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*Managing A Consumer Focus in  
MBA Programmes*

Sarah Lucy Richardson-Clarke

Submitted for the degree of Master of  
Philosophy

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University of Durham  
Business School

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## Abstract

### **Managing A Consumer Focus in MBA Programmes**

**Sarah Lucy Richardson-Clarke**

This investigation explores the pressures currently exerted on the UK higher education (HE) sector to become focused on their consumers. The conceptual framework is developed through a review of the political contingency and competitive positioning schools of strategic management, which are grounded in the concept of environmental determinism. The framework and rationale for managing a consumer focus are further developed through a review of the changes that have impacted on the UK public sector and, more specifically, the HE sector over the past two decades. The most significant changes were found to be increased pressure to manage organisations more economically, efficiently and effectively and to improve the quality of the service provided to consumers. The investigation provides prescriptions for achieving this. The different relationships that can exist between HE consumer and provider are explored, and the limitations of the consumer as a customer of HE services discussed. The roles of the HE consumer as client and citizen are also discussed.

The investigation then provides the results of fieldwork undertaken at 8 UK business schools involving MBA course participants and course directors. The fieldwork, including a census survey at each institution, and a personal interview with each course director, found that the customer / client status of the consumer was acknowledged by the majority of directors, although the consumer's role as citizen was not. The study also unearthed an implementation gap between the institution's intended strategies / messages and consumers' perceptions.

The final section of the investigation provides conclusions for both theory and practice. Here, recommendations for the development and management of consumer focus in the context of HE are provided. The implications of the operating environment for institutions are also outlined, and recommendations for further research are provided.

# Chapter 1: Consumer Focus In MBA Programmes: Introduction To

## The Study

*This chapter introduces the subject examined in this thesis. It presents the key concepts, context, and objectives of the study. The chapter also provides an overview of the environment in which institutes of higher education now operate.*

### **1.0 Introduction to chapter one**

*“In the months before my first year at a university in the US began, I received various materials welcoming/introducing me to the school no less than once a week. Excellent customer service. It helped me not only to feel I'd made the right decision, but that my school really cared about me and how I would fit in. Looking back even further, the propaganda campaign that began before I even enrolled probably had a lot to do with these feelings and why I chose to go there in the first place.”*

Such anecdotes suggest that customer service, or a focus on the consumer, are important considerations in consumers' perceptions of a school or university. Such positive experiences are, however, less common than negative experiences of consumer focus:

*“At university, whilst living in the halls of residence, we were subjected to extortionate telephone rates due to a university contract with the provider company, so students would queue for the phone boxes outside because it was cheaper. Obviously this was not in the best interest of the students and no one was happy with it, but we didn't have a forum in which to make our feelings heard.”*

For many years, public sector industries in the UK have been characterised by consumer problems in terms of the quality of service they provide (Young 1977). This is also the case for many institutions of higher education (IHEs), which have been slow to acknowledge the consumer relationship they share with their main resource providers, i.e. students, and have therefore failed to reap the benefits that can be provided by managing the consumer focus. As Freemantle (1993) states:

*“...customer service has direct relevance to public sector organisations as well as commercial firms. Local councils, government agencies, the National Health Service and the police force all have much to gain by developing their approach to customer service (and many have).” (Freemantle, op. cit. p.xv)*

This thesis assumes that consumer focus is no longer the sole concern of the private sector, and that in competitive conditions such as those being experienced in the UK HE sector, managing consumer focus can aid institutions in their pursuit of competitive advantage, and provide added service benefits for consumers. Further, the thesis explores the assertion that such an organisational competence is becoming a necessity for IHEs, not least due to

governmental pressures to improve the quality of service provided across the public sector industries. The investigation explores how IHEs are operating a consumer focus, and provides a framework to enhance it.

The following section of this chapter outlines the ways in which consumer focus is increasing in importance for some IHEs. The concept is, however, accompanied by problems in its application to the HE industry. First, the notion of academic freedom and standards does not sit comfortably with the view of students as service consumers. Second, the concept of the consumer as buyer runs contrary to the notion of the view held by many academics that HE 'products' are earned not bought. Third, there are a number of different HE consumers and products (e.g. undergraduate, postgraduate, MBA), each having different requirements from the education experience. Fourth, different HE consumers will have different perceptions of quality, and some may have a limited understanding of what this means in the HE market and how this is measured by the government. These problems and issues are discussed in more detail in chapter 7.

