Are you a friend of Design?
Research into the reason for falling student numbers at the Design Academy Friends of Design, Cape Town.

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Hand in: June 5th, 2012
Preface

This report is written in the last phase of my study at Amsterdam University of Applied Sciences and is the final step towards graduation. It includes an extensive description of the design academy *Friends of Design* and it provides advice for the Marketing Department.

My placement started on the 1st of September 2011 till the 31st of February 2012 and during the 22 weeks of my internship, I gained knowledge about every aspect of the Marketing Department and developed my personal and working skills. I have built strong relationships with many of my colleagues and after my internship I also got the chance to explore the rest of South-Africa, which was a great adventure. This internship brought me closer to a choice in my future career.

Therefore, I would like to take this opportunity to thank all my colleagues at *Friends of Design* (Phill Schmid, Sabrina Kopp, Margarita Stoffberg, Christina Bieber, Eva Csernyanszky, Lucy Ker and Marc Vlietstra) who made my time in South-Africa an unforgettable experience. Next to this, I would like to thank Mr. Pflug for being my mentor. Furthermore, I thank Mrs. ter Horst for being my placement tutor. Last but not least I would like to thank my aunt, Marjolein Gurses for her English advice.

Lonneke Toonen
### Table of contents

**Executive summary**  
5

1 **Introduction**  
1.1 Aim of the research  
8  
1.2 Problem statement  
8  
1.3 Research objective  
8  
1.4 Marketing  
9  
1.5 World Design Capital 2014  
9  
1.6 Structure of the report  
10

2 **Research design**  
2.1 Research target  
11  
2.2 Methods  
11  
2.2.1 Student interviews  
11  
2.2.2 Survey of potential students  
12  
2.2.3 Employee interview  
13  
2.3 Target group  
13  
2.4 Generalization  
14  
2.5 Validity  
14  
2.6 Reliability  
14

3 **Theoretical framework**  
3.1 Cape Town  
16  
3.2 Analysis of the target group  
17  
3.3 Demographic profile  
18  
3.4 Product portfolio  
18  
3.4.1 Available information  
20  
3.5 Competitor analysis  
21  
3.5.1 Direct and indirect competitors  
21  
3.5.2 Research on corporate goals and strategies  
23  
3.5.3 Success factors  
25  
3.6 Image  
26  
3.7 Identity  
27  
3.8 Trend analysis  
29  
3.9 Relevant theories  
30  
3.10 Summary  
32

4 **Results**  
4.1 Collection of data  
34  
4.2 Desk research  
34  
4.3 Student interviews  
35  
4.3.1 Summary  
36  
4.4 Employee interview  
36  
4.4.1 Summary  
39
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 Survey of potential students</td>
<td>39</td>
</tr>
<tr>
<td>4.6 Summary</td>
<td>41</td>
</tr>
<tr>
<td>5 Conclusions</td>
<td>42</td>
</tr>
<tr>
<td>5.1 Image and identity</td>
<td>42</td>
</tr>
<tr>
<td>5.2 Communication</td>
<td>42</td>
</tr>
<tr>
<td>5.3 Courses</td>
<td>43</td>
</tr>
<tr>
<td>5.4 Final conclusion</td>
<td>44</td>
</tr>
<tr>
<td>6 Advice</td>
<td>45</td>
</tr>
<tr>
<td>6.1 External recommendations</td>
<td>45</td>
</tr>
<tr>
<td>6.2 Internal recommendations</td>
<td>47</td>
</tr>
<tr>
<td>6.3 Summary</td>
<td>47</td>
</tr>
<tr>
<td>6.4 Recommendations for future research</td>
<td>48</td>
</tr>
<tr>
<td>7 Bibliography</td>
<td>49</td>
</tr>
<tr>
<td>8 Appendixes</td>
<td>52</td>
</tr>
<tr>
<td>Appendix I: Topic list interview part-time students</td>
<td>53</td>
</tr>
<tr>
<td>Appendix II: Topic list interview employees</td>
<td>54</td>
</tr>
<tr>
<td>Appendix III: Questionnaire potential part-time students</td>
<td>55</td>
</tr>
<tr>
<td>Appendix IV: Detailed results questionnaire potential students</td>
<td>58</td>
</tr>
<tr>
<td>Appendix V: Product portfolio direct competitors</td>
<td>67</td>
</tr>
<tr>
<td>Appendix VI: Questionnaire competitor analyze</td>
<td>69</td>
</tr>
<tr>
<td>Appendix VII: Idea for research (Dutch version, PvA)</td>
<td>70</td>
</tr>
<tr>
<td>Appendix VIII: Form of approval</td>
<td>81</td>
</tr>
<tr>
<td>Appendix IX: Extended version of part-time student interviews (CD)</td>
<td>-</td>
</tr>
<tr>
<td>Appendix X: Extended version of employee interviews (CD)</td>
<td>-</td>
</tr>
<tr>
<td>Appendix XX: Extended version of interview competitors (CD)</td>
<td>-</td>
</tr>
</tbody>
</table>
Executive summary

Friends of design, an academy of Digital Arts in the heart of Cape Town. Their main focus is print, web and motion graphics. The high quality of training and their cutting edge technology, attracts creative people who share passion for all forms of design. They come to learn in a creative, stimulating environment where the key focus of study is on how to deliver compelling and creative solutions using print, motion or interactivity.

Even though there is no other design academy in Cape Town like Friends of Design that has a bigger variety of design courses, they have encountered some problems. Since last year there has been a drop in student numbers. The management would like to understand the need of the students better so that their external communication can be more effective. This research has to find out the needs of the target group and set out guidelines for Friends of Design.

The research objective of this thesis is: within one year the numbers of students enrolled per course should have increased by 30% on top of 110 students, and needs to be kept stable at that level. The research question is: what actions need to be taken to increase the number of students? The answer to these questions will be based on qualitative and quantitative research.

To understand the needs of the students, qualitative research is done. Both potential and current students are questioned as well as employees of Friends of Design. The student interviews provided useful information to the questions what the students think of the academy, what their motives are to follow a course and whether students are open for the idea to become an ambassador for Friends of Design. In order to gain insight into the brand awareness of Friends of Design a questionnaire was conducted. This research revealed a number of conclusions.

There is a gap between image and identity. The desired identity is to be known as a cutting edge and forward thinking academy with a strong digital identity. Their actual identity is that of a friendly, flexible and fun school but with as minus points that the course information provided is not always up-to-date.

Furthermore the external communication leaves too much to a student’s own imagination. Friends of Design should therefore create an interesting, clear and extensive package of (digital) information so that outsiders will have a better understanding of what they offer.

Another important finding is the fact that most part-time students are not paying for their own course. In most cases their company had taken the initiative to book the course and pay the fee. Market development and market penetration will be advised.
1 Introduction

Friends of Design, an academy of Digital Arts, has taken the lead in teaching digital design in the heart of Cape Town, focusing on print, web and motion graphics. The Adobe and Apple certified training centre, as well as MAPPP-Seta accredited institution, is recognized as the trendsetter in the industry. The international flavour of the school, its cutting edge technology standards and its high quality training attracts full time and part-time students as well as corporations who need to upgrade their digital design skills. Friends of Design, FOD for short, offers training by professionals for professionals.

The company consists of seven full-time employees. Besides the fulltime employees, there is a team of twelve freelance lecturers for different part-time course modules. FOD celebrates its five year anniversary.

FOD’s vision is as follows:

“Friends of Design attracts creative people who share with us a passion for all forms of design. People come here to learn in a creative and stimulating environment where the key focus of study is how to deliver compelling, creative solutions using motion, print or interactivity and to be part of a community of like-minded peers.”

FOD’s mission statement is as follows:

“Intense, comprehensive and competitively-priced fulltime digital training for busy professionals, school leavers and students who want to update their digital skills and/or learn new design technique together with like-minded people. To provide practical training that can be immediately applied in the work environment by professionals and for professionals.”

FOD offers three different courses, each with their own target group. The fulltime program focuses specifically on young students in and around Cape Town or Germany. The part-time program is designed for working people who want to improve their skill for their own growth. And last but not least there is the corporate program. These courses are specially customized for companies who want to invest in their employees. They need to reserve a period of three weeks for FOD to teach the employees the new software and latest skills in design land.

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1 There are many contacts with German schools because of the school director her background.
Fulltime courses
There are three fulltime courses that run daily. The target group for these courses are students who have completed their high school education and want to continue studying.

Two Year Digital Design course
This course comprises two one year modules, namely ‘Print Design & Publishing’ and ‘Web Design & Interactive Media’.

One Year Print Design & Publishing
This one year practical programme offers a thorough grounding in the print media environment.

One Year Web Design & Interactive Media
This one year practical programme emphasizes technical training and interactive screen design in context and conceptual thinking.

Part-time courses
We can split up the part-time courses in four different categories.

1. Print Design
   Photoshop
   InDesign
   Illustrator

2. Web Design
   Flash
   HTML & CSS
   WordPress

3. Other
   After Effects
   Digital Publishing suite for Mobile Devices

Corporate courses
FOD develops customized training solutions for the corporate clients. The course will get the creative team on track, introducing them to newer versions of software, and improved software tools, providing essential skills training using work related sample files, adapting the tools to their work environment, refreshing skills and also how to cut costs in their production process. The training will suit the client’s budget and time schedule. Later in the competitor analysis section of the report it will go in more detail.
1.1  Aim of the research

FOD celebrates its five year anniversary. Founder Eva Csernyasny saw a challenge in running her own design academy in Cape Town, together with financial partner Kay Tolle. But since last year they have encountered some problems.

According to Philipp Schmid, FOD’s Marketing Director, the main problem is that the number of students in the part-time courses is too low which leads to an inefficient operation, as the minimal number of students in each course is six. At that level a class breaks even and no profit is made. During the course of the past year the number of students decreased to an average of five students per course. In addition student numbers fluctuate each term, making it very hard to predict how many teacher hours should be bought in.

The employees do not know exactly why there has been such a drop in student numbers. They question the need to make changes to the content of the courses, or to the way they are advertised or priced in order to get this company back on track. The management of FOD would like to understand the need of the students better so that their external communication can be made more effective. This research has to find out the specific needs of the target group and set out guidelines for FOD.

1.2  Problem statement

The question that need to be answered is in which way FOD can increase the number of participants for each of the part-time courses and how to keep numbers stable thereafter.

1.3  Research objective

Within one year the number of students enrolled per course should have increased by at least 30% on top of 110 students, and need to be kept stable at that level. Based on the information gathered by the research a report will be produced giving insights into the needs and wishes of the target group as well as advice on how FOD can improve its image to help attract more students to their courses. The research therefore aims to define the problem, and the final report should offer guidelines on how to improve the current situation.
1.4 Marketing

Many small projects and events are being used to attract part-time students. However, this is not done according to any particular plan, and Marketing Manager P. Schmid does not have a structured proposal along which lines to carry out the different actions. Many of the initiatives started involve an offer of discounted or free courses.

FOD sponsors a variety of different events. The sponsorship always consists of vouchers for part-time courses with an average value of 4400 Rand (approximately 440 Euro) each. This is possible because most classes are not running at full capacity.

Platforms used for advertising are Facebook, Twitter, Gumtree, CoursesForMe, Foursquare. In addition, offline promotions such as banners, event sponsoring and advertisements are also regularly used. The marketing budget is determined by what can be offered after expenses have been deducted.

1.5 World Design Capital 2014

With this initiative a network of World Design Capital (WDC) cities is created. This is part of the development strategy, and International Council of Societies of Industrial Design (ICSID) will continue to build this network as the initiative gathers momentum in years to come. To indicate how important it is for a city to be proclaimed as part of WDC, can be illustrated by a quote by Patricia de Lille, Mayor of Cape Town:

“With more than half the world’s population now living in urban areas, design has become an increasingly fundamental tool to make cities more competitive, attractive, liveable and efficient. The World Design Capital designation is a city promotion project that celebrates the accomplishments of cities that have used design as a tool to reinvent themselves and improve social, cultural and economic life.”

(Patricia de Lille)
1.6 Structure of the report

A description of FOD is followed by an explanation of the problem and the need for this research. In the next chapter the methods which have been used to answer the central question, will be explained. This research design describes and justifies the qualitative & quantitative research phases. In the third chapter there is a theoretical framework. Several relevant theories will be discussed and there also is an overview of important demographical elements of Cape Town and other relevant literature will be given such as the highlights of a competitor analysis. Here you will also find a more extensive description of Cape Town as World Design Capital 2014.

