



Ashesi University College

Service Marketing plan for China Europe International Business School (CEIBS) in
East Africa.

By

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SERVICE MARKETING PLAN FOR CEIBS IN EAST AFRICA

Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

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Candidate's Name:

Date:

I hereby declare that the presentation and preparation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by Ashesi University College.

Supervisor's Signature:Mr.Abdul -Nasser Alidu.....

Supervisor's Name:

Date:

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EXECUTIVE SUMMARY

China Europe International Business School (CEIBS) is one of the most renowned schools that offers a competitive Executive MBA program. It has been in existence since 1994 and has spread its knowledge both in China, Europe and now in Africa. Its campus in Africa was started in 2009 and is based in Ghana. CEIBS seeks to have an inclusive environment where all the business leaders from all walks of life will join and acquire the knowledge necessary to take their businesses to the next level.

However, from the need assessment, the insights revealed the least participation of people from East Africa. Moreover, from assessing the needs, the insights show that the marketing department invested a lot in promoting the school in West Africa than any other region in Africa. The interviews also stated that CEIBS does not have agents in East Africa who link the school with businesses where the prospective applicants come from. Hence, the need to have a strategic marketing plan for CEIBS in East Africa is necessary.

Different related literature revealed that EMBA graduates enjoy better career options. For most non-business employees, an EMBA acts a pivot into business careers such as Finance, Marketing, Operations, Human Resource, International Business and IT (Ivy, 2008).

The solution seeks to develop strategic plans that CEIBS can use to enhance its brand awareness and market the institution in East Africa.

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CHAPTER ONE: INTRODUCTION

1.1 Project Introduction

In today's competitive, fast-changing and globalized world, aspiring entrepreneurs must keep finding means through which to advance their business skills to be able to deliver value to customers and to develop their careers. However, in some developing countries, some people might find it hard to pursue a master's degree in business administration especially when it is offered as a full-time program because of work and family commitments.

An alternative to this is to study part-time, for example, in an Executive MBA program. This is a graduate level degree with a focus on business, and it is offered to executives and managers who have considerable years of work experience (Schweitzer, 2018). An Executive MBA is similar to a regular MBA, but the difference is its design and mode of delivery where classes could be tailored to be company-specific or even individual-specific (Schweitzer, 2018). China Europe International Business School (CEIBS) is a renowned school that offers such a program in China, and Europe and recently expanded even to Africa where they now have a campus in Accra, Ghana.

1.2 Purpose of the Project

China Europe International Business School (CEIBS) is one of the most renowned schools that offers a competitive Executive MBA program. It has been in existence since 1994 and has spread its knowledge both in China, Europe and now in Africa. Its campus in Africa was started in 2009 and is based in Ghana. However, CEIBS is facing a challenge in promoting itself in the Eastern part of Africa, and due to this,

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they do not have many students coming from East Africa. This applied project seeks to draft a service marketing plan to give insights on how to market this institution in East Africa. The project will focus on Kigali, Rwanda as one of the vibrant cities in east Africa. The 7Ps of services marketing will be used as the main conceptual framework in designing a marketing tool for CEIBS

1.3 Vision of CEIBS

The CEIBS vision is “to become the most respected international business school by linking East and West in teaching, research, and business practice and by promoting China’s social and economic development through high-impact knowledge creation and dissemination” (CEIBS, 2018).

1.4 Mission of CEIBS

CEIBS mission is “to educate responsible leaders versed in ‘China Depth, Global Breadth’” (CEIBS, 2018). This means CEIBS provides a deep business understanding into china while at the same time providing the best business education to the world.

1.5 China Europe International Business School (CEIBS) Establishment

1.5.1 About CEIBS

China Europe International Business School (CEIBS) is a joint venture for management education which was co-founded by the Chinese Government and European Union (EU) in 1994. It is committed to educating responsible leaders versed in “China Depth, Global Breadth” in line with its motto of “Conscientiousness, Innovation, and Excellence.”

It has campuses in Shanghai, Beijing, Shenzhen, Accra in Ghana and Zurich in Switzerland. CEIBS Africa was launched in 2008 with a mission to prepare highly

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competent innovation-oriented managers and executives who are capable of leading and growing their organizations in the increasingly dynamic African economic environment.

CEIBS intends to use Company Specific Programs (CSPs) and some open enrolments programs to help companies scale up operations and apply best practices in their businesses (CEIBS, n.d.). An Executive MBA is a graduate level degree with a focus on business, and the students are normally in their mid-stage of their careers with more than ten years of experience (Schweitzer, 2018).

1.5.2 CEIBS Key Partners

Shanghai Jiao Tong University and the European Foundation for Management Development (EFMD) has been the main partners who signed the official founding contract. The two organizations continue to provide the institutional guarantees that make CEIBS an institution to reckon with especially in business management and research within Asia and across the globe.

1.5.3 CEIBS Ranking

According to Financial Times (2018) global MBA and EMBA ranking, CEIBS was among the schools that made it to the top ten list globally standing at the eighth position. In 2018 also, the Financial Times also ranked CEIBS MBA in the 1st position in Asia in their ranking of top MBAs for entrepreneurship (CEIBS, 2018). Forbes Magazine rated the CEIBS MBA program as number 3 among 2-year programmes outside the US in 2017 (CEIBS, 2017).

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1.5.4 CEIBS Accreditation

CEIBS was awarded accreditation by the Academic Degree Committee of the State Council of China in 2002. In 2004, CEIBS became the first school in mainland China to receive international accreditation from the European Quality Improvement System (EQUIS). In 2008, CEIBS was awarded accreditation from AACSB International (Association to Advance Collegiate Schools of Business) (CEIBS, 2017).

1.5.5 Programs Offered

CEIBS offers world-class MBA programs, Finance MBA, Executive MBA (Global EMBA, Hospitality EMBA, Chinese Language EMBA). Programmes in Africa include Global Executive EMBA and Executive Education.

1.5.6 CEIBS Campuses

CEIBS main campus is based in Shanghai's Pudong district, established in 1994. It has established other campuses in locations such as Beijing (2010), Shenzhen, Zurich in Europe (2015) and Accra in Ghana (2009).