## **1.1 The UK HE environment in context**

This section of the chapter outlines the main trends in the general business environment, many of which are impacting on the HE sector. In doing so, the section aims to provide a broader context to underpin later chapters that focus more specifically on the public and HE sectors. As such, it is useful to examine the generic nature of modern environments and their potential effects on the UK HE sector.

A number of strategy theorists accept turbulent and competitive environments as a 'given' of management (see for example, Peters, 1988, 1992; Handy, 1989, 1991; Emery and Trist, 1965; Miles, 1980; Richardson and Richardson, 1992, chapter 2). The key features of this 'turbulence' include globalisation, accelerating change, increasing environmental hostility, ecology and social responsibility, changing employment patterns and skills needs, demographic characteristics, and greater competitiveness. These general environmental trends are important as they are pervasive and few organisations are able to operate without being affected by at least one of the factors.

### **1.1.1 Globalisation**

Most organisations are operating in a larger arena than in the past. Many corporations function world wide, and links within the business environment have resulted in most organisations being affected by globalisation, regardless of size or scope. The wider operating arena inevitably introduces more influencing factors on the organisation, and the

growth of innovation as an organisational characteristic is increasing the novelty of these factors. Globalisation is accompanied by a number of implications for the HE sector. It creates a growing need for organisations to build their capabilities in assimilating and analysing the meaning of information drawn from this wider environment in order to sense and respond to important issues which impact suddenly or randomly, occurrences which are characteristic of inter-linked systems (see chapter 3). Globalisation also necessitates the forging of productive strategic alliances with overseas institutions and organisations, which lead to important new products and processes and in the case of some HE institutions, new projects and services in particular. Analysis of the institution's internal and external environment has also become more important in helping some IHEs to develop effective strategic plans, and to inform choices regarding the deployment of skills to implement these plans. Fast, effective communications systems within the organisation (as well as externally) are increasingly important. They help to ensure, for example, that changes in the environment as observed by periphery staff, are reported to the centre and acted on.

### **1.1.2 Accelerating change**

The dynamism of change is increasing, often creating the need for 'on-the-spot' solutions to problems resulting from rapid, unpredictable changes. Accelerating change reinforces the need for an effective environmental surveillance system. In dynamic environments, organisational visions are rendered inappropriate more quickly, hence pragmatic development of the vision is required allowing for a change of course in necessary. Educational courses also become outdated more quickly with accelerating change which necessitates institutional skills in environmental and market surveillance (see, for example, Lovelock's (1988) view of the need for a change in the emphasis of many Master of Business Administration curricula from a manufacturing to service management bias).

### **1.1.3 Increasing environmental hostility**

A number of factors, some of which are described in this section of the chapter, are increasing the general hostility of the business environment. The laws of chaos theory and catastrophe support the view that in complex, interactive environments, parts of the organisational system will experience crisis (see, for example, Richardson and Richardson, 1992; Richardson, 1993). An awareness of the external power situation (for example, the shifting bases of power towards non-traditional investors in the institution), and the capability to attract, negotiate with and satisfy these important stakeholders and stakeholder groups, become increasingly important in this kind of environment.

#### **1.1.4 Ecology and social responsibility**

General concern regarding the exploitation of the earth's natural resources and the damage inflicted on the ecological system has grown significantly over recent years. Powerful stakeholder groups such as consumers and governments are beginning to exercise their ability to voice their concerns and exit from organisations operating in irresponsible ways. The social responsibility movement now demands that organisations operate in an ethical, non-exploitative manner, for example, with regards to cheap labour overseas. The 'green' movement requires that organisations and institutions operate in ways that protect, rather than destroy, the environment, improving their processes in an attempt to reverse the adverse effects of past business activity. The demand for educational courses concerning management and protection of the environment has increased and looks set to continue to be an important study area.