Then the results will be discussed. This chapter will describe all relevant results from the research. This will be followed by a chapter containing conclusions, here the implication of the findings will be discussed. The last chapter contains advice based on this research which FOD could use to raise their student number for next semesters. The bibliography and the appendixes complete the report.
2 Research design

This is an exploratory study using both qualitative and quantitative methods, and provides answers to the research question and link these to the theoretical framework. A grounded theory approach combined with a deductive approach was used. In order to obtain answers to the sub-research questions a literary study, survey of potential students and interviews with current students and employees were conducted.

2.1 Research target

The purpose of this thesis is to give insights into the needs of present and future students. In order to understand the possible gap between corporate identity and consumer image, it is important that staff members will be heard as well.

Based on the research done, a report will be produced containing advice the Marketing Department can use to improve external communication. After following the guidelines set out in this report for one year, FOD should have increased their part-time student number by 30% and to keep numbers stable thereafter. The research question of how to increase the number of students for the part-time courses will be answered by applying relevant theories.

2.2 Methods

For this thesis both desk and field research will be used. Desk research will consist of available literature. Relevant information will be collected from books such as Internal Branding from Nedeski & Beers, internet articles for instance about city statistics and population census, and technical articles for example about organizational identity written by Albert & Whetten. This information will serve as important input for field research which will be constructed from interviews among current students, surveys among the target group in creative neighborhoods of Cape Town and interviews with FOD’s employees. The combination of these two ways of gathering information has to give answers to the central question, what actions need to be taken to raise the amount of part-time students?

2.2.1 Student interviews

Individual interviews are the chosen starting point of qualitative research. The type of this research is a descriptive research. Structured interview with open and closed questions will be conducted. Preference will be given to the research methods of individual interviews because it allows interviewees to speak in a freely and say exactly what they want. (N, Verhoeven. Wat is onderzoek, 2011)
These current student interviews provide useful information to the question what the students think about the courses, what their motives are to follow a course and whether students are open to the idea to become an ambassador for FOD. The number of annual students for the part-time students is perceived to be the total population, and this is approximately 100-120 students for 2011/2012 according to Marketing Manager P. Schmid. In total there will be 15 participants. This is more than ten percent of the annual population at this moment, and therefore should give a reliable result. (J. Wilson. Essentials of business research, 2010)

The following questions will addressed:

- How did you get in touch with FOD?
- Which factors were most important for decision making when choosing a location for a part-time course?
- How does FOD score on these factors?
- Would you recommend FOD to your friends or family?
- Would you be willing to mention FOD through these social networks?

2.2.2 Survey of potential students

This second enquiry will cover the potential customers for the part-time courses of FOD. In order to gain insight into the image of FOD, the target groups’ awareness of FOD and to see how much demand there is for a design study in the city centre of Cape Town. This will involve 50 people in the Kloof and Woodstock areas. Known as the creative districts in Cape Town. Previous research done by FOD’s marketing manager P. Schmid shows that these two districts have the highest creative industry. P. Schmid is saying that “the level of creativity by local artists, original design pieces sold in art galleries, small boutiques or concept coffee shops are present in large numbers in these two neighborhoods. In these two areas are the most advertising and design companies established.”

The exact age group that will be surveyed shall be determined by the result of the student interviews. This group will be asked to fill in a questionnaire, because quantitative research is suitable for large groups of respondents (Verschuren & Doorewaard, 2010). A good argument for this method is that the answers are easy to process and analyze (Clampitt, 2000). In addition this questionnaire will generate a lot of data in an easy and cost-effective way. This survey is based on previous literature research.

For example the following questions will be addressed:

- Did you ever hear of FOD?
- What do you associate with the name FOD?
- Did you ever consider taking a course in the field of digital design?
2.2.3 Employee interview

The views of FOD's employees are important in determining whether the identity is equal to the image that their target group has of FOD. This is an integral part of this research. They cover the internal part of this research and crucial in order to come to a well-founded conclusion.

It is the aim to find out through interviews with several employees if they are aware of what students want, and also if the image they have of the company is similar to that of the students.

The half standardized interview will be used. Before this particular interview the topics will be written down the topics, so that the interviewee is free to formulate answers in his/her own words, but cannot determine the topic. (N.Verhoeven, *Wat is onderzoek*)

Three employees shall be questioned. These three employees are in direct contact with the students and are also involved in promotional activities such as open days. To interview more employees would not be useful because those three are the only ones in direct contact with students. The employees in question are Philipp Schmid (Marketing Director), Lucy Ker (Sales Manager) and Margarita Stoffberg (School Administrator).

Some of the questions to be addressed are:

- What is the identity of FOD in your opinion?
- What do you think is the image of FOD?
- Do the students know after a career day how the course will turn out when they enter one?

2.3 Target group

The target group within this advisory will be students who are currently following a Part-time course at FOD and the potential part-time students, who might be Orientating themselves on a part-time study in the digital design area in Cape Town.

The size of this target group is difficult to determine in advance even though it is known how many students are doing a part-time course at this moment. As mentioned before, the number of annual students for the part-time courses is perceived to be the total population, and this is approximately 100-120 students for 2011/2012 according to Marketing Manager P. Schmid. This thesis will only deal with
the problem concerning the part-time courses.

2.4 Generalization

Statistic generalization does not play a part in qualitative research because this is often and especially in this case conducted on a small scale. It is more important to be able to use the content in a wider range of similar research, and for this reason the problems addressed and questions asked are meant to produce results that can be used in future research. And to this end detailed facts should lead to general principles (J. Pearsall & B. Trumble, *The oxford English reference dictionary*). In the sub section ‘reliability’ will be described how this may be achieved.

2.5 Validity

*Intern validity:*

To guarantee the internal validity, the formulation of the questions is extremely important. To secure the quality of the questions a third party will be consulted. It is also important that the topics list is reliable so that the correct information is obtained.

*External validity:*

It is expected that the results from desk research will form part of the research statement. To complete the statement qualitative as well as quantitative research will be used in a form of interviews and surveys. Because qualitative research is usually done on a small scale, the results are only explorative and serve as an indication. Therefore the answer formulated in the conclusion can only be a suggestion.

2.6 Reliability

*Sources*

To increase the reliability various sources will be used. Some of the questions will be answered by desk research. Sources originating from different countries will be consulted and those originating from the Netherlands will be translated.

*Research methodology*

For the student interviews the sample reliability is sufficient for this set-up. It is
assumed courses running from January to March attract the same students as those running from September to December.

Recruit respondents
In order to maintain a reliable qualitative research I questioned students from different part-time courses. The total amount of students who will be questioned over a three week period are 15. Detailed, five part-time Photoshop students, five part-time Flash students and five students from part-time course After Effects. There will be respondents recruited through personal contact.

Trial interview
A trial interview, will increase the reliability of the used topic list. By this way there can be tested if the questionnaire covers all the information needed. There will become clear what is still missing, with that information the list will be customized the right way.
3 Theoretical framework

To provide theoretical context to the research question and objective, this chapter presents all important concepts for this research. Moreover, the conceptual framework that is used to frame the study will be described here.

3.1 Cape Town

The city of Cape Town, one of South Africa’s five metropolitan municipalities, has a relatively simple law-making structure and is classified as a Category A municipality\(^2\). The region is defined as a high capacity functional municipality. Cape Town is seen as the economic heartbeat of the Western Cape Province, accounting for 76,5% of the province’s economic activity, with key economic indicators underlying the performance of the province.

The main drivers of economic growth are Finance & Business Services, Manufacturing, and Wholesale & Retail Trade sectors. A large number of financial head offices are located in the city, and as a result the Finance & Business Services sector has grown consistently for the period 1995-2004. A consumer friendly environment of lower interest rates and higher disposable incomes has been the stimulus to the economic growth in the city for the period 2000-2004. Strengths of this city are the well diversified economy, opportunities for further economic growth and a good infrastructure. (PGWC. Socio-Economic Profile, 2006)

\(^2\) is a municipality which executes all the functions of local government for a city. (N, Gabara. South Africa to get two new metros, 2010)
3.2 Analysis of the target group

The percentage of the population in the potentially economically active group (aged 15 to 64 years) has increased since 1996. FOD is geographically operating in the South African market, Cape Town in particular. Although there have been German students coming to FOD in Cape Town, partly due to a partnership with the University of Leizpzig. Business wise FOD operates in the business to consumer market as well as the business to business market. Part-time students taking a course at FOD are generally employed as freelancers. That is why they opt for a part-time instead of a full-time course. Table below show that the target group which FOD focuses on, is best represented. (K, Small, Demographic and Socio-economic Trends for Cape Town: 1996 to 2007)

Figure 1: Age distribution Cape Town, 1996 to 2007. (K, Small, Demographic and Socio-economic Trends for Cape Town: 1996 to 2007)
3.3 Demographic profile

Cape Town is the main urban centre of the Western Cape. The population of Cape Town increased by 1.6 per cent annually from 2,994 million to 3,239 million people in the period 2001-2006. The population is expected to grow at an average annual rate of 1.0 per cent for the period 2006-2010 to 3,368 million people by 2010. By 2014, the population is expected to grow to 3,448 million at an average annual growth rate of 0.6 per cent. Figure 2 below shows the total population in 2006. Cape Town’s population is projected to remain stable at 65.0 per cent in 2010 and 2014. (Centre for Actual research, 2006: Population projections for the Western Cape 2001-2025).

![Population Pyramid - Total Population](image)

Figure 2: Total population 2006 (Centre for actual research (2006). population projections for the Western Cape 2001-2025)

3.4 Product portfolio

FOD offers three different categorized courses with all their own target group. This information is available on their Facebook profile, FOD website and their brochures.

Full-time courses
There are three fulltime courses and they run daily (Monday – Friday) from 08.30am – 12.30pm. The target group for the fulltime courses are students who have completed their high school and are willing to continue studying.

Two Year Digital Design
This course compromises the 2 one year modules ‘Print Design & Publishing’ and ‘Web Design & Interactive Media’. This combination will give you the knowledge to understand and work with the design process in your chosen discipline, the tools and
techniques to digitally produce the work in a professional manner and the sensitivity to appreciate and utilize the context in which you are designing.

One Year Print Design & Publishing
This one year practical program will give you a thorough grounding in the print media environment. You will master the tools, practices and terminology required to produce professional print media. The software Friends of Design uses includes Adobe Photoshop, Illustrator and Flash.

One Year Web Design & Interactive Media
This one year practical program emphasizes technical training, interactive screen design in context and conceptual thinking. The software FOD uses includes Photoshop, Flash, Illustrator, Dreamweaver and Encore from Adobe, Final Cut Pro from Apple and WordPress.

Part-time courses
Part-time courses are split up in four different categories. The courses run 4 weeks (Monday – Wednesday) from 05.30pm – 08.30pm.

1. Print design

Photoshop
Learn to edit images with professional-quality results. After the course you can perfect all of your images with non-destructive filters and powerful color-correction, cloning and healing tools.

InDesign
Learn to typeset single and multi-page documents with professional results, whether it is a magazine spread, a poster or even a web page. With InDesign you have the ability to output your final files to a broad range of formats for print and web. There are two different InDesign courses, namely InDesign Essential Skills for basic to intermediate and InDesign Essential Skills II for intermediate to advanced.

Illustrator
Illustrator is a powerful and versatile tool for creating illustrations for the print and web. In this course, you will build a solid foundation in Adobe Illustrator. There are two different Illustrator courses, namely Illustrator Essential Skills for basic to intermediate and Illustrator Essential Skills II for intermediate to advanced.

Finishing Arts
Complete your print jobs with the finesse and expertise of an old-school finishing artist. This course can only be followed after the courses Photoshop, InDesign and Illustrator or relevant work experience and it will run one week (Monday – Wednesday) from 05.30pm – 08.30pm.

2. Web Design

Flash
Learn about rich media sites and the use of a multimedia in the web, how to work
with text on the web, web page layout skills and web usability. Besides Flash Essential Skills for basic to intermediate there is also Flash Essential Skills II for intermediate to advanced.

**HTML & CSS**
Learn internet basics, how browsers work and understand general web concepts.

**WordPress**
This course is useful when you want to learn how to build websites with commercial value and more powerful back-end features. The course is not intended for absolute beginners, you will require HTML & CSS Essentials and Photoshop Essential Skills or equivalent work experience.

