted earlier, absolutely. It would probably not changed much, Uppsala for example started 1-1,5 years behind – Lund. Why?

The Swedish mentality is most often wait and see. It is a question of leadership, an excuse used is that the vice chancellor has not seen marketing as a real issue and that they actually need to sell their product. International professors in academia are used to sell their school and their product.

- How has the change had an affect on you? What impact does it have on your work?
Got hired to face that change.

- How is your organization coping with the current situation?
One thing is that they started the project Study Destination Sweden, the aim is to increase the awareness of what other countries do, increase knowledge in the sector. Do marketing activities together for example they arranged a agent seminar last year and support information sharing between the universities.

They have developed their position and the activities together with the universities, the government did not give clear guidelines. They did activities before the introduction of fees, but the universities were not as involved. The universities will be more active within the marketing activities. SI is the umbrella that are marketing Sweden and the universities, although their role is changing, it is a change of paradigm.

SI is providing a marketing platform for the universities. For example in Honk Kong an alumni meeting resulted in a new network. Alumni’s could be used to market their former schools.

The schools need to hire a marketing person handling the larger picture of the university, and than of course include the university faculties with their specific needs and marketing efforts. It is a matter of what kind of staff they hire in the universities, they often lack experience of international marketing and marketing in general.

- How could/should the schools handle the introduction of the fees from a Marketing, PR and Communication perspective? Specific actions!
Starting with their website and state the specific selling points for the university. Pin point a known professor, dare to market the staff.
Storytelling! Success stories of former students – what happens next?
Use student blogs, the unofficial story without forcing students what to write. The potential students want to hear the words of current students, not the marketing staff.
Social media is of course very important as well, the universities needs to send out the right message on the web.
Meet the students, face-to-face.
An important tool that many universities ignore is to cooperate with the industry, they are dependent on the students as well. The university can work together with both local companies and companies abroad in countries where the university would like to attract students and concentrate on specific cities. Cooperate with companies and pin-point work opportunities, work together with companies and create scholarships. Communicate with companies and create cooperation with other companies. Partnerships! The wall between business and academia in Sweden is large and needs to shrink. Be consistent! Everyone should be the same, when out there they should market the university – for example create five selling pints of LNU for example included in all presentation abroad during guest lectures and conferences.

For example Lund University – the staff should meet up with Alumni when lecturing abroad or taking part of a conference. Contact the alumni and make an effort to meet them. An effective way would be to link it with existing marketing and communication activities.

- Is the communication efforts worth it in the end, should the school invest in international marketing? Will the outcome be good enough you think? Which effort is the most effective/in-effective?

They need to be consistent, follow up the international activities! Chalmers are in China meeting up potential students together with Alumni. Do something extra for the paying students - services. Have a marketing mix, it is a chain! Website in English pinpointing strengths- fairs – cooperate with companies – scholarships.

End
- Are the tuition fees fair to introduce in your opinion? What is fair when it comes to education? Life is not fair. The fees are on a average level, or slight above average.

- Where do you picture your organization/Swedish academia in the future when it comes to international relations?

Increased mergers of smaller institutions. The universities has realized that to be a competitive university you have to be active, the marketing needs to be higher on the agenda. There is no coming back to a situation without fees, it is final. The university’s has realized that the introduction of fees have had a positive results for everyone. You have a better service! Service is key! Service is very important, picking up at airport, getting somewhere to live etc. It is a shift of paradigm, a shift of working for many in the industry, dare to take part of the marketing.

- Lack of awareness on the higher lever. - The interest is not there just jet, the board needs to understand that marketing is not voluntary but rather a must. Many are not comfortable with marketing themselves. Be active directly on the market, which is a problem for SI since they can not cover the entire world and be as specific as they would like to. Right now they are employing a person that will work in Shanghai with a kind of “Study Destination Sweden”.
Appendix 4: Annifrid Pålsson – Head of Communication Department KTH & Dena Akaber – International Student Recruitment Officer KTH

Conducted: April 7, 2011

- What does your organization do, what is your position?
  Frida: Group manager student recruitment.
  Dena: Public relations office; head responsible of recruiting international students.