#### **1.1.5 Changing employment patterns and skills needs**

A McKinsey study undertaken in 1986, suggested that by the year 2000, 70% of all jobs in Europe would require brain, rather than manual skills (Handy, 1989) and of these, one half would require the equivalent of a HE or professional qualification. The demise of the mass manufacturing plant in Europe has redefined 'the job'. Organisations are becoming more knowledge-based, and this requires different types of people and organisational structures such as a 'core' of talented, energetic people working with specialist help and ancillary agencies. Such organisations are flatter, smaller and less hierarchical than their predecessors are. The importance and number of service organisations in the UK economy has also seen a large increase, again requiring new skills and/or expertise. The numbers in full-time employment are declining and it is expected that, by the end of the century, these workers will represent just half of the employed population, with the other half consisting of part-time, self-employed and temporary workers (Handy, *op. cit.*). The skills requirement in the UK at that time suggested that the participation rate in HE would need to be around 35% for the labour force to be adequately skilled by the year 2000. The designers of management education courses (such as business-related degrees and MBAs) need to stay aware of the changing nature of organisations and educated participants based on this awareness to ensure graduates have the relevant skills and knowledge. IHEs will also need to ensure that they have the appropriate staff to teach such qualifications. The demand for part-time and 'refresher' courses may increase with an increasing number of part-time and temporary employees wishing to secure full-time work by ensuring that their skills and knowledge are up-to-date. The increasing numbers of self-employed people to whom specialist needs are contracted out represents a potential target market for courses that provide training and advice on managing small businesses.



### **1.1.6 Demographic characteristics**

By the year 2040 it is predicted that one person in five will be a pensioner, one in ten will be over the age of 75, and there will be only three people of working age to support each pensioner (Handy, op. cit.). The number of people between the ages of 16 and 19 has decreased over recent years, and the growing segment of older people represents a new target market for organisations. For IHEs in particular, this group represents an increasingly important source of labour and the associated need for skills updating and retraining. Internally, IHEs will need to consider the implications of the ageing population in terms of their academic staff, ensuring that retiring staff are replaced by academics that are able to maintain the quality and relevance of the institution's teaching and research activities. The reduced cohort of 16 to 19 year-olds has also led many IHEs to examine alternative, non-traditional segments of the population in order to attract them to participate in HE, and the student bodies of those institutions are increasingly heterogeneous.

### **1.1.7 Greater competitiveness**

The growth of free-market economies and the associated influx of new competitors have created a general global situation of increased choice for consumers. Although competition is increasing in most public sector industries, a particular situation is arising within the HE sector. Formerly, HE institutions were segment specific players; they were differentiated by factors such as their title (university or polytechnic) and the types of courses they offered. Bakewell and Gibson-Sweet (1998) argue that this differentiation still exists. Now, due to government reform and an increasingly competitive global situation, a single, national market of IHEs has emerged.

The trend towards a nationally-controlled market of HE institutions has been progressing over the years, with the establishment of the National Advisory Board in 1982 set up to oversee local authority HE. Local authorities were removed from HE in 1989, and the binary divide between universities and polytechnics was abolished in 1992. The HE sector is now controlled nationally by the Higher Education Funding Council, and the Higher Education Quality Council (HEFC and HEQC). The main cause of intensifying competition can be attributed to the need to obtain funding from the government, through the recruitment of students, when resources are increasingly scarce and difficult to obtain. This, in turn, has led to the intensification of competition for income generating projects and sources, such as research contracts and high income generating consumers.

The aim of this discussion has been to provide the general context within which the HE sector now operates. This general context provides the backdrop to the perspectives and environments examined in the development of the conceptual framework (chapters 3, 4 and 5 in particular). It also provides an insight into the general need for focus on consumers impacting on the majority of organisations operating in a competitive arena.

## **1.2 Objectives of the thesis**

Due to the uncertainty of the ability to transplant the concept of consumer focus to the HE sector, this investigation is not intended to test pre-determined hypotheses. Rather, the investigation is exploratory and seeks to fulfil the following objectives.

1. To elaborate and provide a rationale for consumer focus in HE;
2. To examine the different relationships that exist between providers and consumers in MBA programmes (see chapter 2 for the rationale for selecting this programme);
3. To develop a framework to guide the development of consumer focus in IHEs.

The way in which the investigation aims to achieve each of these objectives is outlined in detail in chapter 2.

## **1.3 Summary**

This chapter has provided an introduction to the subject investigated in this thesis. It has introduced the concepts to be examined, the objectives of the chapter, and provided a general environmental context for the chapters that follow. Chapter 2 now presents the methodology that underpins the development of the investigation.