1.6 Industry Review (PESTLE ANALYSIS)

PESTLE Analysis is a useful tool which is used to understand the external influences on a business (Process Policy, 2018). The external factors that affect a business's strategic planning as seen in the mnemonic are Political, Economic, Social, Technological, Legal and Environmental factors. Understanding the macroeconomic factors affecting the schools that offer Executive MBA in East Africa will be essential to CEIBS to be able to maximize the opportunities and minimize the threats. In this section, macroeconomic factors influencing the Executive MBA will be analyzed using Rwanda as a case study.

1.6.1 Political Factors

The government of Rwanda and The People's Republic of China are celebrating 47 years of diplomatic relations where China has supported Rwanda's economy, health sector, educational sector, and rural development. The establishment of the Confucius Institutes at the University of Rwanda and other institutions help in the teaching of Chinese language to more than 4900 students (The New Times, 2018).

With a good relationship between the governments, then it will be easier for Rwandans to choose to join CEIBS to gain the rich knowledge CEIBS offer to the world. The political stability in the country also guarantees a safe environment to establish and thrive in doing Business in Rwanda which will attract many companies in Rwanda to send their employees to study Business at CEIBS to bring their skills acquired to develop these companies.

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1.6.2 Economic Factors

Rwanda is one of the fastest growing economies in Central and East Africa, and much of this is attributed to construction, services, agriculture and mining industries (World Economic Forum, 2016). However, there is still disparities whereby about 63% still lives below the poverty line (World Economic Forum, 2016).

However, life expectancy, literacy, and basic education enrolment have improved, and this helps to remove inequality. The government has made strategies to move the country from a farming economy to a knowledge-service based economy, and this is a great opportunity to joining schools that enhance the latter (World Economic Forum, 2016). Bringing awareness about an executive MBA program to the Rwandans will be very beneficial especially for the managers who are looking to expand their knowledge while still working to build the country.

1.6.3 Social Factors

Following the 1994 genocide against the Tutsis, the government has made progress in unifying the Rwandans to form a country where people speak the same language. As such, Kinyarwanda is the most popular language, and Rwandans do not identify as Hutus or Tutsis but as Rwandans. French is also used widely, but English was introduced in the country as an official language in 2008 to help Rwandans be a part of the global economic community (NPR, 2008). This might pose a challenge to CEIBS especially when it comes to delivery of the lessons. On the flip side, most of the people fit to do the EMBA program are already conversant with the English language.

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1.6.4 Technological Factors

One of Rwanda's vision 2020 goals is to expand technology and connectivity, and the government believes that this will transform the country from an agrarian economy to a "highly digitized, middle-income country by 2020" (TIME, 2015).

The Rwandan 500 francs bill depicts children using laptops which represents the one-child-one-laptop initiative. Institutions of higher learning rely on technology to effectively deliver their modules. This means that great institution like CEIBS would find a great customer base in Rwanda because of their rich curriculum that infuses technology in their teaching skills.

1.6.5 Legal Factors

In a bid to improve the country's economy, the government has taken a series of pro-investment policies in the last few years. The policies allow both locals and foreigners to register and start their businesses within the shortest time possible and without facing a lot of bureaucracy. Much of this has been enabled by the fact that the country has a reputation of low levels of corruption compared to her East African counterparts and high rankings in World Bank's Doing Business Report (Exports.gov, 2017).

However, there are investors who have complained about the difficulties in renewing visas, implementation problems and inconsistent tax assessments. The above legal factors are worth considering when targeting students from Rwanda or any other marketing activities CEIBS may be interested in applying in Rwanda.

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1.6.6 Environmental Factors

Like many other countries in the world, Rwanda is also faced with environmental challenges due to the growing population. Over the last few years, the country has been plagued with floods and droughts. However, the government has put strict measures to enhance sustainable development and reclamation of its environment.

Some of these policies include a plan to increase the natural forest by 30% by 2020, advocacy of reforestation, use of renewable energy and reduction of wood energy uses (UN Rwanda, 2015). However, this can help CEIBS gain popularity if they can spend a little of its marketing budget supporting causes that are resolving these challenges.

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CHAPTER TWO: NEEDS ASSESSMENT

2.1 Overview of Chapter

This chapter's takes a close look at the nature of the problem facing China Europe International Business school (CEIBS). In addition to this, the chapter describes the methodology used in collecting data that leads to the understanding of the problem CEIBS is facing.

2.2. Needs Assessment

In 2017, the Rwandan community in Ghana in conjunction with Rwanda's Embassy in Nigeria, organized the 24th commemoration of the genocide against the Tutsis. The event took place at China Europe International Business school campus (CEIBS) main hall in East Legon, a suburb of Accra, Ghana

I was intrigued by the environment, the buildings and the name of the school itself. I wanted to know more about this school which had the name "China-Europe" yet it had a campus in Africa. I wanted to find out why I had not heard of it before despite being in Ghana for almost two years.

After the commemoration, I stayed behind to enquire more about this school. I interacted with one, Mathew Kwame Tsamenyi, the Professor of Management Practice in Accounting and Executive Director of CEIBS Africa. Professor Mathew shared with me more about the vision and mission of CEIBS to the world. I became interested because in my mind CEIBS felt like a place I would have loved to study an EMBA at, He added that due to the excellent relationship between China and Africa, CEIBS is ready to recruit many students from Africa on scholarship and have loans

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offered to African scholars. I asked if they had any Rwandans enrolled. He responded that unfortunately they only had some West African students and only one student from Kenya across East Africa.

This was such good news to know that world-class EMBA, is interested in recruiting African students. However, it was at the same time disheartening to hear that Africans especially East Africans do not know about the school and the opportunity it has for them if they apply and enroll in their programs.

My question to professor again was why they do not have many students from East Africa, and he responded that he thinks the people from this region do not know about CEIBS and marketing department has been so busy marketing in West Africa and never had enough time to plan its marketing strategies in East Africa.

When the time came to think of my applied project in solving real-life challenges in business, CEIBS became my number one priority. Therefore, When I requested permission to develop marketing strategies for CEIBS in East Africa the CEO of CEIBS was very excited about it, and immediately granted me the opportunity to get started.