### 3. Other

**After Effects**
At the end of this course, you will be able to import footage images, add text and effects, animate various parameters, incorporate design elements into video footage and export to a number of different formats for viewing.

**Digital publishing suite for mobile devices**
In this course you will learn how to export your InDesign layout to devices such as Ipad or Blackberry playbook. You learn the best practices for editorial and advertising layouts.

### Corporate courses

*FOD* develops customized training solutions for the corporate clients. The course will get the creative team on track, upgrading them to newer versions of software, migrating them to improved software tools, providing essential skills training using work related sample files, adapting the tools to their work environment, refreshing the skills and even cut costs in their production process. The training will suit the client's budget and time schedule. ([P, Schmid, 2009](#))

#### 3.4.1 Available information

People who are interested can orientate themselves on the product portfolio of *FOD* on a career day. To determine whether the activities initiated are sufficient to attract new people the following question needs to be answered: “is there enough information available?”

When viewing the website there is a very hectic display with different kind of courses, news and video’s. Through various tables divided in six parts namely fulltime courses, part-time courses, short courses, workshops, tutorials and student galleries you will find out what this academy offers. Focusing on part-time courses there is very limited information available. After a short introduction the general conditions are briefly described. For a little more information you can download a brochure. In addition there is on the website of *FOD* a video which will show you something of the school en the fulltime courses. Nothing about part-time courses is mentioned.
Next to internet, students can get information through another way. Two times a year they are attending career days on a high school event. All design academies are attending but the target group for part-time courses are not the high school graduates. Qualitative research will show which way of communication is most appreciated.

3.5 Competitor analysis

This is a brief summary of the full analysis. Only the most important and striking results will be displayed in this chapter. It is important to know which competitors there are because it is useful to know if they deal with the same problems as FOD and if not, what their strengths, weaknesses and goals are. This competitor analysis is updated in 2011 by L. Poeth, employee of FOD.

There are several design academies in Cape Town which can be viewed as a competitor because they offer such a product as FOD does. We can classify the competitors into two categories, direct competitors and indirect competitors. The classified competitors are divided as a result of desk research.

3.5.1 Direct and indirect competitors

Direct competitors are competitors that offer the same products as FOD. They are offering a (partly) different product portfolio, but they use the same software. There are thirteen direct competitors in the design schools market in Cape Town. Indirect competitors offer an alternative for the products that FOD offers. There are two indirect competitors in the design schools market in Cape Town.

- School of Audio Engineering
- College of Cape Town

The selection of the competitors is based on desk research and existing documents from FOD. This analysis will only concentrate on the four most important direct competitors. Concept Interactive is the biggest competitor of FOD, because they share the exact same target group, they offer almost the same courses and they are in the industry for a bit longer. Besides Concept Interactive, AAA School of Advertising, CityVarsity and Vega School are big competitors in the market as well and FOD could definitely learn from them. To clarify these competitors there is made a table.
### Direct competitors

<table>
<thead>
<tr>
<th>Direct competitors</th>
<th>Indirect competitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept interactive</td>
<td>School of Audio Engineering</td>
</tr>
<tr>
<td>AAA School of Advertising</td>
<td>College of Cape Town</td>
</tr>
<tr>
<td>CityVarsity</td>
<td></td>
</tr>
<tr>
<td>Vega School</td>
<td></td>
</tr>
</tbody>
</table>

**Table 1: Direct and indirect competitors of FOD**

**AAA School of Advertising**

AAA School of Advertising is a school focused on advertising and marketing. They have two schools, based in Cape Town and Johannesburg. It is a career focused school, preparing young talent with the necessary knowledge and skills for a successful career in advertising.

AAA School of Advertising is owned by the Association of Communication and Advertising and they are registered with the Council on Higher Education as a Private Higher Education Institution. The courses are accredited by South African Qualification Authority and the International Advertising Association in New York, which means that the graduates also receive an IAA Diploma.

**CityVarsity**

CityVarsity is a school of media and creative arts, based in Cape Town in 1996 and in Johannesburg in 2006. Their most important aim is to nurture individual talent, creativity and excellence by providing the highest standards of practical and theoretical education. CityVarsity provides a unique learning environment that encourages collaborative creativity between their departments. Their courses are accredited by the Council of Higher Education and South African Qualification Authority.

**Vega School**

This is a branding and marketing school that goes with design. They have four campuses, in Cape Town, Johannesburg, Durban and Pretoria. Vega School is about identity, positioning of the brand, PR work and the change of advertising. They aim to inspire a new breed of thinkers; those with the expertise to generate healthy brand ideas, linking business profit to adding value to the lives of people. Vega School’s courses are accredited by the Independent Institute of Education.
3.5.2 Research on corporate goals and strategies

AAA School of Advertising

School of Advertising is the oldest design school in Cape Town. They are a school for advertising and marketing who are focused on these areas, instead of offering a wide range of courses. AAA School of Advertising claims that most of the students in the working industry are from their school. Because of that reason, they have a slogan called:

“Where the ad industry shops”

AAA School of Advertising benefits from their experience and their focused courses, instead of a wider range. The fees are lower compared to the competitors and they want to keep it that way in the future, so AAA School of Advertising positions itself in the market as low priced with a well established reputation.

AAA School of Advertising is using an own website, word of mouth, brochures, flyers and stands on exhibitions as marketing tools. At the moment, they are starting to use social media and magazines, TV and radio are not able to use because they are too expensive. The most successful marketing tool that they use is word of mouth and stands on exhibitions. AAA School of Advertising do not spend much on marketing, because their PR is good.

The success factor of AAA School of Advertising is that they have a lot of graduated students who are working in the industry. Their slogan is based on the big number of students that are in the working industry. Because of the real life companies that they use for their practical projects, they have good contacts with the industry and that can be in advantage of the students. When you compare AAA School of Advertising to CityVarsity and Vega School, they have more experience because they are older than the other schools.

For the future, they do not have goals because they think they are as good as they are right now. Expanding is not what they want, because with the space it is already a struggle. Besides that, every year 100 students graduate from AAA School of Advertising and it is hard for all 100 students to find a job in the industry. The only goal that they have is to convert their two year Copywriting diploma into a three year degree. The reason for that is the upcoming trend that degrees become more and more important. Also social media, web design and e-marketing in general plays a bigger role these days and AAA School of Advertising is planning to use more e-marketing in the future.
CityVarsity
CityVarsity positions itself in the market as a creative school with a wide range of courses. They have seven different faculties who run itself and these faculties benefit from interaction between each other to develop their skills for the best results. CityVarsity has higher fees than the competitors because they want to attract students who are from wealthy families and do not want to go with the mainstream. Students also choose for CityVarsity because of the ‘arty’ vibe and that is more unusual compared to other schools.

For marketing, CityVarsity is using social media, their website, magazines (both editorial and ads), word of mouth, brochures, flyers and stands on exhibitions. The most successful marketing tool is word of mouth, because it is free, successful and people believe in it (A. Sernvitz, G. Kawasaki and S. Godin, Word of Mouth Marketing). The better the students are and the more they like the school and the course, the more they will tell other people about CityVarsity. Social media is a tool that CityVarsity is using, but they do not use it often. Marketing tools that they do not use are TV and radio, because it is too expensive.

CityVarsity claims that the practical part of the courses is the success factor of their creative school. What they see as unique is that they have seven different faculties who are interacting between each other to develop their skills for the best results. The Multimedia Design course is a niche, because no other design school is offering this. For the projects, CityVarsity uses invented briefs that are related in a true way to what a designer in the industry would be required to do, but whenever it is possible in the future they will incorporate real industry work. Their plans are to grow in the future with more students and more short courses.

Vega school
This institution wants to position itself in the market as a brand and marketing school that goes with design. Their slogan:

‘Wisdom with magic’

It stands for the strategic sense with the creative side. Vega School is using social media, an own website, magazines, word of mouth, brochures and stands on exhibitions as marketing tools. The magazines are published magazines on schools, but no commercial magazines. TV and radio are too expensive to use. The most successful marketing tools are word of mouth and stands on exhibitions. In the past, Vega School tried to gain customers by offering a discount on combined courses, but they considered this to be unsuccessful.
The success factor of Vega School is their real life companies that they use for their practical projects. During these projects, Vega School creates different groups of students from different courses so they work with each other and learn from each other. Vega School positions itself in the market as a brand communication school and it is all about thinking differently and innovation.

The future plans are all about expanding, so more campuses, more students and more specific courses. They want to expand with specific courses instead of a wider range. Also the business is going more and more for a degree, so they want to make some changes by convert their certificates into degrees.

3.5.3 Success factors

The schools in the design schools market can make themselves unique by several success factors, these are based on the results of interview with three other schools (Appendix VI). These success factors are the quality of the courses (updated software), a theoretical and practical part, what do the students get after they graduate, the fees of the courses and the location. Besides these factors that they can respond on, there is a sixth factor that they cannot directly respond on, namely their reputation.

The high demand for the practical side is reflected in the strategy of the schools, because all the schools claim that their success factor is the practical side. In reality, this is not true, because every school has a theoretical and practical side during the course. What makes AAA School of Advertising and Vega School unique is the fact that they use real life companies during their projects. Students have a good opportunity to show the real industry what they have learned, they have to behave as professionals and they can make contact with the industry what can be in their advantage for the future. CityVarsity claims that the interaction between their seven faculties makes their school unique, but during the real life projects of AAA School of Advertising and Vega school, the students from different courses work together groups and use each other’s skills for the best results.

The lectors from FOD and AAA School of Adverting have Adobe certificates. Vega School offers workshops for their lectors and CityVarsity is doing nothing for the lectors. Their lectors are from the working industry. There is another striking difference in result between the design schools. Namely AAA School of Advertising and Vega School offering degrees. CityVarsity offers diplomas and FOD offers certificates. This could lead to increased attractiveness a certain school.
CityVarsity have higher fees than the competition. They are followed by Vega School, who have fees around R55,000 (approximately 5500 Euro) a year for the fulltime courses and the fees for the part-time courses are around R3,000 (approximately 300 Euro). AAA School of Advertising is on the third place with fees around R48,000 (approximately 4800 Euro) a year for the full-time courses and various fees between R5,000 and R12,750 (approximately 500 and 128 Euro) for the short courses. FOD has the lowest fees with R42,000 (approximately 4200 Euro) a year for the fulltime courses and fees around R4,200 (approximately 420 Euro) for the part-time courses. (L. Poeth. FOD Competitor analysis update 2011)

3.6 Image

For this study it is important to find out how other people perceive FOD. As long as the number of part-time students continues to fall there is the possibility that the gap between consumer image and corporate identity is to blame. This research will either prove or dismiss this theory.

The attitude of an organization plays an important role in the image it projects. Because attitude seeps out through the cracks, argues Jan Mastenbroek in his book Public Relations. Attitude communicates, there is always attitude en therefor there is always communication say Watzalwaick, Beavin and Jackson (1984). Every client is aware of this attitude and it forms the basis of the perception of their image of the organization, its culture and its identity. If for whatever reason this image is not good, if there is a bad company culture ineffective management or no management at all, a negative image is inevitable.

Does the image the company displays agree with how this is received in reality by the public. When this is not, the identity of the company will have to change. There are different views on image, a couple of examples will follow.

“The image of an organization corresponds to the mental model that individuals who compose its several different publics create to represent it, whenever they think of it. It is like a concept or a description, containing cognitive, affective and sensorial information”

(Schuler 2004)
In most of the literature on image, the terms reputation and image are used interchangeably. R. Dowling makes a distinction between corporate image and corporate reputation. According to him, corporate image is the "global evaluation (comprised of a set of beliefs and feelings) a person has about an organization". Corporate reputation is "the attributed values such as authenticity, honesty, responsibility and integrity uses of the company."

For FOD it is important that their image is approximately equal to their identity. Especially to distinguish itself from the competition. R. Dowling explains that a good corporate identity can affect corporate image in two ways. People make the association between the company and its identity, so they recognize the organization. The identity elements can help them recall their image of the organization. For Dowling, "corporate image has a cognitive or logical aspect and an emotional or feeling aspect." Together they form an overall corporate image.