General impression
- How would you describe the introduction of tuition fees for non-EU-citizens in Sweden?
  F: On a personal level it is very good, agree that the Swedish tax payers shouldn’t pay international knowledge since the knowledge disappears when the students finish their education. 90% of PhD are international students, majority outside EU/EEA. From that part it is negative, the student population will reduce.
  D: The idea is good, the university should compete with quality, but the international student population will lower which will have an negative impact on campus.

- How/when did you hear about the change of tuition fees?
  D: 2009, heard it from the boss.
  F: 2009, the process was slow. In march 2010 it was decided, read it in the newspaper.

- In which ways have you perceived the change? (intro of fees)
  Both: One year to market is not enough, 1,5 years before the students are supposed to arrive is to fast and it is basically impossible for a school to be ready in that time.

International students
- How many foreign students are currently coming overall?
  3000 international, 1200 is exchange, the rest free-movers.

- Where are they coming from? In which form - exchange or free-movers?
  China, Bangladesh, Pakistan, Iran.

- Relation paying students and the non-paying students?
  The majority of the free-movers.

National picture
- How will the introduction of the fees change the situation of academia in Sweden?
  D: We need to work more with quality.
  F: According to the law the paying students can not be treated differently from the non-paying. But of course we have to be careful with quality. The education will not change, but the educational offers (programs) will be fewer. The student interest will reflect the programs offered. The thing that has to change is the student service. The paying students will expect better service; housing, insurance etc.
- Have the school had any connections with other organizations due to this change?
  F: Not really, KTH has always been a very international university, they have always worked close with SI but that will increase. They are working with agent in India, a immediate reaction when they heard of the change.

- What kind of impacts will the introduction have on foreign students or their applications? Will it change something?
  F: About 20,000 applied last year, 2000 students this year. 556 fee-paying students, a number higher than expected. If accepting the place they will pay the fee end of May so then than know.
  The application fee is the highest in EU, the quality of the application is higher, they are more serious than previous years.

- What do the schools to handle the situation that you know of? Do other universities do it better/different?
  F: To some extent other universities goes to fairs, tagging along with SI. It is more complicated with the international marketing.
  D: KTH has participated in international fairs, but not sure if it is something they will continue with – it should be followed by other communication methods which is lacking when on a fair in India with SI. They are working with “European higher education fair!”. Not sure if that kind of communication.
  D: In Hong Kong their were other activities; dinners with partner universities, alumni meeting, branding.

- Could the school/schools cooperate with other universities to save resources, is that a possibility? (to reach international students)
  F: the agent project together with KI. The first response is NO, we need to brand KTH which is ranked highest of the Swedish tech schools. It is a good university, we feel that we need to brand KTH as a brand, not Stockholm and Sweden. In some sense we need to cooperate. In 10-20-30 years KI and KTH might be one university competing with the international students on a more offensive way. KI have another target group, therefore they are not competing.

**Handling the change**

- Have the school had the time needed to prepare of should the government had given more preparation time for universities?
  No, not at all! See question one.

- How has the change had an affect on you? What impact does it have on your work?
  F: First of all we have to work with international recruitment in the same way as we do with the national student, region analysis etc. We could have started the work earlier, but the international students has always been at KTH and that makes us more relaxed. The marketing level has been low but the students find us.
  We need to get to know our target groups, we have chosen five geographic areas which are India, Brazil, South East Asia, China and Northern America. We are cooperating with many universities within these regions through both research and exchange.
We have chosen Brazil due to the fact that a lot of Swedish companies are located there and the high level of trading. The students in Northern America are used to paying, and to be honest many American students at KTH would be a marketing effort on its own.

The prioritized region did the department decide. It is known that we need to market ourselves since the introduction of the fees, everyone will need to market themselves. We feel that we, KTH, have the chance to compete on an international market, not only a European, an opportunity that many Swedish universities are lacking.

- How is your organization coping with the current situation?
We could be a lot more effective when it come to administration, how to pay for the fee for example. More practical issues basically.

- How could/should the schools handle the introduction of the fees from a Marketing, PR and Communication perspective? Specific actions!
Events; student fairs, student blogs, trimming the English website, be active on discussion forums.
D: Strengthen the communication between the internal department. Many people are involved and need to communicate with each other. They need to get to know the organization it-self.

- Can you decide the marketing activities yourself?
F: We adapt the marketing activities after the regions that are set by the leaders in the organization.
Had made target group analysis, to get to know the target groups. Found that one useful medium is student blogs, having one student per region writing about their experiences at KTH and Sweden. They are paid, if the students sees it as a job, they can control the outcome.