According to Mr. Samuel the head of marketing department for CEIBS in Africa, 80% of students who enroll in CEIBS are from Ghana and Nigeria, 10 % from Ivory Coast and the remains 10%, are from other parts of Africa like Kenya, Rwanda, Cameroun, etc. Such data shows the ineffective reach of CEIBS in other parts of Africa like East Africa which hinders CEIBS to making a strong impact in entire

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Africa through training business leaders from all regions of Africa. For this reason, it is essential to create a strategic plan in which prospective students from East Africa will be aware of this opportunity. From this view, I requested permission to develop marketing strategies for CEIBS in East Africa using Rwanda as a case study.

In my own opinion, as unapologetic pan Africanist, I believe that time has come for Africans to access the higher Business knowledge by learning from the best institutions like CEIBS and bring these skills to serve Africa and shift the narrative of our continent. Thus, I am solving this problem, and I hope it will be implemented, and people from East Africa will attend this school and come back to transform their businesses and serve better.

2.3. SWOT Analysis of the Headquarters of China Europe International Business School

In this section, the SWOT analysis is conducted to find out the strengths and weaknesses of CEIBS as well as to consider the opportunities available and the threats likely to be faced by the school.

Strengths: CEIBS has world class and specialized lecturers. The lecturers at CEIBS are highly qualified where all of them hold Ph.D.'s in different capacities and come from different backgrounds which enhances diversity. This is shown in the kind of executives CEIBS releases to the business world. Evidently, these qualified educators differentiate CEIBS very well from other business schools.

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The second strength of CEIBS is its high brand image and reputation. CEIBS ranks as the 8th MBA school in the world and consecutively the 1st in Asia. Such reputation and credibility attract many business leaders from different continents to apply to study there.

Thirdly, according to Mr. Samuel, the marketing manager of CEIBS in Africa, many students go back to run their companies. The ease of getting a job is high since 99% of CEIBS graduates get jobs right after graduation in the most reputable companies in the world.

Another strength is that CEIBS is supported by the European Union. CEIBS having European Union as the key partner makes it much more credible and financially stable. This is because the European Union has enough funds to invest in the success of CEIBS. This empowers CEIBS to bring innovation and to afford to hire experts in the world to teach.

Weaknesses: Previously, CEIBS focused so much on impacting businesses in China and Europe and never ventured into other continents. However, recently they realized that for their school to achieve its mission they have to expose themselves globally. Subsequently, they have expanded and started other campuses, one of them being based in Accra, Ghana. CEIBS recruits highly competitive and academically strong students. Therefore, for every student to be admitted, they have to have scored high marks on standardized tests such as GRE and GMAT. These exams are quite challenging for executives or managers who are already in their careers to find time to take these exams. This is a challenging weakness in recruiting prospective

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students. As a result, the school is currently experiencing a low number of students from Africa as compared to its other campuses. Another weakness is the lack of rigorous marketing in some parts of the world such as Africa. Many people from Africa do not know CEIBS because marketing is not very rigorous to bring awareness to people like other Universities.

Opportunities: CEIBS, has opened up other campuses across the globe making it easy to create opportunities for both the school and students. A move such as this one increases its reputation and it gives chances to people from other countries to enroll.

Similarly, the Executive MBA in Africa is not advanced or offered by many business schools. As a result, CEIBS has higher chance to attract many students from Africa.

The availability of advanced technologies such as social media platforms provides opportunities for CEIBS in their marketing efforts.

Threats: When many people hear about CEIBS, they immediately feel thrilled to apply. However, when it comes to the application requirements, for instance writing GMAT exams, a lot of potential students give up since they are managers who have busy schedules that limit their time to prepare for such exams.

Inability to afford the high school fees is a threat in its light. With the economic status of many people being alarmingly low, a lot of people find it hard to enroll for such a course. Therefore, they consistently request for scholarship opportunities which are a challenge to the progress of the school financially.

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Another threat is that some Africans have developed a certain mistrust when they hear anything “Chinese.” Some people attribute everything “Chinese” to being of low quality. In as much as this is just a general stereotype, this may affect the likability of this institution even though it is an academic giant and a force to reckon with. To change this mentality, a lot of convincing needs to be made and that may take up time and other resources.

CHAPTER 3: MASTERY OF SUBJECT MATTER

3.1 Overview of the Chapter

This chapter reviews studied literature and identify frameworks that would help to design a marketing plan for China Europe International Business School (CEIBS) in Rwanda. Given the primary aim of this project, this chapter will explore the literature on MBAs that have successfully established similar markets under similar circumstances.

The focus will be the various marketing strategies and plans such MBAs have explored. The most successful marketing strategy or plan applied by MBAs in East Africa or similar markets will be discussed in depth and its potential to be successful for CEIBS analyzed.

3.2 Definition of Executive MBA

An Executive MBA is a graduate level degree with a focus on business offered to executives and managers who have considerable years of work experience (Schweitzer, 2018). It is like a regular MBA, but the difference is in its design and mode of delivery. Classes are tailored to be company-specific or even individual-specific (Schweitzer, 2018). China Europe International Business School (CEIBS) is a renowned school that offers such a program in China, Europe and is expanding even to Africa where they have a campus in Accra, Ghana.

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3.2.1 The Role of an Executive MBA

According to Schlegelmilch & Thomas, the three main roles of Executive MBAs are (1) “establishing executive management as a science, not an art”; (2) “turning executive management into a profession with members who act in the best interest of the profession and not in their self-interest”; and “to follow the lead of universities in advancing the perception of business as the fulcrum for knowledge toward truth and advancement of understanding”(2011).

3.2.2 The Importance of an Executive MBA

EMBA graduates enjoy a more attractive package in comparison to their undergraduate colleges or colleagues with other specialized master’s in business (Srivastava, n.d.).

EMBA graduates also enjoy better career options (Srivastava, n.d.). For most non-business employees, an EMBA acts a pivot into business careers such as Finance, Marketing, Operations, Human Resource, International Business and IT (Ivy, 2008).

During the EMBA program, EMBA graduates get immense opportunities to interact and communicate with a vast pool of business professionals (Srivastava, n.d.). This offers them a chance to strengthen their network. A secure system often translates into better employment options and attractive compensation packages.

MBA programs impart critical skills and critical thinking through case studies, business presentations and any other curriculum involved (Srivastava, n.d.). Due to these skills, most employees are highly satisfied with MBA graduates. This high satisfaction rate has increased the demand for more MBA graduates.