R. Dowling goes on that “if a person’s beliefs and feelings about a company (its image) fit their personal norms and values, then the person will attribute a good reputation to that organization. There must be a "fit" between the image of the company and what he refers to as the person’s norms and values.” On the basis of Dowling his theory the image of FOD will be defined throughout this study. (P. S, Bronn. MAGMA, When it comes to corporate image it’s identity that counts.)

### 3.7 Identity

The concept of organizational identity was introduced by Albert and Whetten in 1985. Based on their research, they suggested “that organizational identity embodies the characteristics of an organization that its members perceive to be central, distinctive, and enduring in an organization when past, present and the future is taken into account.” (A, Puusa. EJBO 2006) Their examination of the identity concept in 1985 is the most influential academic work on identity from any perspective.
According to Ashforth and Mael, “the central character of the organization is rooted in the more or less internally consistent system of pivotal beliefs, values, and norms, typically anchored in the organizational mission that informs sense making and action.” (Ashfort & Mael. *Organizational identity and strategy as a context for the individual*, 1996)

Ashfort and Mael continue, that someone’s perception of the organization are formed on the basis of comparison with referent organizations, mostly the companies considered as main competitors (A, Puusa. *EJBO* 2006). For FOD this would be CityVarsity, AAA School of Advertising and Vega School.

According to R. Dowling identity is important for a number of reasons. The primary roles of identity are to create awareness, trigger recognition of the organization, and activate an already stored image of the organization. Van Riel believes that “a strong identity will help raise motivation among employees by creating a "we" feeling, allowing people to identify with their organizations.” He believes that it can inspire customer confidence, which can be the basis of long-term relationships.

There are a lot of different views on identity. To keep this thesis as objective as possible a selection of statements will be displayed.

“Identity The sum of beliefs, ideas and impressions that a person has of an object”

*(Kotler & Fox 1995)*

“Organization identity is (A) What is taken by organizational members to be central to the organization, (B) what makes the organization distinctive from other organizations (in the eyes of the beholding members, and (C) what is perceived by members to be enduring of continuing linking the present with the past and presumably the future.”

*(Albert & Wetten, 1985)*

“The collective aspect of the set of characteristics by which a thing is definitively recognizable or known”

*(Oxford dictionaries)*
“Identity means the sum of all the ways a company chooses to identify itself to all its publics”
(Margulies, 1977)

The last statement of Margulies (1977) will be used in this study, as the identity of a company such as FOD can be easily described with.

An organization gets many benefits from having a good identity or reputation. Customers are more reliable and employees are more loyal. To find out how students look at the identity of FOD and in which way employees see their own organization, research is needed. On this base there can be determined whether there is need for action on this point. The framework of Hatz & Schultz (2008) provide a good visualization of how the perfect situation would look like.

![Brand identity & Brand image Hatz & Schultz](image)

Figure 3: Brand identity & Brand image Hatz & Schultz

The image can be best defined by way of a short survey. The total number of contributors needed for reliable research is difficult to determine and also depends on the target group. The target group for FOD is relatively small. According to van de Grinten in his book ‘Mind the gap’ a minimum of ten interviews is sufficient to come to a conclusion.

### 3.8 Trend analysis

As briefly mentioned in the introduction it is hugely important for a city as Cape Town to become part of WDC as it aims to put Cape Town and the Western Cape
Region on the international map of design cities. For example with Torino as winner of 2008 interest from numerous parts of the world was attracted while Torino solidified its position as a remarkably center for design emerging with design schools, promotional organizations, innovative and diversified creative industries, as well as gaining support of its local and regional municipal networks.

“It is special because, there are many awards that recognize individual accomplishments in design but the WDC designation is unique as it aims to focus on the broader essence of design’s impact on urban spaces, economies and citizen. In the year of WDC there are lot’s of exhibitions, conferences, ceremonies and gala celebrations starting with a public event on New Year’s Eve. Final number of events in Torino 2010 as WDC was 340 in 365 days. (D, de Silva. ICSID)

The mission statement of WDC reads as follows:

“To honour a city that has used design from a social, cultural and economical perspective to reinvent the city”

(D, de Silva)

The WDC project helped spread the culture of planning throughout the country: To the people, businesses, education and institutions. The legacy left a permanent mark on the city that can renew the effect of WDC over time, a true success story for Torino.

3.9 Relevant theories

Gap Analysis
As mentioned before the Gap analysis is a very useful tool to decide what the difference is between de actual identity and the desired identity. The Gap analysis is built up of two questions. First is, where are we now? And where are we want to be? The differences between the two is the Gap. You can close the Gap by using tactical
approaches. This theory goes out from the fact that you modify the marketing mix so that you get to where you want to be. When there is a Gap, you can close it by deciding upon strategies and tactics. Maybe you have to change the price or your product to move from where you are today. (MarketingTeacher: Gap analysis)

![Figure 4: Strategic Gap Analysis (Marketing Teacher Gap Analysis)](image)

**Ansoff matrix**

For deciding which strategy can be used best in combination with the gap analysis is the Ansoff matrix. This is one of the most well-known frameworks for deciding upon strategies for growth. For this research the Ansoff strategy is used to bridge the gap between image and identity. By linking two major strategies there can be written a well-funded advice for the development of the organization. This model will be used as a useful tool in order to determine a growth strategy.

There are four main categories for selection:

- Market penetration
- Market development
- Product development
- Diversification

Market penetrations is all about increase revenues by for example promoting the product. In this case the product is not modified and there is now search for new customers. With market development is meant that the product remains the same, but focuses on a new target. Product development is about develop and innovate new products to replace existing ones. With diversification there is made completely new products to new customers. (H, I, Ansoff. *Strategic management*, 2007)
Buying phase scheme

To structure the findings of this research the buying phase scheme will be used. Four phases will be described and get each a recommendation on how to improve that certain type of customer group.

This falls apart in four categories. Potential customers that don’t know their latent need, customers that are unfamiliar with the name FOD, potential clients that don’t know FOD as a course academy and customers that know FOD and aware of the business their in.

3.10 Summary

Cape Town gets more and more attractive to creative designers. The title World Design Capital 2014 increases this attractiveness more. In such a creative city there is obviously competition. With three other design schools as main competitors, FOD will have to distinguish itself as design academy.

When identity and image of an organization are in line, a good transparent basis is achieved. At this point there is nothing to stop the company to carry out its mission and establish a good image. This complete balance in trading is seldom seen. The internal en external communication are carriers of the image and the behavior of the employees is crucial in this respect.

In a perfect situation image and identity are equal. When as quoted earlier negative attitude seeps out through the cracks, damages the overall image of the company. In
that case image and identity are not in line. Ultimately identity is the most important success factor. The main question, what actions need to be taken to increase the amount of part-time students will be answered by implementing the gap analysis, Ansoff’s matrix and the buying phase scheme.
4 Results

This chapter will describe all relevant results that came from FOD documents, websites, interviews and surveys. Substantiated with graphs and citations of important statements. To provide information to answer the research question, five sections will be described in chapters desk research, student interviews, employee interviews, questionnaire potential students. Every section end with an analysis, to provide an overview.

4.1 Collection of data

The way data was collected proved successful. Surveys and interviews were finished by the end of February 2012. Interviews were spread over one week and the surveys in Kloofstreet and Woodstock were completed in two days. While writing this thesis in the Netherlands constant contact with P. Schmid was maintained.

4.2 Desk research

Cape Town is South-Africa’s second-richest city. This is due to factors such as having an increasingly young population boosting the domestic demand for education and being one of the top destinations for investments, especially foreign direct investments in the province and also the country as a whole.

Cape Town is characterized by an impressive growth trend. Being winner of World Design Capital (WDC) 2014, it also offers a lot of opportunities for design academies. Just note the massive effect WDC 2008 has had on Torino. Winning the year of design will help create new relationships with national and international companies, and enhance existing ones.

FOD has three direct competitors, namely CityVarsity, AAA School for Advertising and Vega School, FOD distinguishes itself by offering corporate courses customized to the client’s budget and time schedule. In comparison AAA School of Advertising has lower fees and a well established reputation with many of their graduates already working in the industry. Meanwhile CityVarsity, not wanting to go with the mainstream, asks the highest fees and claims its advantage to be the fact that it has seven faculties who are working together to achieve the best results in developing students’ skills. And Vega School says its success factor is working with actual companies.
4.3 Student interviews

To find out what points of improvement for FOD could be, it is important to know what they think of their academy and the reason why they chose for this particular design school. It answers the need of the target. In total there were five Photoshop, five Flash and five After Effects students questioned. Most important findings will be illustrated by theme. The entire interview can be found in appendix VI (CD).

Course information

The answers of question two and three need to be segmented to be useful. The answers on these questions give insight in the industry FOD part-time students come from. The first part is separating the self-employed part-timers from the employed. The majority of the respondents were employed the other respondents consider themselves as a freelancer. The average age of people that were asked were between the ages of 28 and 38. The gender of all interviewees were male.

The industries these part-timers come from are defined as the following: Graphic Design, Web Design, Motion Design, Illustrators and people who work in IT. Furthermore it is interesting to know who is paying for the course. Marketing is now focused on individuals but remarkably almost all of the employers pay the course for their employees. In most cases the employer is the one who suggest to follow a course.

“*The demand for a package of skills increases and especially in the advertising world. Our team should be prepared for the upcoming demand of doing as much as we can in-house to keep it as cheap as possible.*”

(Student interview)

The results show that the reason why they are following a course correspond to one another. They want to learn new, expand or refresh their skills. Another group wants a career boost, think of a promotion. The freelancers state it is an easy way to make contact with people who are in the same field and one freelancer mentioned that the course would improve his earning and expand his business.

Furthermore there are other things that came out of these interviews. The students have indicated their most important factors for decision making when choosing a place to do a part-time course. Quality of the courses, fees and the location of the design academy came out as most frequently mentioned. Updated software is extremely important for the respondents.
Most students come in touch with FOD through internet, more specifically, Google, Facebook and Gumtree. A view of the respondents saw a banner of FOD in Kloofstreet. Some respondents have looked at other schools as well but an argument why they have chosen for FOD was, because of their customized courses.

Overall they are satisfied with FOD but some correspondents indicated the outdated online information and the fact that you cannot find any information about the teaching methods, some correspondents think they could get more out of these courses.

“There is so much information on the main page that you get confused of what they offer. Of course as a web designer you see little things. But I had the same feeling when I came here for the first time, a bit chaotic.”

(Student interview)

4.3.1 Summary

Opinions of current students are generally positive. Expanding or refreshing skills or a career boost were points indicated as a reason to participate in a part-time course. Reasons why they are at FOD varied from convenient location to affordable rates. Also, the customized courses is seen as a major advantage. Significant result from the student interviews were the fact that most employers paid for their employees and they are the one who suggest to follow a course.

4.4 Employee interview

To obtain useful results about the desired identity, an interview was prepared, consisting of fourteen questions divided into three themes for convenience. Three employees were interviewed, the Marketing Director, Sales Manager and the School Administrator, and asked to answer the questions. The entire interview can be found in appendix X (CD), and the most important findings are illustrated by theme.

Friends of Design

As part of this project it is important to know in what way the employees see FOD and what they think of their school image. In most ideal situation are corporate
identity and consumer image identical. In practice this is not a frequent finding. When the school image of both groups, students and employees, are different steps can be taken to bring them closer together and especially to the identity of the school.

The respondents agree that the identity of the school should be a cutting edge, forward thinking academy and this is what they want to show to the outside. The organization objective is providing qualitative good education with a strong focus on all things digital and design. One of the respondents indicated better facilities and more professionalism as a point of improvement.

On the issue on image, opinions were divided. The majority of the organization have a positive image. They indicate FOD as an friendly, flexible and fun school. There are also negative things mentioned. Two of the respondents claims that the organization of the available information on print and online should be organized better. Courses online are not up-to-date, it is to chaotic this way. This weakens the image and the academy has to deal with a drop in student numbers.

By combining all the above results the relation between target, identity and image of FOD are confronted. This creates a clear overview of the respondents on this topic.
Career Day
The Career Day gives FOD the opportunity to recruit new students and generate enthusiasm for the various courses the academy offers. This theme answers the question if the current level of communication and activities as well as the follow-up of a Career Day is sufficient.