## **Chapter 2: Methodology**

*This chapter describes the development of the conceptual framework, reviews the research methods available, and provides a rationale for the research methods used in the fieldwork.*

### **2.0 Introduction to chapter two**

The main challenge in methodological terms for researchers in the HE domain concerns how depth and breadth of valid information can be obtained. This assertion is made for several reasons. First, the HE sector is not only large and complex in terms of the number and variety of institutions it comprises, but also in terms of the heterogeneity of individual faculties and departments contained in any one institution.

The task of eliciting valid information is augmented when the often ambivalent and, indeed, sometimes hostile relationship between corporate/managerial control and academic autonomy at institutional and departmental levels is considered. From the students' perspective, management and academics deliver different aspects of the HE service and will fulfil (or fail to, as the case may be) different needs and aspirations in different ways. Further, increasingly tight financial constraints, as described later in this investigation, are creating further tension between management and academics with the need to maintain the quality of their research and teaching activities within tight budgetary constraints. The existence of different sub-cultures between the two groups of HE staff members can result in each having its own set of related but differing objectives and attitudes towards students.

A further consideration concerns the problem of investigating two linked domains. First, the *formal* structure and organisation of consumer focused systems, and the overt messages and symbols that appear in IHEs' communications with potential and current students, is being investigated. In addition, the *informal* set of values and beliefs which underpin the ethos or culture of the organisation, and which are often difficult to unearth and interpret, will impact on consumers' perceptions.

Finally, consideration must be given to the extent to which different students are clear about their own motivations, needs and aspirations when embarking on a particular course of study, and the differences between reality and their perceived motivations, needs and aspirations. These are likely to vary between age groups, genders, nationalities, and levels of qualifications (e.g. HND, degree and postgraduate).

## **2.1 Development of a conceptual and analytical framework**

This section of the chapter provides a summary of the following chapters of the investigation, and how they intend to develop the conceptual and analytical frameworks to test an empirical reality.