3.2.3 Strategic Decision Areas for Executive MBAs

According to John Nicholls, the main decision areas for applicants deciding on an Executive MBA are the product, the price, the promotion, and the place (1995, 31-38). The product refers to the course catalog of the providers as well as the different tracks offered. The price refers to the cost of undertaking the EMBA as well as scholarship opportunities and bursaries provided to aid with the cost. The promotion includes public relations as well as personal sales to applicants. The place refers to the location of the provider, the institutional culture and the delivery methods of the provider.

3.3 Marketing

Since the early 2000s, there has been an increasing demand for EMBA graduates. This has been mainly propelled by the extremely high satisfaction rate of employers by EMBA graduate employees. The increased demand for EMBA graduates has led to a substantial increase of applicants that want to get into the curriculum and even a higher increase in providers of EMBA. The ability of EMBA providers to attract suitable applicants and create a strong brand is essential to the health and even the survival of the providers (Nicholls, 1995). Therefore, marketing is an integral component for EMBA providers. More EMBA providers when looking for an increase in applicants pool look into marketing. This includes both traditional and online marketing strategies. Marketing is the delivery of customer satisfaction at a profit. The twofold goal of marketing is to attract new customers by promising

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superior value and to keep the current customers by delivering satisfaction (Marketing Management, p.4).

3.3.1 The Marketing Plan/ Model

In the face of extreme competition for EMBA applicants, all providers look to marketing as their principal competitive advantage. The focus is on a strong brand and a track record to back it up. The same case applies to EMBA providers who venture into new markets. A quality marketing plan is a necessity for the success of EMBA providers that venture into new markets. The plan must be exhaustive and should have focused on the curricular aspect, the social aspect as well as the institutional aspect of the brand.

3.4 The 7Ps Model

The 7Ps model is a higher education marketing mix developed by Jonathan Ivy of Birmingham City University, Birmingham, UK (Ivy, 2008). As suggested by the title there are 7Ps in the mix, namely: Premiums, Prominence, Promotions, Prospectus, Price, Program, People.

- **Premiums**

Premiums are incentives or value-additives that make a product irresistible. In the context of higher education and more specifically MBAs premiums may include the availability of campus housing, international student exchange programs and student body diversity (Ivy, 2008).

- **Prominence**

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Prominence refers to the image and reputation an Executive MBA provider has built over the years and its ability to influence its preference by students. Factors that make EMBA provider's image range from the reputation of faculty and alumni to press coverage. Anything that boosts the EMBA providers' reputation and status build onto its prominence in the long term. Unlike most of other P's prominence is built over long periods.

- **Promotions**

Promotions ties more directly to advertisement both by traditional means and through personalized emails and social media platforms. For promotion to be active, it needs to have both comprehensive coverage and a customized feel to it.

- **Prospectus**

Prospectus refers to brochures and direct mail advertisement. Prospectus should have the ability to lure in potential applicants and financiers of the applicants.

- **Price**

Price refers to the cost of undertaking the EMBA, the flexibility of payments, the assistance, and aids offered to a student to help in the payment of the tuition as well as the opportunity cost involved in choosing an EMBA provider over other providers.

- **Program**

The course catalog offered by an EMBA provider as well as the different tracks offered makes up the program of an EMBA. These two factors combined with the flexibility in allowing students to design their preferred tracks are critical determinants for the size of the applications pool.

- **People**

People in this context refers widely to all human interactions involved throughout the application process and the period that the students undertake their EMBA program. It includes networking dinners, evening information sessions, contact with industry professionals, diversity in the student body, real-world applied case studies and quality of staff and faculty an EMBA provider has.

CHAPTER 4: PROPOSED SOLUTION

4.1 Overview of the Chapter

This chapter details the solution of venturing into the East African market by CEIBs. The solution is designed using the AIDA marketing model attributed to American advertising and sales pioneer, E. St. Elmo Lewis. The planning and execution of the model are designed using the SOSTAC planning framework designed by PR Smith. After justifying and describing the AIDA marketing model, a SOSTAC plan will follow to outline how the proposed solution will be executed to achieve the desired results.

4.2 The Solution

The designed marketing model for CEIBs is intended to raise awareness about CEIBs in East Africa. Raising awareness is important since it is entering a new market for the first time. After raising awareness, it is supposed to capture and keep the interest of prospective students. Eventually, this interest should turn into a desire to joining CEIBs. The desire should smoothly translate to action which in this context refers to applications. The solution will be described in depth in the Strategy stage of the SOSTAC planning framework.