The main goal of a Career Day is to promote course, make them enthusiastic and persuade people to opt for FOD. Visitors can participate in a number of activities. Think of a trial with Photoshop, but exact information about a particular course is only available when one of the teachers present, is approached. Brochures containing additional information are handed out and are also available on-line. Respondents interviewed thought that the organization of the Career Day could be improved, for example by including refreshments and having more qualified staff attending. Also the wish to have more practical activities available on show is mentioned. One respondent specified that attendance of this open day was too low, and would like to see more people encouraged to visit the Career Day.
Apart from Career Day, there are few other options for potential students to find out more about the part-time courses. According to several respondents the information on friendsofdesign.net is not up-to-date and in some places too limited to get a favourable impression of the academy. The management is aware of this but has not yet taken action. All respondents indicated that they think the effort made to convince potential students to choose FOD is not adequate enough.

**Employee evaluation**

Subsequently the respondents were asked their thoughts on the cause of the Declining fall in student numbers. Several arguments are listed. It is remarkable that only one argument relates to the quality of the training namely the lack of structure in the organization that led to out of date information. All other arguments relate to external influences. The drop in student numbers is seen as an aftereffect of the financial crisis.

4.4.1 Summary

Opinions about FOD are divided. Some respondents are very satisfied. They call the program challenging and argue that the course offers lots of freedom and is constantly changing to keep up with the latest trends in the design world. Other respondents have a negative feeling on those points and call the courses unstructured and one respondent even mentioned the word chaotic. In general all agree that they could get more out of these courses. There is need for more knowledge, practice and structure in the educational program.

4.5 Survey of potential students

This last part of results will cover the obtained information about the potential customers for the part-time courses of FOD. In order to gain insight into the brand awareness of FOD and to see whether people might be interested in a trial/workshop. There are connections made on the basis of statistic program SPSS. All data which is used to analyze the surveys are shown in appendix IV.

To look if there is a connection between the question if they have ever heard of FOD and if they would be interested in following a workshop at FOD, 96.6% state that they heard of FOD and would be interested in a workshop. From the respondents who never heard of the academy almost all would be interested as well.
Have you ever heard from friends of design? * Would you be interested in following a workshop in the field of art or design?

<table>
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<td>88,0%</td>
<td>6,0%</td>
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Table 2: Connection between awareness and the interest in a workshop.

Most mentioned school by respondents known in the area is AAA School for Advertising. All respondents who heard of FOD did know that they are a design academy.

Furthermore, there is also examined the relationship between their function and the interest for a workshop. By this result a conclusion can be established which target group FOD should focus on. All respondents who considered themselves as a designer would be interested in a workshop. The ones who see themselves as a marketer are not that enthusiastic. In Appendix IV you will find the table where this connection is shown. In total, 44 respondents would like to follow a workshop in the field of art and design. On the basis of a graph, this great demand is symbolized.
4.6 Summary

The results from qualitative and quantitative research delivered a very valuable contribution to this study. In this chapter it became clear that the desired identity of FOD and the current image do not correspond, meaning that the image employees have of FOD, does not reflect the desired identity. Another important finding is that the respondents like to see more specific information about the courses made available during a Career Day, and also want more people encouraged to visit FOD on the day.

Almost every respondent in Kloofstreet and Woodstock were interested in a workshop in the field of Art & Design. Although people never heard of FOD they still would like to follow a workshop. However, the number of questionnaires is not representative for the whole target group. Therefore, the result of the questionnaire can only be used in providing insight in the needs of the interviewees. The result are just an indication, no hard conclusions can be made on the basis of these outcome.
5 Conclusions

The most useful result of all research has been selected and are ready to be transformed into a number of conclusion. The research results presented are in previous chapters objective, and no concluding statement has yet been made.

This chapter is the first step towards the recommendations that should answer the research objective and is meant to place the results in context of the theory. The following sections will describe one or more of the sub-conclusions based on its findings obtained from research. The question that need to be answered is: “how can FOD increase the number of participants for each of the part-time courses and how to keep numbers stable thereafter? This chapter will end by answering these research question.

5.1 Image and identity

There is a gap between desired identity and current identity of FOD. With the gap analysis it will be possible to answer the questions “where are we now?” And “where are we want to be?” The desired identity is to be known as a cutting edge and forward thinking academy with a strong digital identity. The actual identity is that of a friendly, flexible and fun school with as minus points that the course information provided is not always up-to-date and they are not sufficiently well organized. The gap will be closed by taking action based on the Ansoff matrix.

5.2 Communication

Instead of having a structured plan for making the most effective use of the different opportunities to promote and advertise the courses, advertising events are taken up as and when they present themselves.

The information offered in all forms of communication, in particular on the website and in brochures remains very general. In addition, the amount of information is very limited. For example there are no statements regarding the content of the teaching program or methods. Results from qualitative research confirm these findings. The respondents indicate that they think current communication is not good enough to get a favourable impression of the academy. The external communication leaves too much to a student’s own imagination. FOD should therefore create an interesting, clear and extensive package of (digital) information so that outsiders will have a better understanding of what FOD offers.
On the positive side, in comparison with competitors FOD is the only design school using social media as a marketing tool. Social media will be getting more and more in demand in the near future and FOD is ready and closely following developments. Still, the competitors are also planning to use more social media in the near future.

Concerning the competitor analysis, it can be concluded that FOD is the cheapest in town. Especially when different schools offer (partly) the same or similar courses, fees charged can be decisive. The interview with current students revealed that almost all opted for FOD due to the reasonably priced courses.

5.3 Courses

Another thing that must be taken into account is the fact that most part-time students are already employed and not paying for their course. In most cases their company had taken the initiative to book the course and pay the course fee. At present the marketing is exclusively focused on individuals, but it is also important to target and convince employers and it is therefore crucial to include companies in the process. This way more people already in employment can be attracted toward the courses. A corporate approach also allows the introduction of new reasons for further educating employees such as a broader business approach and the possibility of more in-house work done due to staff is trained in multiple disciplines.

The results revealed the fact that a lot of current part-time students had chosen FOD because of their follow-up courses and customized training. These points are seen by companies as the advantage of using FOD compared to the competitors, by companies. But FOD’s employees are not aware of this advantage and are therefore definitely missing opportunities.

On the basis of the gap analysis and the Ansoff matrix the following strategy will be used to bridge the gap. As a result of previous conclusions the two most useful strategies to follow in order to increase their student number are market penetration and market development. By market penetration they will achieve growth through increased revenue. Employers need to be convinced to buy more of the product, for instance by signing up for two follow-up courses instead of only one. By market development they will focus on a new target, namely the company behind employees already working in IT, Marketing or Design.
5.4 Final conclusion

In general all agree that they could get more out of these courses. For both parties, employees and part-timers, there is need for more knowledge, practice and structure in the educational program. By implementing the Ansoff matrix they will close the gap between desired identity and current identity and student numbers should increase as a result.

Since it is more expensive to attract new customers than to keep current ones, it would be a good idea to aim for a higher retention rate, leading to better market penetration, and to focus on a corporate target leading to greater market development. Concluding, FOD does have a lot of opportunities to increase the number of students, and to keep this number stable. These conclusions will be further discussed in the next chapter.
6 Advice

The following advice give an answer to the central question: “in which way FOD can increase the number of participants for each of the part-time courses and how can numbers be kept stable thereafter?”

This part of the study will advise on several aspects concerning the part time courses. In line with the results and conclusions set out in previous chapters, recommendations will be provided on how to reach the target group and claim ambassadorship when students are already in the house.

To structure this chapter the buying phase scheme is used. The five phases that are described will each get a recommendation on how to improve that certain type of customer group.

6.1 External recommendations

The first three phases described as what can been seen as the external part of customers, not yet clients. The last two phases are customers who are already a client of FOD.

Potential customers who do not know their latent need.
This group consist of potential customers who are employed but do not see the need for doing a digital design course. When looking at the reasons for the current students to follow a part-time course it is clear that they do it to expand their knowledge or to learn new skills in order to get promotion. Since it is also known that most employers pay for the course the positioning towards this group should be two sided. On one hand convincing employers to let their employees follow a part-time course, enabling them to do more in-house work, which will save money, and to learn new skills that can help to expand their business. On the other hand working on the latent need of the final customer, the employee, to convince him that it is a great career change to enroll on a course. This is also known as market development.

The way to reach this target group is direct communication with the companies. Since it is known from which businesses most students come it should be possible to establish direct contact with companies in IT, Marketing and Design.

Part-time communication should put more emphasis on corporate training for either groups or individuals. The current communication focuses too much on the aspects of the training itself, not so much on what can be achieved with it.
Customers who are unfamiliar with the name, potential clients do not know Friends of Design as a course academy. For this group of people it is not so much about convincing them to start a course, but to raise awareness of their need for a course. The problem is that they do not know FOD. Here the emphasis do not necessarily have to be on what the student can achieve with the course. This phase of the buying phase scheme is preliminary to the following step. Creating brand awareness is key here, and this can be done by exposure.

Advertising is commonly used here. Due to the large range of social media it is very likely that FOD can easily increase their reputation. Facebook, Twitter and LinkedIn are most popular among the target group. FOD is already working hard on this. Another option is to put up more banners in the creative districts of Cape Town and advertise in branch magazines from industries and such.

Customers who know your name, and what business you are in. What matters in this case is the distinction between FOD and other course providers. What distinguishes FOD from most of the competitors is their location in city center, as well as being small training facility and quite competitively priced. When looking at what customers in this business find important, location and quality of the software stand out. Reputation is something that needs to grow through experiences from other students and just being in the business.

Some respondents indicate that they think the academy is unorganized and the online information is not up-to-date. This is not a good thing if you want to build up a strong reputation. There is lack of information about the course and that may well be the most important cause of their problem with falling student numbers. Both students and lecturers agree that the communication used is unclear and does not give a good picture of FOD. The available information is too limited and does not illustrate properly either teaching program or the teaching method.

They can be corrected this by starting to improve their Career Day. Research has shown that there is a lot of enthusiasm about a workshop. They could develop workshops where you can register for free, for example once a month, as an introductory with FOD. This is at the same time an opportunity to show off with their newest software and nice location. For career day the staff of FOD should actively participate and measure and develop an assertive attitude towards potential students.

Another recommendation is the use of a communication platform where users can find attractive and extended information. Research showed that respondents have a need for up-to-date information and details about the teaching program. Key elements should be ‘inform’ and ‘make people enthusiastic’ and form the basis of this platform.
6.2 Internal recommendations

This part covers the current customers of FOD. An advice will be given on what to do with customer loyalty. As said before all customers are positive about their training at FOD en would recommend it to friends and family. This should lead to a follow-up course if possible and active brand loyalty in the form of promoting FOD.

Customers who make a purchase, but do not make a second purchase.
An important aspect that has not been used enough up until now is internal branding. There should be a documented policy on what teachers should promote an which follow-up courses would be relevant for the student. This should be an after sales policy. When proven that this has result, commission could be added. It is very important to note that this should not harm the friendly environment FOD has created, which is highly appreciated.

Customers who are passive ambassadors for Friends of Design
It would be great if students become ambassadors for FOD. That would be free advertisement. The lecturers and the Marketing Department should motivate students to keep updating their social networks during the course. To achieve this appropriate rewarding can be used as a stimulation. A good method that proved effective in the past was having students upload their course work, either on FOD’s Facebook or their own profile and compete for the most likes. Several creative ideas on this matter are imaginable. This will raise the awareness of FOD and it might seduce more students to step in.

6.3 Summary

Companies need to be convinced to enroll their staff for a course at FOD. The marketing should focus more on employer as on employee. Good arguments are that companies will be able to do more in-house work which will save money and expand their own business by learning their employers new skills. They should raise their brand awareness through advertisement. More banners in creative districts and social media campaigns should be established.

They can reduce the gap between desired and current identity by rebuilding their reputation as an organized organization which can be achieved with up-to-date information on a communication platform and make more people enthusiastic by introducing a free workshop where people can sign in for free.