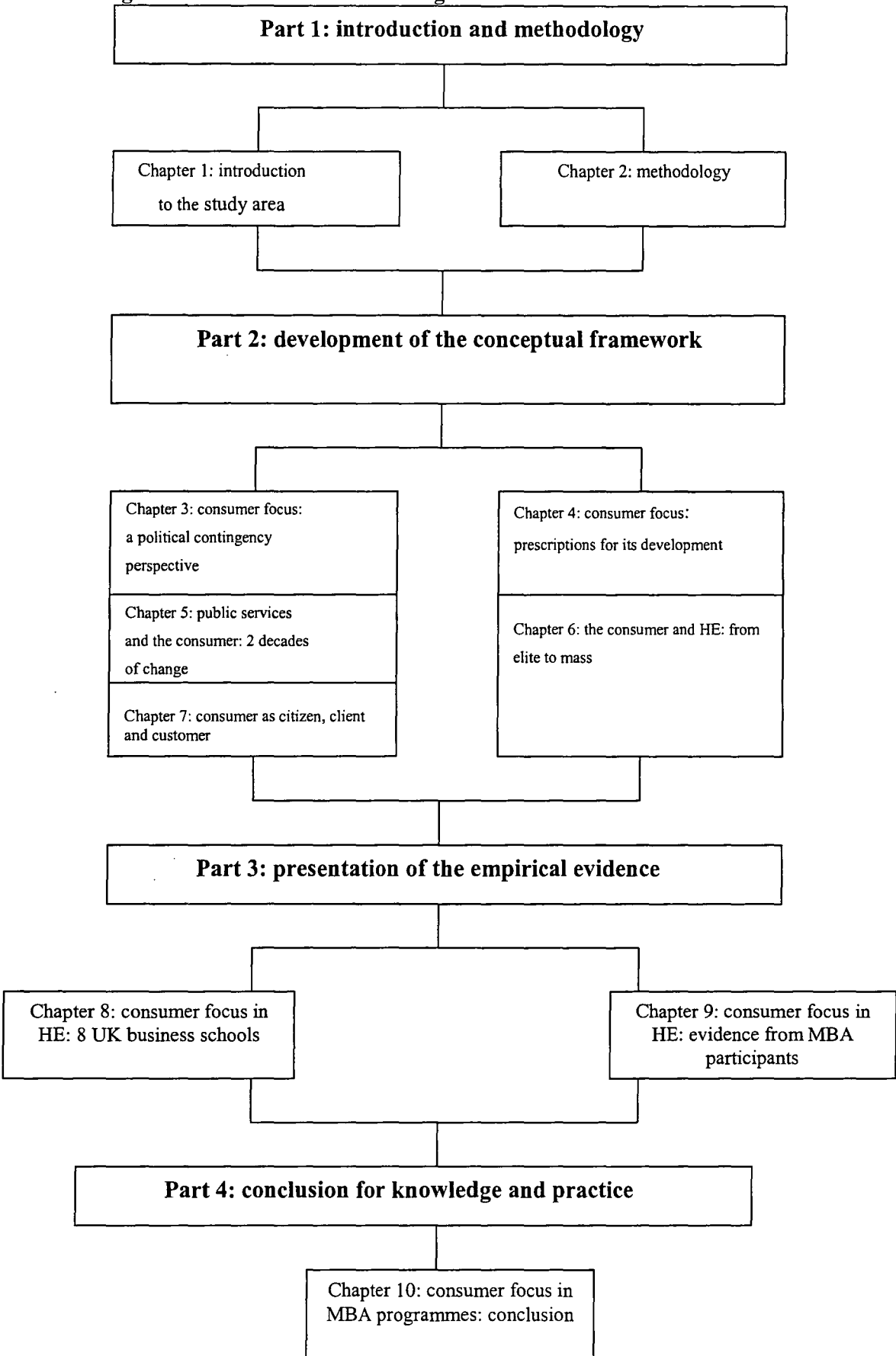
Following the introduction and description of the methodology (part 1, figure 1), the investigation is structured into 3 main sections (parts 2, 3 and 4 of figure 1). First, the conceptual framework is developed (chapters 3, 4, 5, 6, and 7). This has been developed through the use of desk research and a literature search. The section first places the general environment in context by introducing material from the political contingency and competitive positioning schools of thought. Each of these schools are grounded in the concept of environmental determinism, which holds that organisations must be aware of and respond to powerful environmental forces that have the ability to shape the way they operate. The following chapter presents further theoretical material resulting from a literature search in the field of consumer focus management. This chapter aims to further develop the conceptual framework by providing a view of how a consumer focus can be managed, and what it looks like. Following this, the investigation focuses more specifically on the UK public sector to examine the HE sector in its wider empirical context. This chapter aims to provide a view of the changes that have impacted on the UK public sector, thereby providing a backdrop for the changes that have occurred in the HE sector in particular discussed in chapter 6. This review of HE sector change provides further detail on the empirical context of the investigation, and provides a rationale for why consumer focus might be a necessary management competence for institutions therein. The section is drawn to a conclusion in chapter 7, where the concept of consumer focus is developed. This chapter reviews the relationships that can exist between HE consumer and provider, and analyses the limitations posed by the empirical context of the sector.

The second section of the investigation presents the data gathered in the fieldwork (as described in later sections of this chapter), in chapters 8, 9 and 10. Chapter 8 describes each of the schools involved in the fieldwork. Chapter 9 then goes onto present the results of a survey of the views and opinions of MBA participants studying at each school. The intention of the fieldwork is to explore the extent to which consumer focus exists in HE, and to examine the form it takes.

The third section concludes the investigation by providing implications for theory and practice. The concluding chapter reviews the initial objectives of the investigation, and comments on the extent to which these have been achieved. Prescriptions for managing a

consumer focus are also provided, along with recommendations for further research into the subject. The way in which each of these sections fit together is illustrated in figure 1 overleaf, and a summary of the contents of each chapter is provided thereafter.

**Figure 1: Structure of the investigation**



### **2.1.1 Chapter 3 - consumer focus: a political contingency and competitive positioning perspective**

Chapter 3 presents the need for consumer focus as a strategic issue for managers in competitive environments in which power bases are shifting away from providers to consumers. The chapter aims to illustrate that organisations across all sectors of the community operate in environments that they need to respond to, or influence, to sustain their existence. The chapter reviews material from the competitive positioning (Porter, 1980, 1985, 1990, for example), and the political contingency schools of thought. Each of these schools adopt a contingency approach to management that asserts that attention needs to be paid to the environments in which organisations operate to ensure success.