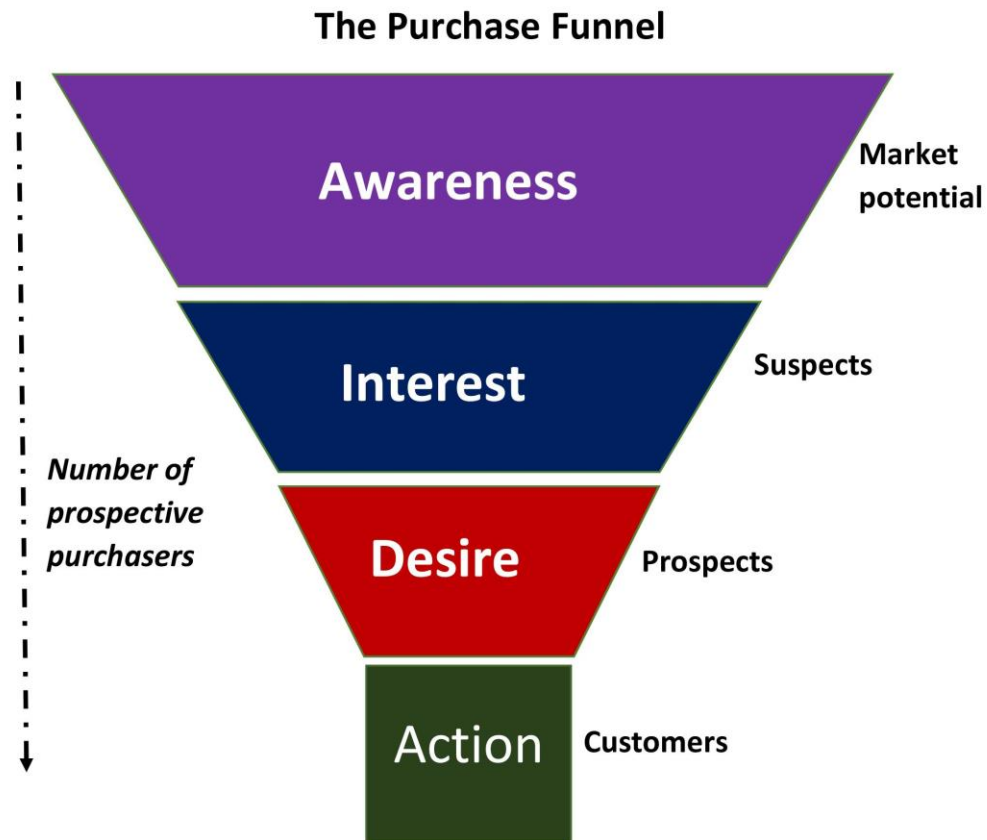


Figure 1. The Purchase Funnel



Figure 2. SOSTAC model

The described solution will be executed using the SOSTAC planning framework.

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4.3. Stage 1: Situation Analysis

A situational or environmental analysis can be defined as a thorough examination of the internal and external factors that could potentially affect a business (Lorette, 2017). Consequently, the situational analysis in this context will entail SWOT analysis, analysis of the current brand perception, analysis of the current marketing mix and competitor analysis through Porter's five forces model.

4.4 SWOT analysis

The full details of the analysis can be found in Chapter 1.

4.5 Current Marketing Strategy in West Africa and Lessons Learnt

The current marketing mix of CEIBs West Africa entails the following components:

- **Run campaigns** - In the period close to and during the application cycle, the CEIBs Accra office runs intense targeted campaigns in a bid to increase the number of applicants. Most of the campaigns are run through radio advertisements.
- **Reach out to companies** - CEIBs also reaches out to local companies and encourages them to send their employees for CEIBs for executive MBAs.
- **Organizing training for company employees** - CEIBs also offers short training courses for company employees. Most of these courses are designed for employees of a particular company. At the end of the day, CEIBs uses this as a marketing opportunity to promote the brand.
- **Organize public lecturers and training from top brains from all over the world** - Once in a while CEIBs organizes public lectures and conferences and invites industry stakeholders to attend and participate.

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- **Consult with local companies** - Occasionally, industry stakeholders and local companies consult with CEIBs expert faculty to address challenges within an industry or a company. This also provides a platform for creating a strong brand for CEIBs.
- **Alumni** - CEIBs alumni act as brand ambassadors for the EMBA program.
- **CSR (website)** - CEIBs supports a couple of local initiatives in Ghana such as supporting Mental Health Centers. These initiatives also help in creating brand awareness for CEIBs.

4.6 Competitor Analysis - Porter's Five Forces

Five Forces Analysis (Porter)

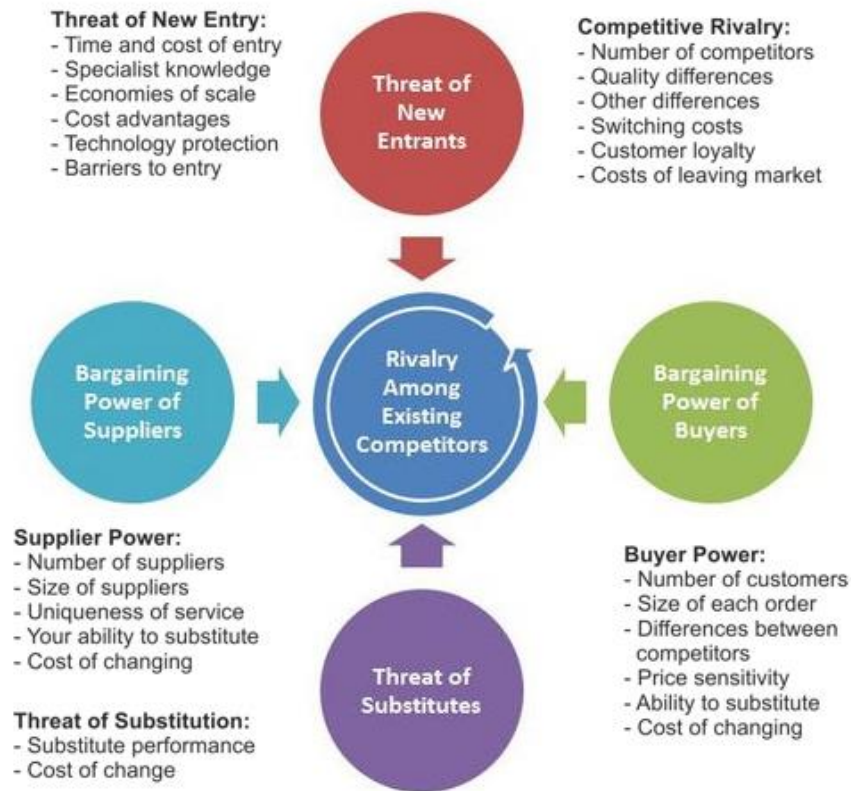


Figure 3. Porter's Five Forces

Porter's Five Forces is an analysis scheme created by Harvard Business School Professor Michael E. Porter. It allows business managers to gauge the level of competition within their company's industry, and thus assess current and potential lines of business. The ultimate goal is to help business managers set their profitability expectations because profitability decreases as competition increases (Porter's Five Forces, n.d.).

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An analysis of the MBA industry in East Africa using Porter's Five Forces model.

Table 1

Summary of Porter's Five Forces

Force	Description	Intensity
The threat of new entrants.	<p>The threat of new entrants in the EMBA industry in East Africa is high, because:</p> <ol style="list-style-type: none"> 1. Given the high number of Universities offering EMBA in East Africa, it is easy to enter the market. 	High
Rivalry among Existing Competitors	<p>The rivalry among existing universities offering MBAs in Africa is high, because:</p> <ol style="list-style-type: none"> 1. There is a low differentiation between the MBAs offered 2. There is a high number of universities offering MBAs 3. Very few universities have established prominence and customer loyalty 	High
Bargaining power of suppliers	There are no direct or visible suppliers for universities that offer MBAs in this context.	N/B
Bargaining power of	The bargaining power of new applicants is high,	High

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buyers	because: <ol style="list-style-type: none"> 1. Applicants have a low switching cost due to numerous readily available options 2. Most universities offer the same undifferentiated EMBA's 	
Threat of substitutes	The threat of substitute services is high, because: <ol style="list-style-type: none"> 1. Most universities offer the same undifferentiated EMBA's 2. Applicants have a low switching cost due to the numerous available options 	High

4.7 Stage 2: Objectives

This stage deals with setting the objectives and goals for CEIBs marketing strategy in East Africa. The objectives and goals are aligned with CEIBs mission and vision for Africa. The goals and objective are set using the SMART model. SMART is an acronym that stands for Specific, Measurable, Attainable, Realistic and Time-bound.