Furthermore lectures should promote follow-up courses, this can be seen as after sales policy. Students could easily function as an ambassador for FOD. This could raise the awareness without any costs made.
6.4 Recommendations for future research

The focus of this research was the to clear up the reason why there is a drop in part time students and to increase this number and keep it stable within one year. All statements about the achievement of the objective were made in previous sections. This study can be ended and FOD can enhance their program applying the recommendations. Since this study was mainly focused on communication still research objects remain unanswered. The effectiveness of their Facebook campaigns. Also further research can prove whether the use of above recommendations contributed to raise the part-time student number by 30% in one year.
7 Bibliography


Schmid, P. [Staff meeting]. January 4th, 2012


8 Appendixes

Appendix I: Topic list interview part-time students

Appendix II: Topic list interview employees

Appendix III: Questionnaire potential students

Appendix IV: Detailed results questionnaire potential students

Appendix V: Product portfolio direct competitors

Appendix VI: Questionnaire competitor analyze

Appendix VII: Idea for research (Dutch version, PvA)

Appendix VIII: Form of approval

Appendix IX: Extended version of part-time student interviews (CD)

Appendix X: Extended version of employee interviews (CD)

Appendix XX: Extended version of interview competitors (CD)
Appendix I: Topic list interview part-time students

Course information

1. Which course did you attend?
2. What’s your main occupation?
3. Was your course paid for by an employer?
4. Who initiated this course? Why?
5. What are your main reasons why you are doing this course?
6. What impact will doing this course have for you?
7. What factors were most important for decision making when choosing a place to do a part-time course? Why particularly that factor?
8. How did you get in touch with Friends of Design?
9. What other places of study did you consider going to? What did you hear about it?
10. Would you recommend Friends of Design to your friends or family?

Social media

11. Are you using social media? Which one?
12. Did you mention Friends of Design in or on your social networks?
13. Would you be willing to mention Friends of Design through these social networks?

Student information

14. What is your birth date?
15. What is your highest education achieved?
Appendix II: Topic list interview employees

1. What is the identity of Friends of Design in your opinion?
2. What do you think is the image of Friends of Design, more specifically what image do you think students have when they think of Friends of Design?
3. What do you see as the unique selling point of Friends of Design?

Career day

3. During a career day how many staff members are present for advice and to guide potential participants?
4. Do the students know after a career day how the course will turn out when they enter one?
5. Are there other opportunities to obtain additional information about the part-time courses besides the career day?
6. Do you think this is enough information for potential students to convince them?
7. What could be points of improvement for career day?
8. Is there an opportunity for potential participant to follow a trial lesson?
9. Before participation, are students tested whether they are suitable for that particular course they apply to?
10. When they finished one course, are they stimulated to register for a follow up course?

Own evaluation

11. What is your opinion about the way Friends of Design courses are promoted?
12. What do you think is the cause of the decrease in the number of part-time students?
13. Do you think the courses are diverse and attractive enough to potential students?
14. Are there points of improvement for the course? If so, what?
Appendix III : Questionnaire potential part-time students

1. Please indicate your age?
   - [ ] 18/28
   - [ ] 28/38
   - [ ] 38/48
   - [ ] 48/65

2. What is your gender?
   - [ ] Male
   - [ ] Female

3. Function?
   - [ ] Designer
   - [ ] Blogger
   - [ ] Student
   - [ ] Marketeer
   - [ ] IT'er
   - [ ] Other

   - [ ] Yes
   - [ ] No

5. Where did you hear about this particular design academy?
   - [ ] Friends or family
   - [ ] Internet
   - [ ] Social Media
   - [ ] Banners

6. Which of the design academies do you know in this area?
   - [ ] CityVarsity
   - [ ] AAA School for Advertising
   - [ ] VegaSchool
   - [ ] None

7. What is your association by the name ‘Friends of Design’?
   - [ ] Design academy
   - [ ] Magazine
   - [ ] Fashion school
   - [ ] Other

8. Did you ever follow a workshop in the field of art or design?
   - [ ] Yes
   - [ ] No
9. Would you be interested in following a workshop in the field of art or design?
   If not, go to question 10.
   Yes ☐
   No ☐
   Maybe ☐

10. In what kind of workshop would you be interested?
    Print design (such as Photoshop, InDesign) ☐
    Web design (such as Flash, HTML) ☐
    Other (such as After Effects, Digital publ. for mobile devices) ☐

11. Have you ever considered taking a course in the design field?
    Yes ☐
    No ☐
    Sometimes ☐
Appendix IV: Detailed results questionnaire potential students

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Would you be interested in following a workshop in the field of art or design?

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<td>20</td>
<td>40,0</td>
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<tr>
<td>ingevuld</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

What kind of workshop? Other

<table>
<thead>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>28,0</td>
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<td>100,0</td>
</tr>
</tbody>
</table>

Have you ever considered taking a course in the design field?

<table>
<thead>
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<th>Cumulative Percent</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>18,0</td>
<td>18,0</td>
</tr>
<tr>
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### Case Processing Summary

<table>
<thead>
<tr>
<th>Cases</th>
<th>N</th>
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<th>N</th>
<th>Percent</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>0,0%</td>
<td>50</td>
<td>100,0%</td>
</tr>
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<td>29</td>
<td>96,6%</td>
<td>0</td>
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</tr>
<tr>
<td>Total</td>
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<td>100,0%</td>
<td>0</td>
<td>0,0%</td>
<td>50</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Have you ever heard from Friends of Design? * Would you be interested in following a workshop in the field of art or design?

### Crosstabulation

<table>
<thead>
<tr>
<th>Have you ever heard from Friends of Design?</th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>% within Have you ever heard from Friends of Design?</td>
<td>96,6%</td>
<td>0,0%</td>
<td>3,4%</td>
<td>100,0%</td>
</tr>
<tr>
<td>Count</td>
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<td>1</td>
<td>29</td>
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<tr>
<td>% within Have you ever heard from Friends of Design?</td>
<td>76,2%</td>
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Total % within Have you ever heard from Friends of Design: 88,0% | 6,0% | 6,0% | 100,0%
### Case Processing Summary

<table>
<thead>
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<th>Missing</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
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<tr>
<td>Have you ever heard from friends of design? * What is your association by the name Friends of Design?</td>
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### Crosstabulation

<table>
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<th>nee</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>% within Have you ever heard from friends of design?</td>
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<td>57,1%</td>
<td>82,0%</td>
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<tr>
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<td>41</td>
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<td>% within Have you ever heard from Friends of Design?</td>
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<td>42,9%</td>
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<tr>
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<td>9</td>
</tr>
<tr>
<td>Total</td>
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<td>21</td>
<td>50</td>
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</table>

<table>
<thead>
<tr>
<th>What is your association by the name Friends of Design?</th>
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<th>academie</th>
<th>fashion school</th>
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<tr>
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<td>100,0%</td>
</tr>
<tr>
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<td>9</td>
<td>21</td>
</tr>
<tr>
<td>% within Have you ever heard from Friends of Design?</td>
<td>57,1%</td>
<td>42,9%</td>
<td>100,0%</td>
</tr>
<tr>
<td>Count</td>
<td>41</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>% within Have you ever heard from Friends of Design?</td>
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<td>18,0%</td>
<td>100,0%</td>
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</tbody>
</table>
### What is your function? * Would you be interested in following a workshop in the field of art or design? Crosstabulation

<table>
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<th>Would you be interested in following a workshop in the field of art or design?</th>
<th>Total</th>
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</thead>
<tbody>
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<td>Yes</td>
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<tr>
<td>Designer</td>
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<tr>
<td>Count</td>
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<tr>
<td>Blogger</td>
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<td>1</td>
</tr>
<tr>
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<tr>
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<tr>
<td>Marketeer</td>
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</tr>
<tr>
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<td>66,7%</td>
<td>22,2%</td>
</tr>
<tr>
<td>IT'er</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>% within What is your function?</td>
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<td>0,0%</td>
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<tr>
<td>Anders</td>
<td>41</td>
<td>4</td>
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<tr>
<td>% within What is your function?</td>
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<td>8,0%</td>
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</table>
Appendix V: Product portfolio direct competitors

1. CityVarsity

<table>
<thead>
<tr>
<th>Fulltime courses</th>
<th>Part-time courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation</td>
<td>Acting for Camera</td>
</tr>
<tr>
<td>Film &amp; Television Production Techniques</td>
<td>Basic Photo Editing</td>
</tr>
<tr>
<td>Journalism Print &amp; Media</td>
<td>Basic Photography</td>
</tr>
<tr>
<td>Motion Picture Make-Up</td>
<td>Camerawork &amp; Lighting</td>
</tr>
<tr>
<td>Motion Picture Production Design</td>
<td>Desktop Publishing</td>
</tr>
<tr>
<td>Multimedia Design and Production</td>
<td>Digital Video Editing</td>
</tr>
<tr>
<td>Professional Acting for Camera</td>
<td>Feature Writing</td>
</tr>
<tr>
<td>Professional Photography</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>Programming for New Media</td>
<td>Interior Decorating</td>
</tr>
<tr>
<td>Sound Engineering</td>
<td>Maya Foundations</td>
</tr>
<tr>
<td></td>
<td>Music Production</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td>Photograph for Photography</td>
</tr>
<tr>
<td></td>
<td>Sound Engineering</td>
</tr>
<tr>
<td></td>
<td>TV Presenting</td>
</tr>
<tr>
<td></td>
<td>Web Design</td>
</tr>
</tbody>
</table>

2. AAA School of Advertising

<table>
<thead>
<tr>
<th>Creative part-time course</th>
<th>Marketing</th>
<th>Copywriting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art of TV production</td>
<td>Marketing Communication</td>
<td>Copywriting</td>
</tr>
<tr>
<td>Principles of Art Direction</td>
<td>Principles of Marketing</td>
<td>Intro to Copywriting</td>
</tr>
<tr>
<td>Art of TV production</td>
<td>Principles of Communication</td>
<td>Advanced Copywriting</td>
</tr>
<tr>
<td>Adobe Device central</td>
<td>Practice of Marketing</td>
<td></td>
</tr>
<tr>
<td>Art Direction</td>
<td>Principles of Business Marketing</td>
<td></td>
</tr>
<tr>
<td>Adobe AfterEffects</td>
<td>Principles of Marketing Research</td>
<td></td>
</tr>
<tr>
<td>Copywriting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Integrated Marketing Communication</td>
<td></td>
</tr>
<tr>
<td>InDesign CS5</td>
<td>Consumer &amp; Buyer Behavior</td>
<td></td>
</tr>
<tr>
<td>Photoshop CS5</td>
<td>Marketing &amp; Advertising</td>
<td></td>
</tr>
<tr>
<td>Illustrator CS5</td>
<td>Planning Process</td>
<td></td>
</tr>
<tr>
<td>New Media Interactive Design</td>
<td>Account Management</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>Media Management</td>
<td></td>
</tr>
<tr>
<td>Novel writing</td>
<td>Brand Management</td>
<td></td>
</tr>
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</table>

3. Vega School

<table>
<thead>
<tr>
<th>Fulltime courses</th>
<th>Part-time courses</th>
<th>Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand Building &amp; Management</td>
<td>Creative Brand Communication</td>
<td>The A to Z of Branding</td>
</tr>
<tr>
<td>Creative Brand Communication</td>
<td>Communications Management</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>Brand Leadership</td>
<td>Brand Innovation</td>
<td>Strategic Marketing for Thinkers</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Photography</td>
<td>Professional Photography</td>
<td>Presentations That Build Brands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internal Brands</td>
</tr>
</tbody>
</table>
Appendix VI: Questionnaire competitor analyze

1. Can you describe Vega School in a few sentences?
2. Can you mention a few words that characterize .....?
3. How many employees do you have?
4. Do your lectors go for skill enhancement?
5. Who are your customers? And are their different target groups for different categories?
6. How many students sign up each year? And what are the numbers per category?
7. Which category provides the biggest revenue?
8. What is important to your customers? Do you respond on that with your strategy?
9. Why is Vega School unique to any other design school?
10. Who is your biggest competitor and why?
11. What are your success factors?
12. Which marketing tools do you use?
13. Are there some things you did about marketing that you consider to be (not) successful?
14. How much money do you spend on marketing annually? What is your marketing budget?
15. How do you determine your marketing budget?
16. Do you change the prices of the courses annually? Yes, how do you change the prices (percentage/competitors)?
17. Do you change the content of your courses, according to the developments in the branch?
18. Are there plans to change your method? (Strategy, corporate goals, etc.)
19. How do you plan to grow in the upcoming years?
20. Do you see upcoming trends in the market? How do you react on trends in the market?
Appendix VI: Idea for research (Dutch version, PvA)

Inhoud plan van aanpak afstudeeropdracht Media, Informatie en Communicatie

Student
Naam student: Lonneke Toonen  
Profiel: RMP
Studentnummer: 536783  
Groep: 408D
E-mailadres: lonneke.toonen@hva.nl
Telefoonnummer: 0835406355 (ZA) 0653863444 (NL)

Paraaf voor akkoord student:
Datum:

Naam eerste begeleider: Harold Pflug
Naam tweede begeleider: Martien Hagoort
Paraaf voor akkoord docent-begeleider en tweede docent:
Datum:

Paraaf voor akkoord afstudeercommissie:
Datum:

Gegevens opdrachtgever:
Bedrijf: Friends of Design
Naam begeleider vanuit het bedrijf: Philipp Schmid
Functie: Online marketing manager

Probleemsituatie:

Wie is de opdrachtgever of wie kan iets met de resultaten?