- Is the communication efforts worth it in the end, should the school invest in international marketing?
Will the outcome be good enough you think? Which effort is the most effective/in-effective?
F: When it comes to pure number I am not sure, it is a lot of money and personnel resources. It is all depending on the numbers of student arriving in the fall. In the long run it will defiantly be worth it and probably pay off.
D: It is about branding and it is difficult to evaluate right now. The agent is also hard, will see in a few months. Have not made any evaluations, it is to early but fairs are not worth it.

- How about your agent in India, what does he do?:
He is responsible for inviting students to seminars He puts out advertising, so it is not exclusive. Than KTH and KI gets the opportunity to present their offers and also helps them to apply during the seminars.

End
- Are the tuition fees fair to introduce in your opinion? What is fair when it comes to education?
F: Yes, the fees are of course high but the education we offer is good so the fees are supposed to be high. If you are supposed to compete on an international market with the “big ones” a low rate would
indicate that the education is lower.

D: Yes they are fair.

- Where do you picture your organization/school/Swedish academia in the future when it comes to international relations?

F: Still the number of students coming to KTH from EU/EEA-countries will be higher than other Swedish universities, they way it always has been. 10 years from now we hopefully will have the same number as last year, it is the un-spoken word from the dean and vice chancellor. However the number of master programs will defiantly suffer and we will need to cut down on out product.

Swedish academia:
D: Less international but higher quality. The students applying will be better.
F: It is basically survival of the fittest.

- How about scholarships?:

Offer about 100 scholarships, both scholarships on our own and the governmental. 5,35 million Swedish crowns, the highest level in Sweden.

D: The most important question when you have to pay is what assistance the school can offer. They can apply for scholarships at KTH, SI etc. But it is not enough being a student with a regular Bachelor - you need to be special in order to get a scholarships. They are necessary in order to attract high-quality students!

It is an extreme challenge, KTH are fortune since they today have a huge base of international students. It is a smart move for other universities to focus on the international recruitment.

- Any changes when it comes to KTH’s EU marketing?

Focusing on one group at a time, not that we are not focusing on the EU-students. In a few years probably.
Appendix 5: Emma Hägg – Information Officer KI

Conducted: April 8, 2011

- What does your organization do, what is your position?
  Started as an exchange officer at KI, than moved on to information officer and last year she took part of a project with the aim to prepare KI for the introduction of fees. The project was separated into five areas; student service, fees, recruitment, marketing, laws, as a result of a consult report from an outside consultant. They worked out a plan and set up structure on how to work, now they are implementing what was decided but the results are constantly changing. Year one is a “experience year” where everything is new and rewarding. They have to be willing to try and evolve, after 3-4 years they can evaluate it. They learn from the rest of Europe but have their own perspective and adjust to their context. KI have different assets compared to other Swedish universities.

General impression
- How would you describe the introduction of tuition fees for non-EU-citizens in Sweden?
  It was expected, but we would have liked a transition period. Things should have been more prepared, a softer transition would have been nicer. To have it the way it was supposed to be introduced, have the admission fee first and than the actual fees like other EU-countries did it.

- How/when did you hear about the change of tuition fees?
  Been working with it for so long, during 2008 probably. Been well aware of the fact quite long. The governmental investigation was about How not If the fees will be introduced.

- In which ways have you perceived the change?
  At KI people saw it as an interesting aspect, the administration sees it as necessary. It is a good thing, we should compete with quality and not that our education is for free. We have a good education and need to show it off.

International students
- How many foreign students are currently coming to KI overall?
  It depends, Master students about 170-200. Than all the exchange and PhD students.

- Where are they coming from? In which form - exchange or free-movers?
  Exchange students from over 100 countries. KI is truly an international university. India, China are two of the most common countries. The students are very spread from all over.

- Relation paying students and the non-paying students?
  No idea. It should be 50/50 when it comes to acceptance application to international programs, but I am not sure.

National picture
- How will the introduction of the fees change the situation of academia in Sweden?
  Difficult, KI is a special university which is her reference point. It is important to get the top-students and get them to move on from studies to research. The programs they have are the ones necessary on the market. KI will not be affected in the same way as the rest of the Swedish universities.Other
universities will probably have to close down programs and people will lose their jobs due to this.