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Below is an outline of the marketing goals and objectives for the CEIBs marketing strategy in East Africa:

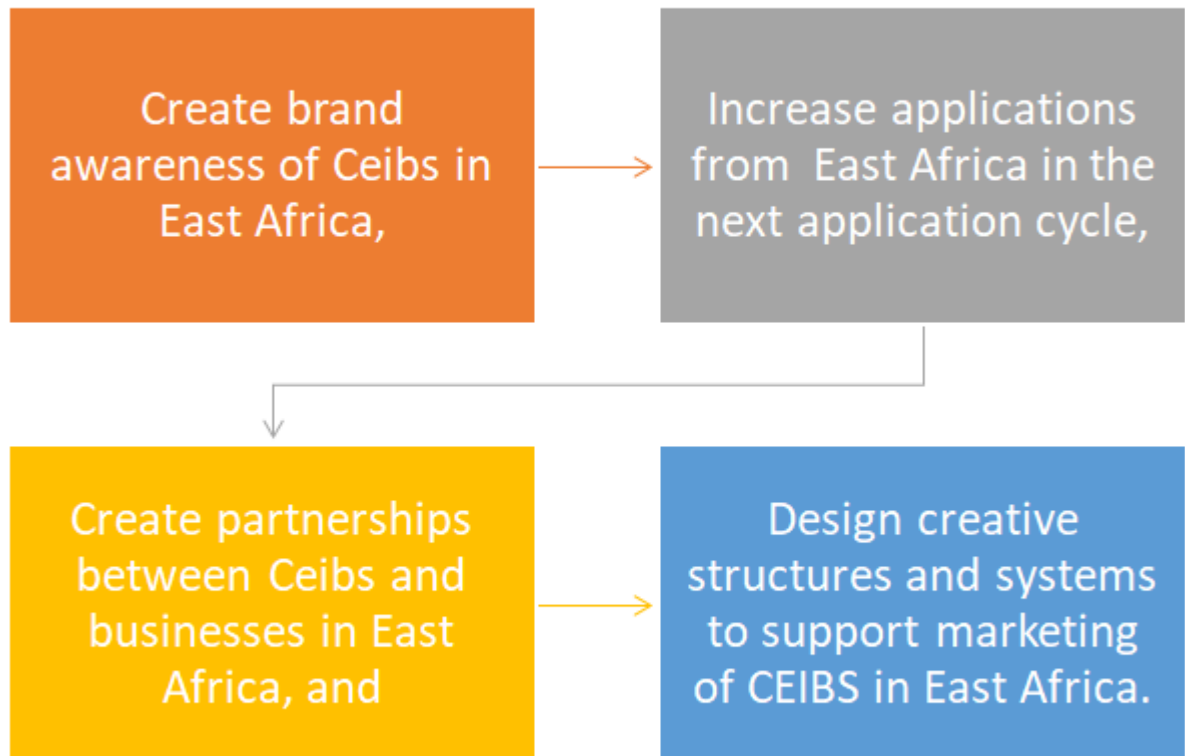


Figure 4. Summary of AIDA model

4.8 Stage 3: Strategy

This stage deals with how the firm will achieve the above set objectives. It defines the firm's positioning, segmentation, and target market, and further explores the growth strategy to be pursued by the firm using the AIDA marketing model and Agent-to-Companies model.

4.9 The Application of AIDA marketing strategy to CEIBs



Figure 5. Summary of AIDA marketing strategy

AIDA is an acronym that stands for Awareness, Interest, Desire, and Action. It is a marketing model attributed to American advertising and sales pioneer, E. St. Elmo Lewis. It is used to describe the steps that occur from the time when a potential customer becomes aware of the product through to when the potential customer patronizes the service or purchases the product. Below is an in-depth discussion of the stages and its application as a marketing strategy for CEIBs:

- Awareness** is the stage when a potential customer of the consumer becomes aware of the product or service through an advertisement or word of mouth. At this stage, the product or service is a potential substitution for

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another product that the customer patronizes. In the context of CEIBs, potential applicants of the EMBA are mid-level managers and other workers that want to switch to more managerial positions. The strategy for CEIB is to make sure anyone who is a potential applicant in East Africa is aware of the CEIBs. This will be through targeted social media advertisements and direct contact to companies in East Africa through CEIBs' agents.

- **Interest** is the stage where potential customers that are already aware of the product become interested in learning more about the product, brand or company. This is the stage that directly follows Awareness. At this stage, the potential customer is not only aware of the product, service, brand or company but knows the potential benefits they can reap from it. In the context of CEIBs, targeting social media advertisements will be packaged with precise information to keep the interest of potential applicants.
- **Desire** is the stage where potential consumers/customers develop a favorable disposition towards the product, service, brand or company. This is only possible when interested potential customers get a clear picture of the benefits they can reap from the service, product, brand or company. In the context of CEIBs, their course catalog, scholarships, and custom-EMBA are among the competitive advantages that can attract the potential applicants.
- **Action** is the stage where the potential customer/consumer patronizes the service or purchases the product. In the context of CEIBs action refers to when a potential applicant submits their application, gets accepted and successfully enrolls in CEIBs. For work to take place, the transition

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between desire and action should be as smooth as possible. For example, the application should be as smooth and intuitive as possible.

For instance, applicants should have access to as much help and support as they need during the application process, and the application process should be short and precise.