*Friends of Design (FoD)* biedt courses aan op het gebied van digital arts. Ze voorzien in zowel part als fulltime courses. Het bedrijf bestaat nu vijf jaar, hun motto is het volgende:

“Friends of Design attracts creative people who share with us a passion for all forms of design. People come here to learn in a creative, stimulating environment where the key focus of study is how to deliver compelling, creative solutions using motion, print or interactivity and to be part of a community of like-minded peers.”


Zij maken reclame voor de vriendelijke, relaxte maar professionele omgeving waar je, je omgeeft
tussen creatieve mensen. Tijdens de lessen heb je een eigen Apple Mac tot je beschikking met alle relevante software geïnstalleerd. Daarnaast is de branche van digitale media in Kaapstad ontzettend populair. De stad is verkozen tot ‘World Design Capital 2014’, een ideale plek voor een design academie om courses aan te bieden.

**Wat is de aanleiding?**
De aanleiding voor het onderzoek is het volgende: het aantal part-time studenten stagneert en een daaruit voortkomend probleem is dat het aantal studenten per course fluctueert. Toen FoD begon met de parttime courses zo’n vijf jaar geleden groeide het aantal studenten gestaag. Nu het laatste jaar is het aantal studenten afgenomen naar gemiddeld vijf studenten per course, maar het gebeurt ook dat er tijdens een course opeens wel 13 deelnemers zijn. Waarom er een afname van studenten is en dit getal zo fluctueert, daar heeft FoD tot nu toe nog niet de vinger op kunnen leggen. Ze hebben zowel een intern als extern probleem. Ze hebben namelijk geen duidelijke standaard strategie hoe ze nieuwe studenten verleiden om een course bij FoD te komen volgen, en daarbij komt dat ze geen helder beeld hebben van de effecten/respons op de verschillende advertentieplatformen. Ik hoop door middel van onderzoek erachter te komen wat de achterliggende reden van deze daling en fluctuatie is, en uiteindelijk een passende oplossing voor dit probleem te vinden.

**Wanneer is het probleem ontstaan?**
Het probleem, een afname van de studenten en fluctuerende aantallen, is zo’n twee jaar geleden begonnen. Toen waren de getallen nog niet heel afwijkend en kwam het af en toe voor dat een course niet helemaal vol zat. Maar sinds circa een jaar zijn de aantallen nooit meer constant en is er een afname in het aantal deelnemers te zien ten opzichte van twee jaar geleden.

**Waarom is het een probleem?**
Hoofdzakelijk is de onzekerheid voor FoD het probleem. Er wordt met deze aantallen geen winst gemaakt op de part-time courses, ze weten nu break even te draaien op deze courses. Verder is het lastig aan de hand van deze onzekerheid een goede relatie met de docenten op te bouwen, omdat ze de docenten geen zekerheid kunnen bieden. Deze onzekerheid is funest voor een bedrijf als FoD want zij zijn sterk afhankelijk van de inkomsten uit onder andere de part-time courses.

**Waar doet het probleem zich voor?**
De organisatie van FoD biedt verschillende courses aan, zowel fulltime als part-time. Ik richt me voor dit onderzoek enkel op de probleemsituatie die zich voordoet bij de part-time courses.

**Hoe/waardoor is het probleem ontstaan?**
De reden van deze afname en fluctuatie is nog niet duidelijk. Dit wordt dan ook de kern van mijn onderzoek. Ik wil aan het eind van dit onderzoek een advies aan FoD kunnen geven over hoe zij optimaal zouden moeten communiceren met haar doelgroep zodat de cursussen weer winstgevend worden, en de aantallen ongeveer elke periode gelijk zijn aan elkaar.
Probleemstelling

De probleemstelling van het onderzoek luidt:

Met welke aanpak kan *Friends of Design* de deelname aan de part-time courses vergroten en daarmee tevens deze aantallen vasthouden zodat er stabiliteit in komt?

Doelstelling

De doelstelling van dit onderzoek luidt:

Binnen een jaar moeten de part-time studenten per course met 30% (van 9 naar 12 studenten) zijn toegenomen en het aantal moet stabiel blijven. Aan de hand van een adviesrapport zal ik inzicht brengen in de behoefte van de doelgroep en het imago van *Friends of Design* om zo in kaart brengen waarom het probleem speelt en hoe op te lossen.

Deelvragen

*Deelvraag 1*: Welke branding is door *Friends of Design* ingezet om het aantal leerlingen te verhogen?
- Wat is de gewenste identiteit van *FoD*? (fieldresearch)
- Is er voldoende informatie beschikbaar over de courses? (desk-/fieldresearch)
- Via welke wegen wordt deze informatie verspreid? (deskresearch)
- Spreekt deze manier van communicatie de doelgroep aan? (fieldresearch)
- Wat voor een potentie hebben de huidige *FoD* studenten om als ambassadeurs voor *FoD* op te treden? (fieldresearch)
- Is er nu al sprake van ambassadeurschap onder de studenten? (fieldresearch)
- Doen docenten al iets aan ambassadeurschap voor *FoD*? (fieldresearch)

*Deelvraag 2*: Wat is de doelgroep van *Friends of Design*?
- Wat is de doelgroep voor de part-time courses van *FoD*? (deskresearch)
- Wat is de omvang van de doelgroep/markt? (deskresearch)
- Wat is het aandeel van *FoD* binnen de gehele doelgroep/markt? (deskresearch)
- In welke fase van het koopproces zit de doelgroep van *FoD*? (fieldresearch)
- Welke factoren zijn bepalend bij de keuze voor een design studie? (deskresearch)
- Wat is het imago van *FoD* in Kaapstad onder de doelgroep? (fieldresearch)

*Deelvraag 3*: Wie zijn belangrijke concurrenten binnen de markt van *Friends of Design*?
- Is de vraag wel groot genoeg?
- Hoe onderscheid *FoD* zich van andere design academies in de omgeving?
- Heeft de concurrentie hetzelfde probleem als *FoD*? > concurrentieanalyse
In een kleine concurrentie analyse zal ik de directe en indirecte concurrenten beschrijven. Er ligt al een eerder geschreven rapport over de verschillende concurrenten, er is met deze informatie alleen nog nooit iets gedaan. Eerst zal ik nagaan of deze informatie nog steeds up-to-date is. Uit deze analyse hoop ik belangrijke informatie te verkrijgen met betrekking tot de concurrenten. Ik denk aan vragen als: kampen de concurrenten met dezelfde problemen als FoD? Zo niet, wat doen zij anders dat het bij hun nog wel goed gaat.

**Deel vraag 4: Waarom is er sprake van een afname bij Friends of Design?**
- Wat is de motivatie van studenten om voor een part-time design cursus te kiezen? (fieldresearch)
- Welk beeld hebben huidige studenten van de course? (fieldresearch)
- Wat denken de studenten aan het einde van de course te kunnen? (fieldresearch)
- Wat wordt als voornaamste reden opgegeven voor een studie van FoD te kiezen? (fieldresearch)
- Hoe aantrekkelijk is het om in Kaapstad een design studie te volgen? (deskresearch)
- Wat is het imago van Kaapstad vandaag de dag? (deskresearch)
- Welke trends spelen er momenteel in Kaapstad op het gebied van design? (deskresearch)

**Matrix deelvragen/methode van onderzoek**

<table>
<thead>
<tr>
<th>Deelvraag</th>
<th>Deskresearch</th>
<th>Fieldresearch</th>
<th>Internationale component</th>
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<td></td>
<td>Kwantitatief onderzoek</td>
<td>Kwalitatief onderzoek</td>
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<tr>
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<td></td>
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<tr>
<td>Deelvraag 2</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Deelvraag 3</td>
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<td></td>
</tr>
<tr>
<td>Deelvraag 4</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**Verantwoording methode van onderzoek**

**Verantwoording van de wijze van informatie verzamelen (bijv. deskresearch, interviewen enquêtevragen)**
Ik zal voor dit onderzoek zowel desk- als fieldresearch uitvoeren. De deskresearch zal bestaan uit literatuuronderzoek. Relevante informatie zal worden verzameld via boeken, internet en vakartikelen, waar ik verderop in het Plan van Aanpak gedetailleerder op in zal gaan. Deze informatie dient onder andere als input voor het fieldresearch. Deze zal worden opgebouwd uit enquêtes onder huidige studenten, enquêtes onder de doelgroep in de creatieve wijken van Kaapstad (kwantitatief) en interviews met werknemers van FoD (kwalitatief).

Waarom enquêtes onder huidige studenten?
De mondelinge enquêtes onder de huidige studenten zullen nuttige informatie opleveren over de vraag hoe er over de courses wordt gedacht, wat hun beweegredenen zijn/waren, en hoe zij tegen eventueel
ambassadeurschap staan mocht hier nog geen sprake van zijn. Dit zal nuttige informatie opleveren voor mijn onderzoek aangezien ik dan weet hoe er over de courses gedacht wordt (identiteit - imago) en of we meer uit de studenten kunnen halen met betrekking tot ambassadeurschap. Verder zal ik zo inzicht krijgen in de meningen, attitudes en het koopgedrag van de afnemers.

Er zullen zo'n 30 enquêtes bij deze groep worden afgenomen. Dit is meer dan 10% van het aantal part-time studenten op dit moment, een representatief aantal wat een betrouwbare uitslag moet geven. Aan de hand van een aantal voorbeeldvragen zal ik aangeven waar ik achter wil komen met deze enquête.

- Hoe ben je ter wreckage gekomen bij de courses van FoD?
- Welke factoren waren het meest belangrijk voor de keuze waar je een part-time course ging volgen? (opties als: prijs, locatie, reputatie, lesuren)
- Hoe scoort FoD op deze punten (op een schaal van 1-5)?
- Op welk gebied zal deze course impact op jou hebben? (open vraag: baan switch, promotie etc.)
- Zou je FoD aanbevelen aan familie en vrienden?
- Zou je bereid zijn om FoD te noemen in je status bij Twitter/Facebook?

De tweede enquêtengroep zullen de potentiële afnemers van de part-time courses beslaan. In de twee creatieve wijken van Kaapstad zijn deze personen te vinden. Uit eerder onderzoek van FoD blijkt dat in deze twee areas, Woodstock en kloofstreet de creatieve industrie het hoogst is.

Waarom enquêtes onder potentiële afnemers?
Naar het voorbeeld van eerdere onderzoeken (Junior Consult 3) heb ik onder andere gekozen voor het afnemen van enquêtes. De topics zijn gebaseerd op het literatuuronderzoek en eerder gedane onderzoeken. De enquêtes die af worden genomen in twee creatieve wijken van Kaapstad moet een helder beeld geven over de naamsbekendheid van FoD onder de doelgroep, het imago van FoD, en hoeveel animo/vraag er is in Kaapstad voor een design studie. De exacte leeftijd categorie die zal worden geë恩quéerden zal worden afgeleid aan de hand van de uitslag van de eerste enquête. Aan de hand van de volgende vragen moet duidelijk worden welke weg ik wil inslaan met deze enquête.

- Heb je wel eens van FoD gehoord?
- Wat is je associatie bij de naam FoD?
- Heb je wel eens overwoogen om een cursus te volgen op het gebied van design?

Met de derde groep zullen er interviews gehouden worden. Zij beslaan het interne gedeelte van FoD, zij dragen de naam uit, dus deze groep mag zeker niet overgeslagen worden om uiteindelijk tot een relevante, goed onderbouwde conclusie te komen.