- Have the school had any connections with other organizations due to this change?
  We have always collaborated with SI due to scholarships, IP have also been important and other scholarship programs.

- What kind of impacts will the introduction have on foreign students or their applications? Will it change something?
  The numbers have dropped, that we already know. The fees will make the student think an extra time before applying and paying the application fee. Many of the students that traditionally would apply for Sweden went to Norway. The number that is interested is the number of students that has to registrar in August. And pay the first installment.

- What do the schools to handle the situation that you know of? Do other universities do it better/different?
  Study destination Sweden has been a huge help for big and small universities. Many has chosen to wait and see as part of their strategy.

- Could the school/schools cooperate with other universities to save resources, is that a possibility?
  The Agent project in India with KTH. As long as you can compliment each other it is great to collaborate. But it is important that the applicants does not mix up the university, they need to be aware of which university to apply to. We are know within Europe but outside of EU there is a mix-up of the brands – KI/KTH. We want out own brand which is more important now than ever before. Collaboration is fantastic as long as it is complimenting and the students can separate the two brands.

**Handling the change**

- Have the school had the time needed to prepare or should the government had given more preparation time for universities?
  Well, yes. Considering that these were the situation given. We would have loved to have more things solved on an earlier stage. As a university we set up a year early, it was not possible even more early when things were to un-organized. The investigation from the government was so late that they decided to introduce the intro of application fee and study fees at the same time.

- How has the change had an affect on you? What impact does it have on your work?
  Totally new assignment, worked with national marketing before and now the title and activities has changed. More strategically with certain areas and new things.

- How is your organization coping with the current situation?
  I think we are doing fine, mainly due to the fact of the “setting up project” making people aware of the change. To go from the project face to implementing is of course hard, everyone regard this as year one and take into account what students. “We are humble for what we have to face now!”

- How could/should the schools handle the introduction of the fees from a Marketing, PR and Communication perspective? Specific actions!
We have to make Sweden a known study destination. To make Sweden a possible choice and make people aware that our English level is very good although Swedish is our first language. The Swedish educational system is special and there is something that is attractive to all students. We listen to our students, a horizontal level between student and professors.

The presumptions are different for each university. KI has a strong brand, they market themselves to preserve their good brand and master programs. Our situation is very individual. Many other universities will have to start branding themselves, Sweden as a study destination could be a first step. Find what is unique and have programs that stand out. Narrow down programs and focus on the qualitative programs.

Face-to-Face marketing is expensive, social media is a good way. Student ambassadors is a key thing, they write the truth and that is what prospect students want to hear.

The website and social media is more important now than ever. The best windows that the prospect students are looking through, if they can’t find them they will not apply.

The landing page (central page) needs to be good and than leading them on to the program website where they can present themselves in a good way.

Look at the target group and adapt the marketing mix!
Social media and website is the cheapest option and a good way to go, small things that make a big effect.

- Is the communication efforts worth it in the end, should the school invest in international marketing? Will the outcome be good enough you think?

I think it is worth it for the Students. The students come here to be part of an international atmosphere. If is of course worth it, KI is a very global. They are marketing the master programs as global both in content and context.

End

- Are the tuition fees fair to introduce in your opinion? What is fair when it comes to education? Yes, we need to compete with quality and not that it is free. For people not contributing to the taxes should pay the fees, in comes down to that.

- Where do you picture your organization/school/Swedish academia in the future when it comes to international relations?

We will have a few Swedish universities out on the global market, in the areas where Sweden as a country are strong. Other programs will have EU and Swedish students. Smaller universities will probably have to work together in order to survive.

- How do you handle scholarships?

We are looking into creating founds, looking more into SI and IP offers when it comes to scholarships. Looking at new markets, at the students that can afford to pay. Markets where students are used to pay, and willingly to pay. Of course we need scholarships, partial scholarships are probably a good thing. We have been requiring people who have not been able to pay, our new group is the group that can pay – that is a new challenge.