- **CEIBs Agent-to-Company Marketing Model**

According to George F. Dreher and Katherine C. Ryan, most major EMBA programs explicitly expect applicants to have had at least 3 to 5 years of full-time work experience (Dreher and Ryan, 2000). For EMBA programs, this means that a chunk of their potential students is either government or private companies' employees. It then makes sense for an EMBA program to market itself directly to company employees. Part of CEIBs strategy will be to approach companies directly and market to its employees directly. This will also involve convincing companies to sponsor their employees to CEIBs EMBA programs.

Since CEIBs does not have the human capacity to source and reach out to all companies in East Africa, it will employ the use of contracted country agents. The job description of the country agents will be to identify companies within their countries and reaching out to the companies on behalf of CEIBs. The agents will also support applicants throughout their application process to ensure that a good percentage of started applications are finished on time.

- **The STP Process for CEIBs marketing strategy in East Africa**

STP is an acronym that stands for Segmenting, Targeting, and Positioning. It is a model that helps business managers identify the most valuable market segments and

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sell to them successfully using carefully targeted products and services (Sally Dibb and Lyndon Simkin, 2000).

Below is an in-depth discussion of the three components of STP and its application in the East Africa CEIBs marketing strategy:

- **Segmenting**

Refers to the process of identifying different kinds of customers and aggregating them into customer groups identified by similar requirements (needs and wants), and buying characteristics (Sally Dibb and Lyndon Simkin, 2000). The key to segmentation is identifying the customers' needs and wants since that is what will inform the target products and services, and company positioning. In the case of CEIBs there are three customer segments as described below:

Table 2

Summary of Segmenting, Targeting, and Positioning (STP)

Segment	Description	Requirements, i.e. Needs and Wants
Employees that want to further their business careers	Have more than three years of business experience	These employees want to position themselves for a raise or promotion or better opportunities
Fresh graduates	Have no years of business experience	These students want to have a better entry position compared to their counterparts with no MBA

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Employees that want to pivot a career	Have more than three years of non-business experience, e.g., engineering	These employees want to move from technical fields to more business and management fields
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- **Targeting**

Refers to meeting the needs of certain kinds of customers, not all customers, for special kinds of products and services, not all products or all services (Sally Dibb and Lyndon Simkin, 2000). CEIBs offers Executive MBAs specially targeted for mid-level managers with at least three years of experience. In this case, the EMBA's are targeted products for the first customer segment.

- **Positioning**

Refers to the product's or service's image about its competitors in the customer's view (Sally Dibb and Lyndon Simkin, 2000). Positioning involves translating the customer needs and wants into a tangible mix of product/service, price, promotion, distribution and service levels with maximum appeal. CEIBs can position itself as the Executive MBA program of choice in East Africa targeted to mid-level managers.

Stage 4: Tactics

This part of the planning framework focuses on how the firm will achieve the strategies discussed in the previous chapter using a new marketing mix.

New Marketing Mix

The new marketing mix for CEIBs is elaborated by the 7Ps marketing model developed by Jonathan Ivy of Birmingham City University, Birmingham, UK. As

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suggested by the title there are 7Ps in the mix, namely: Premiums, Prominence, Promotions, Prospectus, Price, Program, People.

- **Premiums**

Premiums are incentives or value-additives that make a product irresistible (Ivy, 2008). In the context of higher education and more specifically MBAs premiums may include the availability of campus housing, international student exchange programs and student body diversity (Ivy, 2008).

- **Prominence**

Prominence refers to the image and reputation an EMBA provider has built over the years, and its ability to influence its preference by students (Ivy, 2008). Factors that make EMBA provider's image range from the reputation of faculty and alumni to press coverage. Anything that boosts the EMBA providers' reputation and status build onto its prominence in the long term. Unlike most of other P's prominence is built over long periods (Ivy, 2008). *The Application of AIDA marketing strategy to CEIBs* discussed above, is focused on not only creating short term awareness for CEIBs in East Africa but also creating Prominence in the long term.

- **Promotions**

Promotions ties more directly to advertisement both by traditional means and personalized Emails and social media platforms (Ivy, 2008). Currently, CEIBs does not have an active social media presence in East Africa. The marketing strategy includes a strong and active social media presence that includes regulars' advertisements and engagement of prospective applicants. CEIBs has had success with reaching out to companies directly in West Africa; this will also be incorporated

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into the marketing mix of east Africa. As described in the *CEIBs Agent-to-Company Marketing Model*, agents will reach out to companies directly and market to company employees.

- **Prospectus**

Prospectus refers to brochures and direct mail advertisement. Brochures and physical pamphlets will not be significant in the new marketing mix. Regular company newsletter will take the central role of engaging potential applicants and keeping informed on what is going around CEIBs. Based on *The Application of AIDA marketing strategy to CEIBs*, discussed above, newsletters will be important into transforming *awareness* into *inspiration*, *desire* and finally *action*.

- **Price**

Price refers to the cost of undertaking the EMBA, the flexibility of payments, the assistance, and aids offered to a student to help in the payment of the tuition as well as the opportunity cost involved in choosing an EMBA provider over other providers, CEIBs already offers scholarship for Africans, the problem is lack of awareness of CEIBs in East Africa. In the new marketing mix, there will be no significant change in the price structure for CEIBs.

- **Program**

The course catalog offered by an EMBA provider as well as the different tracks offered makes up the program of an EMBA. CEIBs already offers tailored programs where scholars can create their tracks and course combinations based on their needs. CEIBs then approve these customized tracks. They are also more traditional fixed tracks. This gives CEIBs an advantage over other EMBA programs that are mostly

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fixed. In the new marketing mix, the current program structure of CEIBs will remain as it is.

2019 Programmes

I. GLOBAL EXECUTIVE MBA

CEIBS Global Executive MBA is a part-time 20-month programme with a strong focus on managerial issues, coupled with leadership development and coaching sessions. You will receive a world-class education with a unique vantage point of China's rapidly changing business and economic landscape. CEIBS Global EMBA programme is for high-potential upper-level entrepreneurs and executives, to advance their careers by deeply enriching and developing their leadership skills and analytical ability.

CEIBS Global EMBA – commences 2019; Admission is on going

II. OPEN ENROLMENT PROGRAMMES

The open-enrolment programmes feature general management, leadership, strategy, finance, marketing and innovation. Instructors elaborate on core management concepts and share the best management practice. Efficient teaching methods, such as class instruction, case studies, tutoring, experience-based teaching, reflective teaching, and benchmarking, are aimed at enhancing middle-and-top managers' leadership so that they can be well-placed to meet challenges in an ever-changing business environment.