Waarom interviews met het personeel van Friends of Design?
Door middel van interviews met verschillende werknemers wil ik erachter komen of het beeld wat zij hebben van FoD klopt met het beeld wat de studenten hebben. Verschil identiteit en imago. En of het bedrijf wel de informatie verstrekt op open dagen waar de studenten naar op zoek zijn. Er zullen drie dezelfde interviews worden afgenomen met drie verschillende personeelsleden. Deze drie personeelsleden zijn direct betrokken bij de open dagen en staan in direct contact met de studenten. Meer personeelsleden zou overbodig zijn aangezien zij niet direct een verband hebben met de studenten maar meer de financiën organiseren. Aan de hand van voorbeeldvragen moet duidelijk

3 Marketingadvies en onderzoeksbureau.
worden welke kant ik op wil met het interview.
- Wat ging er goed vóóór de afname van het aantal participanten?
- Waar zit volgens u het probleem?
- Wat is volgens jou de identiteit van FoD?
- Wat is volgens jou het imago van FoD?
- Worden de studententen gestimuleerd voor een vervolgкурс?
- Weten de studenten na een bezoek op de opendag exact waar ze aan toe zijn?

**Verantwoording van de diepgang van het literatuuronderzoek (voor theoretisch kader)**

FoD vindt het belangrijk dat de aanbevelingen onderbouwd kunnen worden met theorie en praktijkervaringen. Zij zijn van mening dat het gebruik van verschillende vormen van kennis een positieve en meer betrouwbare uitwerking heeft op de eindconclusie van het onderzoek. Het is een goed middel om meer informatie te verkrijgen die de kwaliteit van het onderzoek alleen maar verhoogt.

Er is niet eerder onderzoek binnen FoD gedaan, dus er zal globale literatuur gebruikt worden die niet specifiek gericht is op de situatie binnen FoD. Er zullen dus op basis van literatuur geen specifieke aanbevelingen gegeven worden die alleen van toepassing zijn voor het aanbod van FoD maar in bredere zin.

Ik zal mijn onderzoek baseren op een aantal bestaande, standaard marketing modellen en strategieën. Onder andere aan de hand van het Ansoff model. “Door twee belangrijke strategieën aan elkaar te relieren (product/portfolio en concurrentie/markt) kan er op een logische manier nagedacht worden over de strategische ontwikkeling van een bedrijf in een markt. Op deze manier kan een ondernemer optimaal nadenken over de kansen voor zijn onderneming en op basis hiervan het groeimodel bepalen.” (Edwin Muilwijk: *Inntermarketing*)

Het vormt een goede basis om na te denken over de strategische ontwikkeling van FoD en tevens vormt het een goede basis voor verder onderzoek. Ik zal dit model gebruiken als handig hulpmiddel bij het vaststellen van de groeistrategie. Welke richting zal FoD in moeten slaan om de deelname te verhogen? Is dat marktpenetratie: verkopen van bestaande producten op bestaande markten of juist marktontwikkeling: verkopen van bestaande producten op nieuwe markten of juist een productontwikkeling doorvoeren gericht op dezelfde markt of als laatste de diversificatie strategie; een nieuw product voor een nieuwe markt. Ik zal dit model gebruiken als insteek voor de enquêtes. (Assen, M. van & Berg, G. van den & Pietersma, P: Het Groot Management Modellenboek.)

Om het werkterrein van FoD te analyseren zal ik gebruik maken van het model van Abell. De Abell analyse zal een handig hulpmiddel zijn bij het afbakenen van de markt. Dit model zal ik als hulpmiddel gebruiken om inzicht te krijgen in de drie dimensies; afnemers, behoeften en technologieën. Ook wel wie, wat en hoe. Op deze manier krijg je een duidelijke marktafbakening van de huidige activiteiten van de organisatie. ([www.abellmodel.nl](http://www.abellmodel.nl))

Ook het koopproces model zal terugkomen. De belangrijkste punten zal ik eruit lichten. Aan de hand van dit model zal ik mijn conclusie/advies schrijven. Hieronder een aantal voorbeelden:
- Men is nog niet op de hoogte van eigen (latente) behoefte.
- Bekend (men kent alleen je naam)
- Jouw aanbod staat in de shortlist (waaruit een keuze wordt gemaakt) van enkele stuks.
- Voldoende mensen (%) zijn passief ambassadeur voor jou bedrijf.
Kwaliteit van de onderzoeksinstrumenten, bijv. enquête (indien van toepassing):

Voor de eerste groep geënquêteerde zal ik gebruik maken een mondelinge enquête. De voordelen van de mondelinge enquête zijn divers. Aangezien ikzelf aanwezig zal zijn, kan ik eventuele moeilijke vragen nog toelichten en ik kan er op toezien dat alle vragen volledig worden ingevuld. Bijkomend voordeel is dat de onderzoeksgespreks direct beschikbaar zijn. Dit is noodzaak aangezien er enige tijdsdruk is. Aan de hand hiervan maakt het de mondelinge enquête één van de meest betrouwbare manieren om relevante informatie boven tafel te krijgen.

Voor de tweede groep geënquêteerde zal ik enquêteren met enkel antwoord categorieën waarbij telkens maar één antwoord mogelijk. Het zal een face-to-face enquête zijn. Ik heb voor een deze enquête gekozen omdat het een representatieve steekproef zal vertegenwoordigen. Met de online enquête is dit erg moeilijk te realiseren. Daarbij komt dat een face-to-face enquête nog steeds het gevoel van veiligheid verhoogt in vergelijking met de online enquête, wat indirect weer de betrouwbaarheid van de resultaten vergroot. (Lori Salmon: Common Concerns With On-line Surveys)

Voor de derde groep, het personeel, welke de mening van de academie zullen vertegenwoordigen is er gekozen voor het interview. Het interview heeft als groot voordeel dat ik de mogelijkheid heb tot doorvragen. Ook kan ik aan de hand van non-verbale communicatie belangrijke signalen afleiden. Nog een voordeel is dat ik het interview gaandeweg nog kan aanpassen mochten er nieuwe, nuttige vragen aan het licht komen. (Saunders e.a: Methoden en Technieken van onderzoek)

Verantwoording van de steekproef (indien van toepassing):

De totale verzameling elementen waarover ik relevante informatie wil is:
- Vakgebied waarin zij werken
- Leeftijd
- Interesses

Methodes van steekproef trekken/gerealiseerde steekproef omvang.

Voor het onderzoek zal ik een steekproef op basis van quota gebruiken. Ik zal aan de hand van de eerst afgenomen enquête de populatie in het klein nabootsen. Ik zal hetzelfde proportie mannen en vrouwen enquêteren zoals ze ook in de populatie voorkomt. Ik zal de leeftijdsgroepen imiteren, het werkgebied en de voorkeuren. Volgens deze criteria zal ik 50 mensen ondervragen. 20 enquêtes meer dan de populatie hierboven, dit om zo een uitslag te waarborgen die representatief genoeg is voor de doelgroep.

Bijvoorbeeld:
- 40 mannen/10 vrouwen
- ICT/Design/Art
- Mannen ➔ 3 jonger dan 40, 37 ouder dan 40
- Vrouwen ➔ 8 jonger dan 40, 2 ouder dan 40

Het probleem van ‘beschikbaarheid’ die bij deze steekproef komt kijken, omzeil ik door op verschillende tijdstippen te enquêteren.

Gebruik van referenties en oude onderzoeken
- Lori Salmon: Common Concerns With On-line Surveys
- Edwin Muilwijk: Intemarketing
### Concept hoofdstukindeling (zie intranet voor voorbeeld)

Deze hoofdstukindeling zal ik gebruiken als houvast.

- Titelblad
- Voorwoord
- Management samenvatting
- Inhoudsopgave
- Inleiding
  - Achtergrond opdrachtgever
  - Aanleiding van het onderzoek
  - Doelstelling
  - Probleemstelling
  - Deelvragen
- Verantwoording onderzoeksmethode
- Weergave van de onderzoeksresultaten en de analyse
  - Deskresearch
  - kwantitatief onderzoek
  - kwalitatief onderzoek
- Conclusie
  - Conclusies van de resultaten
  - Herhaling en beantwoording van de probleemstelling
- Advies/aanbevelingen
- Evaluatie
  - Wat ging er goed/niet goed en waarom?
  - Validiteit en generaliseerbaarheid van het onderzoek
  - Mogelijkheden voor een vervolgonderzoek
- Literatuurlijst
- Bijlagen
  - Deelvragen
  - Volledige vragenlijsten
  - Evt. tabellen
  - Codeboek
  - Uitgeschreven interviews
Vorm beroepsproduct (bijv. advies, rapport, weblog, dummy, marketingplan, reportage)

Het beroepsproduct wordt een adviesrapport. Dit sluit aan op de wensen van de opdrachtgever, FoD. Zij zien graag een oplossing voor de stagnering van deelnemers en fluctuerende cijfers. Aan de hand van dit onderzoek ben ik in staat om FoD een advies te kunnen geven over hoe te handelen in de toekomst, op korte maar ook op lange termijn.

De doelgroep binnen dit adviesrapport zullen de studenten zijn die op dit moment een part-time course volgen, en de potentiële part-time studenten die zich oriënteren op een part-time studie binnen de design en art in omgeving Kaapstad.

De omvang van het gehele rapport zal tussen de 20 en 50 pagina’s liggen, exclusief bijlagen.

Tijdsplanning

Hieronder heb ik een globale tijdsplanning geschetst. Aangezien ik niet tot de zomer in Zuid Afrika ben is er snelheid gewenst bij het afnemen van de enquêtes en interviews.
Afspraken over de begeleiding
De begeleiding zal in het begin over het algemeen via de e-mail verlopen aangezien ik in Zuid-Afrika zit. Tot nu toe heb ik een aantal vragen per mail gestuurd en ik vind dit een prima systeem.

Ik stel voor wanneer ik terug ben een afspraak in te plannen op de HvA. Hierover zal ik per mail een voorstel doen voor een geschikte datum.

Mocht er nog een gesprek nodig zijn voor over het PvA kan er ook een skype gesprek ingepland worden. Dit kan overigens op elk gewenst moment.

Ik ga er nu vanuit één keer in de week contact op te nemen waarin we even kort reflecteren over de voortgang en voor eventuele vragen via de e-mail. Ik neem hier zelf het initiatief voor.

Bronnen (literatuurlijst)


http://leisureinthecity.wordpress.com/2011/05/27/leisure-de-toekomstige-motor-van-kaapstad/

http://www.brickmeetsbyte.com/berichten/de_hersen_en_het_effect_van_advertenties_of_juist_het_non_effect ervan/

https://www.intemarketing.nl/marketing/modellen/abell-model

http://www.intemarketing.nl/marketing/modellen/ansoff-model

Multiscope, Imago onderzoek. (z.j) Geraadpleegd op: Dinsdag 8 november 2011, van:
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<td>Woensdag 21 december 2011, van:</td>
<td><a href="http://www.online-enquete.net/voordelen.htm">http://www.online-enquete.net/voordelen.htm</a></td>
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Appendix VII: Form of approval

pva goedgekeurd

A.A. Kersten [a.a.kersten@hva.nl]
31 January 2012 17:14
To: L Toonen
Cc: Pflug, Harold [h.j.pflug@hva.nl]

Beste Lonneke,

Terwijl het hier vriest dat het kraakt en wij de schaatsen langzaam maar zeker uit het vet aan het halen zijn, heeft de afstudeercommissie je plan van aanpak toch vanmiddag goedgekeurd.

Wel heeft de commissie enkele verbeterpunten:
1 Het is ons niet duidelijk of je adviezen alleen de communicatie betreffen of ook ingaan op het Product? de Prijs?
2 De commissie denkt dat het beter is om de 25 studenten te interviewen ipv mondeling te enquêteren. Je kan dan veel beter doorvragen. Als je interviewt, zou de onderzoeksgroep ook wat kleiner mogen zijn.
3 Het is raadzaam om het personeel ook naar de USP van het bedrijf te vragen. Dat zou je trouwens ook aan de cursisten kunnen vragen.
4 De hoofdstukindeling moet anders; op deze manier is deze te weinig informatief. Maak van je deelvragen hoofdstuktitels en van je onderzoeksvragen de paragraafkoppen.

Heel veel succes bij het doen van het onderzoek en natuurlijk ook een gelukkige voortzetting gewenst van je verblijf in Kaapstad,

Met vriendelijke groet,

Aimee Kersten
Instituut voor Media, Informatie en Communicatie
Hogeschool van Amsterdam
Telefoon: 020 5951709
Aanwezig: van maandag t/m donderdag