Stay within EU; UK that are introducing higher tuition fees.
Appendix 6: Carina Hellgren – Internationella Programkontoret

Conducted: April 8, 2011

What does your organization do, what is your position?
Head of higher education office, administrate scholarships programs. Started 15 years ago when entered EU, developed numbers of programs that makes it possible from Swedish universities to collaborate with third countries. Some of the programs are focused on scholarships on students and teachers. They are 15 people working with the higher education. This year they are head of forum for internationalization, where all governmental departments are part of and it is an organization for all universities. 4 meetings a year discussing actual subjects. A hearing next week about international collaboration in third countries where all universities are invited. They arrange a two-day conference each year for the people in the universities working with internationalization. Last year they learning how to cope with the fee-situation, last may they had the first discussion 30-35 universities participated. They learned that some schools had started working back then, while others were passive.

General impression
- How would you describe the introduction of tuition fees for non-EU-citizens in Sweden?
It has been discussed for about 3 years, there was no way not to know about it. The decision was taken very close to the actual implementation, the schools just had a few months to prepare. Which of course many might see as to less time since the schools need to re-work a lot of their systems. The process from applying to acceptance to a program/school has always been to long and needs to be shortened more although they have cut them down – should be more like in the UK.

- How/when did you hear about the change of tuition fees?
From the ministry of education, they have had regular discussions. Heard about 3 years ago.

- In which ways have you perceived the change?
Don not know, it is hard for many university collages. Many schools has said that they perforce competing with quality not that it is free. It has been a nice way before to give aid to developing country’s – a negative thing that this will end. However it costs a lot of money to give the education for free.
For example Chalmers, the businesses in Göteborg need the foreign students and they need the incoming students to fulfill the PhD programs. Therefore the industries has sponsored a lot to have scholarships.

International students
- How many foreign students are currently coming to Sweden overall?
Don not remember. About 5000 within the scholarship programs anyways.

- Where are they coming from? In which form - exchange or free-movers?
Bangladesh and Pakistan are key, due to the fact that they have agents, the agents uses the students to earn money without them having the criteria, when not accepted they appeal. The introduction of application fee is therefore applied.
- Relation paying students and the non-paying students?
  Slightly more than half would be paying. So basically 50/50.

**National picture**

- How will the introduction of the fees change the situation of academia in Sweden?
  I am afraid it will be more homogeneity and conformed. Sure we have EU but that’s not enough. Lund wanted more scholarships for 3 first years and than lower the budgets for scholarships.

  The question is how to reach out to the really poor students in developing countries.

- What do the schools to handle the situation that you know of? Do other universities do it better/different?
  Some are doing nothing and have chosen to skip free-movers and only accept EU-students, they have recognized that they do not have the resources. Other schools that has said they will work to attract international students have chosen specific regions. Others have chosen to focus on specific fields. They can not work with the entire world. Many universities are working with SI and their projects, taking part of fairs and conferences concentrated on international higher education.

- Could the school/schools cooperate with other universities to save resources, is that a possibility?
  11 or 12 working together within the SI project. Groupings is a must, they will not be noticed if they are alone.

**Handling the change**

- Have the school had the time needed to prepare of should the government had given more preparation time for universities?
  No no, I think they lack 6-8 months at least.

- How has the change had an affect on you? What impact does it have on your work?
  They are helping universities to work with internationalization and make them start thinking of what will happen when the fee-paying students will get there. Help to self-help.

- How could/should the schools handle the introduction of the fees from a Marketing, PR and Communication perspective? Specific actions!
  What they must do is handle it strategically. Use the scholarships they get, what subject and areas are the most important and from which countries are these students coming from. If it is crucial to serve the industry with a certain area they have to use the scholarships to these programs.

  Have to be able to sell what they can offer, the quality of the programs and what is unique. What is the “extra” you will get compared to staying in their own countries.

  Some universities in Sweden will not be able to compete.

  Taking part of fairs, using agents, working with alumni is also very clever.

  We thing they would have good success if they would use the exchange students as student ambassadors. Collaboration projects! – There are many students that could be involved, systematically exchange.

  Not so much advertising but using other channels.

- Is the communication efforts worth it in the end, should the school invest in international marketing?
  Will the outcome be good enough you think?
Yes. Lund expect to be on the same level as before, they see the increase. It will although have like 20 years.

- New scholarships for free-movers?
  60 million for only free-movers which is not much at all.
  30 million from SI, for långsiktiga samarbetsländer, 12 countries. They are restricted to be covered by all costs. Everything for free or nothing.