- AMP Programme, Accra, Lagos, Casablanca & Shanghai – April - August 2019
- ODP Programme, Accra, Lagos & Shanghai – April - August 2019
- WELA Programme, Accra, Ghana – November 2018 - June 2019
- WELA Programme, Lagos, Nigeria – November 2018 - June 2019
- WELA Programme, Casablanca, Morocco – January - June 2019
- WELA Programme, Johannesburg, South Africa – January - June 2019

III. COMPANY SPECIFIC PROGRAMME (CSP)

Co-developed by CEIBS faculty and company executives, company-specific programmes can meet the needs for talent development. The programmes popular with participants feature leadership development, innovative capability, and strategies for fast-growing markets. CEIBS faculty share up-to-date research findings with domestic and overseas companies to help them grapple with challenges faced. Choosing a CSP with CEIBS means selecting a learning experience that is tailored to your needs and will provide your managers and executives with the innovative knowledge and skills necessary to support your organisation's vision. CEIBS Company Specific Programmes are a powerful, proven instrument for your organisation to succeed in today's dynamic, fast-paced business environment.

• People

People in this context refers widely to all human interactions involved throughout the application process and the period that the students undertake their MBA program (Ivy, 2008). As described in the *CEIBs Agent-to-Company Marketing Model*, CEIBs will need to recruit regional agents in East Africa to identify companies within their countries and reaching out to the companies on behalf of CEIBs. The agents will also support applicants throughout their application process to ensure that a good percentage of started applications are finished on time.

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4.10 Stage 5: Action Plans

This stage of the SOSTAC planning framework includes the actions and their estimated cost. This stage discusses the actions to take when implementing the proposed solution as well as the cost of implementation. These actions should also be in line with the objectives of the marketing strategy.

Table 3.

Summary of action plan

Activity/Item	Timeline	Personnel-in-charge	Estimated Cost (USD)
Regional Agents Recruitment and Training	20 th July -20 th August	Human resource department	2000
Regional Facebook Advertising Campaigns	September 10 th -3 RD January 2020	3 Marketing personnel	500
Regional Local Companies Visits	1 st March- 1 st April	Regional agents +2 executives	1000
Monthly Newsletter Development	Starting on 3 rd June onward	Marketing department	50

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Branded Merchandise	1 st August-1 September	Marking personnel	300
Directed Emails	4 th Jan 2020 onwards	Regional agents+ marketing department	Free
Regional TV advertisements	20 th July – 20 th October	Marketing department	1000
Total			4850

4.11 Stage 6: Control and Evaluation

This is the final stage of the SOSTAC planning model. This stage is for planning on how the set objectives will be evaluated and controlled throughout the execution period. The OKR model for establishing and assessing objectives will be used. OKR is an acronym that stands for Objectives and Key Results. Basically, for each objective expected measurable vital results would be used to evaluate how the objective is being met. The table below contains the East Africa marketing strategy objectives and key results.

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Table 4

Control of Evaluation of SOSTAC model

Objectives	Key Results
Create brand awareness for CEIBs in East Africa	<ul style="list-style-type: none"> - Have a regional social media followership of more than 1000 active users - Have a 50% regular active followers engagement through social media posts, ads, and articles
Increase applications from East Africa in the next application cycle	The number of successful applicants should increase from 1 to 50 applicants
Create partnerships between CEIBs and businesses in East Africa	<p>CEIBS should have at least ten major companies in each country from East Where the applicants come from.</p> <p>CEIBS should consult at least 15 companies from the East African region</p>
Design creative structures and systems in CEIBs to support the marketing of CEIBs in East Africa	There should be an online support system that is active enough to assist applicants from the region.

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	<p>There should be an online feedback system where businesses and prospective applicants can share their opinions and views on the application processes</p>
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CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSION

5.1 Recommendations

First and foremost, CEIBS should have a specific budget dedicated to doing marketing in East Africa. There are a lot of business programs that are taking place in countries like Rwanda which has high visibility in media and CEIBS should take advantage of these through being part of the sponsors and get benefits that equals the sponsorships. For instance, Smart Africa conference that brings all the business leaders and politicians to discuss how to integrate technology in businesses. The attendees are the prospective applicants' of CEIBS.

Secondly, there is a yearly cultural music concert in Rwanda called Umurage Nyawo Concert which is dedicated to rebranding the Rwandan culture. This is a popular program which brings together all the conscious leaders who want to promote the culture for the benefits of the young generation. CEIBS should take advantage of such events by sponsoring them on marketing reasons. Through such concerts, CEIBS gets strong highlights in media and audience who attend the program, and people would love to be part of a conscious school which cares about the culture of another country. Such events are less costly, but the benefits are immense. This model, once it works in Rwanda it, can also be tested in other East African countries.

Also, CEIBS should take advantage of using social media platforms rigorously to increase its brand awareness and customer base. In addition to the CEIBS website and the social media platforms should be more active, with a lot of stories highlighting the works of Alumni and how much they are changing the world. This will attract people to share, and keep track of what is happening at CEIBS. These will draw many to wishing to be part of the school and take a step to

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apply. Furthermore, CEIBS should try doing more Facebook campaigns targeting specific people in East Africa.

CEIBS should connect with different businesses in East Africa and keep them connected to what is happening at CEIBS, and when the next application will be. This will help managers and employees of such companies desiring to do their EMBA at CEIBS. This can be achieved through hiring agents in each country to serve as the connector of businesses with the school.

Finally, the company should actively pursue advertising campaigns that will emphasize

on its position as an executive MBA provider. With its current positioning statement, the

company can take advantage of the advertisement to filtrate the negative perceptions that people

carry about the brand In East Africa.

5.2 Conclusion

The primary objective of this project was to create a service marketing plan for CEIBS in East Africa. This will increase awareness and students from East Africa into an executive MBA at CEIBS. Therefore, This plan will not only benefit CEIBS' awareness and increase the number of students who come from East Africa, but also it will serve as a bridge for the business leaders and government officials to gain the knowledge necessary to take their careers to the next level. If the above plan gets implemented, it has a greater chance of changing the current situation of CEIBS in East Africa

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