End

- Are the tuition fees fair to introduce in your opinion? What is fair when it comes to education?
  Fair due to that someone has to pay for it.
  But what will be the effect on the internationalization on campus, international countries have more effects on the school quality. The students learn more in a multi-cultural setting.
  The problem is that the cost for the “free education” was so high and the government has no means to control, it was all up to the schools and what kind of students that are accepted. They had no impact on it, if they would it would be a completely another thing.

- Where do you picture your organization/school/Swedish academia in the future when it comes to international relations?
  Improve the quality of education, smaller universities will not at all succeeds with being international and will not be able to fill the gaps with exchange students.
Appendix 7: Linda Ingeman – Information Officer LNU

Conducted: April 20, 2011

- What does your organization do, what is your position?
We worked a lot this fall with the website to make sure that the information there was easy to understand. Add the information about the tuition fees and who is to pay. Make sure that there would be no misunderstandings of who it is that have to pay. Know that there are a lot of issues about scholarships. Not very involved in the area now. Her job is to publish the information on the web, right now people are following up the applications.

General impression
- How would you describe the introduction of tuition fees for non-EU-citizens in Sweden?
We have seen a major decline nationally when it comes to third country students, it is a wake-up-call for entire Sweden. LNU and for some institutions, ELNU, Computer engineering, Engineering it has more of an effect due to the fact that they are used to requiring/having students from outside the EU. Discussions that some programs must be cancelled due to the decline. The situation right now is stimulating further discussions. LNU needs to make a decision on student from outside EU or within EU. People are split when it comes to the focus of requiring. Engineering is more for outside EU for example. We have not come as far as we should in this matter, as the majority of the other Swedish universities.

- How/when did you hear about the change of tuition fees?
From all kind of institutions, taking part of a SI network where I heard of it during meetings. Also a lot of discussions from Högskoleverket. Heard about it August/September 2010, got together Student fairs, international office and communication department had a discussion on how to present the info and what had to be done. Quite late to be honest, could have started beginning 2010 but being a new universities with a lot of other things that have to be done it is hard to take the time for it.

- In which ways have you perceived the change?
It is more of a positive than negative change. Through the fees we will get more motivated students, she has heard stories about students not knowing how it is to study in Sweden, being unaware of living costs etc. People have been living 5-6 people together. The fees will make it clear that you need to have money to live and study in Sweden. The students will be more focused on taking their exams.

National picture
- How will the introduction of the fees change the situation of academia in Sweden?
Well, the students coming are depending on their parents money – leading to a larger demand from their parents to get better results in school. The academic climate will have a higher quality.

- Have the school had any connections with other organizations due to this change?
Probably not any new organizations. We will have to work more together with other universities. Since we are a small country it is hard to profile ourselves as a small university, we would be more powerful
working together. Probably working with the southern university.

- What do the schools to handle the situation that you know of? Do other universities do it better/different?
There is not a common way of handling the situation, some schools want to do this – others that. The most critical departments that are relying on the international student are willing to do a lot. Do not have any examples, probably using their own context to promote LNU. Probably working closer with partner universities. Would like to know what they are doing but do not know.
The larger universities that are putting a lot of money; Lund, KTH and KI have a large budget to handle the situation. Aware that more universities are using agents, it is a bit to soon to know if that is the right way to handle the introduction of fees. It is hard to know if they can rely on agents. A lot of agents contact universities to sell themselves, but all of them are not serious. You need to know that you get what you pay for.
- Could the school cooperate with other universities to save resources, is that a possibility?
Yes, the southern university’s. Do not know much about other universities, well KI and KTH with agents and recruitment trips.

Handling the change
- Have the school had the time needed to prepare of should the government had given more preparation time for universities?
No, do not think so. Another year would be good in order to cover everything that needs to be covered. For LNU it has been hard due to the formation of LNU starting 1 January 2010 did not make it easier with the introduction of fees. One would have wished that the fees came 2-3 years after our merger, of course it is nothing we could impact. The merger of LNU slowed down the process, Växjö and Kalmar need to work together. It is a communication issue.

- How has the change had an affect on you? What impact does it have on your work?
Do not know, hard to say. Have been working with international marketing since the beginning of last year. Do not know how it was before. Does not take a lot of time today, only a small part of her time today.
Once LNU have more of a strategy when it comes to international students she wishes to focus a lot more on it. It is a fun job doing requiting. She is in a waiting process right now, wants more hands on strategy.
There is an international committee that started in November/December 2010, a bit late due to the change. Before summer she hopes that they have reached. The committee; Nils Nilsson is the chairman and than there are other representatives from other institutions. They have all been working with internationalization before, the formation of the group should make it successful.

- How could/should the schools handle the introduction of the fees from a Marketing,
She thinks that from her point of view the most efficient way would be to use the international students here now and the international alumni, they are our best tools. The once that can give a proper picture are the alumni. They have an alumni network for the Swedish students, hopefully an international one will be included, we have discussed it. It is a matter of resources, one person is working with the alumni network right now.
Right now doing interviews with international students that are here right now, spreading the word that
they are looking for international students and also looking for alumni’s to the institutions. Gotten a few responses when it comes to the alumni. The tricky question is how to find the alumni. If they would find they the alumni would be included in interviews out on the web and in information materials. Use them are spokes persons when they go back home to reroute new students. SI – SwedenInTouch, would be great to have an LNU network up there, nothing right now. Have been waiting, in order to make the networks function, a person that can answer questions and stimulate questions on the community – we are missing that person for the time being. Hoping that when they know a bit more on what to do with the international students. In the future we hopefully will have employees at LNU that could work with it, 5-6 people. She could work with the community, but can not answer all the questions; accommodation, applications etc. SwedenInTouch could be a good tool for Alumni, questions from current students etc. It would be a very good thing, a good tool.

Another way to use alumni would be to use them when there are local fairs. A lot cheaper to just send the material and not our employees. The alumni that are working could also be used to show prospect students that “I studied at LNU and now I am employees by a large company.” A more specific way to say that the education at LNU is successful and useful. A combination of student fairs and “work fairs” would be the best way to use Alumni.

Also student blogs. Found an SI blog where a LNU-student is blogging right now. International student blogging would also be amazing to include, of course they would be compensating. International office is responsible for the Swedish exchange students being abroad blogging. All kind of social networking is a good way to communicating.

- Is the communication efforts worth it in the end, should the school invest in international marketing? Will the outcome be good enough you think? Would be worth trying and than evaluate. Try sending alumni We need to specify interesting markets and regions for LNU, send out a few alumni and try it out. Do not know if they get paid, it all depends on their efforts. A lot of practical issues around payment. Could maybe give them a holiday/weekend is Kalmar/Växjö, give them another memory puzzle for the study abroad experience. Try to find another way to compensate than just money.

End

- Are the tuition fees fair to introduce in your opinion? What is fair when it comes to education? Yes it is fair! The Swedish students that not are exchange students have to pay when they go abroad, from that sense it is good. Not sure about the level, they have been using a general model when deciding on the actual price.
- Where do you picture your organization/school/Swedish academia in the future when it comes to international relations? LNU in the future would be a university that first of all have decided which students to recruit. If we aim for international students LNU covers all the ideas discussed during the interviews, Alumni network, involved and have a lot of users on SwedenInTouch, international students blogging. Of course, if we decide not to go outside EU we do not need to send students outside EU.

- Which would you like to focus on? International third countries, a more stimulating environment for LNU and the students. Requiring international students participating online could be another way. However international students are good.
- Focusing within EU?
If the decision is taken only to focus within EU, she does not know what would be difference form today. Over all marketing for EU free movers in general, we need to find the “right way” to communicate with the international students. It should be easier to decide what to spend the LNU money on.
- Online students
Issue with online international students, we tend to focus on the students that are here now. But the online students population is constantly growing. When writing a strategic document we can not forget the online students. Have no idea how many of the online students today that are international students. Would be a completely other marketing efforts to reach the potential online students, you loose the international experience. Will probably go into Second Life, important perspective to keep in mind.
Linnaeus University – a firm focus on quality and competence

On 1 January 2010 Växjö University and the University of Kalmar merged to form Linnaeus University. This new university is the product of a will to improve the quality, enhance the appeal and boost the development potential of teaching and research, at the same time as it plays a prominent role in working closely together with local society. Linnaeus University offers an attractive knowledge environment characterised by high quality and a competitive portfolio of skills.

Linnaeus University is a modern, international university with the emphasis on the desire for knowledge, creative thinking and practical innovations. For us, the focus is on proximity to our students, but also on the world around us and the future ahead.