### **2.1.2 Chapter 4 – managing consumer focus: a literature review**

This chapter presents the findings of a review of the literature in the fields of consumer focus development and management. Much of this literature is centred on a marketing philosophy, which requires the consumer to be the focus of the organisation's operations. The review also includes prescriptions from service management and services marketing as HE is a service as opposed to a tangible product. Here, service management is described as consumer focus in its operational form.

### **2.1.3 Chapter 5 – public services and the consumer: 25 years of change**

Chapter 5 provides a further development of the conceptual framework by presenting HE in its wider context as a public service, and by describing the changes that have occurred in the public sector since 1979. The chapter aims to illustrate that the public services have been required to respond to their environment, and describes some of the responses to these external demands.

### **2.1.4 Chapter 6 – the consumer and HE: from elite to mass market**

This chapter presents HE in its specific environment by describing the changes that have occurred in the market for HE, and amongst providers of HE. The chapter describes how participation has moved from elite to mass, and how removal of the binary divide between IHEs in the 1990s has increased competition for consumers in some segments of the market.

### **2.1.5 Chapter 7 – consumer as citizen, client and customer**

Chapter 7 presents the concepts of the citizen, client, and customer as consumers of HE. The chapter explains how the title of the thesis has developed over time, and during the collection of the empirical data provided in chapters 8 and 9, changing from 'customer focus' to 'consumer focus'. The chapter also discusses the appropriateness of the concept of

the customer in HE, and the limitations in applying the concept to this context. The chapter thereby provides a further development to the framework, building on the evidence of complexity of relationships provided in chapters 3, 4 and 5.

#### **2.1.6 Chapter 8 – consumer focus in HE: 8 UK business schools**

Chapter 8 describes the eight case institutions that participated in the fieldwork. The chapter also presents evidence collected from interviews with each of the MBA directors.

#### **2.1.7 Chapter 9 – consumer focus in HE: evidence from MBA participants**

This chapter presents the findings of the survey of the views on and perceptions of consumer focus amongst MBA participants at the business schools introduced in chapter 8.

#### **2.1.8 Chapter 10 – towards a management framework for consumer focus in HE: concept and practice**

Chapter 10 concludes the thesis by examining the extent to which consumer focus (in the form of customer, client, and citizen focus) exists in the UK business schools examined from the perspective of both the MBA participants, and the school directors. The chapter then goes on to present a management solution to the development of consumer focus in HE in the shape of a framework of prescriptions that draws from both the theoretical and empirical findings of the investigation.

Having provided a map of the structure of the thesis, illustrated in figure 1, this chapter now considers the methodology for the collection of empirical evidence.

### **2.2 Considerations in determining the focus of the empirical study**

Given the heterogeneity of the student body in most institutions, and the wide variety of disciplines and courses offered by most IHEs, the decision surrounding the specific focus of the fieldwork requires consideration of a number of issues.

#### **2.2.1 Considerations relating to the department**

The first considerations are regarding the department or unit on which to focus the study. The study seeks to uncover both the overtly stated *and* the underlying motivations, needs and aspirations of students embarking on their courses of study. This depth of information would be extremely difficult to achieve in an institution-wide study due to time constraints and the many other factors that would, perhaps, require further consideration as they emerged. Such factors might include the individual relationship each department and faculty shares with central and support units, and their different attitudes towards students.



Cultural aspects of HE vary, not only by institution, nor only by department, but can also vary greatly between different groups within faculties or departments. Organisational culture is an extremely complex subject of study when a single, uniting guiding ethos is present, which makes the feasibility of taking on board the many layers of culture present in IHEs on an institution-wide level questionable in this particular study.

### **2.2.2 Considerations relating to the consumer**

The second issue concerns the increasingly diverse and heterogeneous student body, which presents a plethora of potential motivations, needs and aspirations depending on factors such as age, course of study, level of the qualification, etc. It is assumed that students from similar disciplines are more likely to have similar objectives, hence, an investigation involving a narrow, less diverse research population, time and effort can be more valuable expended obtaining in-depth information (rather than attempting to identify the differences between consumer groups). A further factor concerning the consumer involves the extent to which different student groups are able to identify with what motivates them to study their chosen course, what their personal and institution-oriented needs are, and their aspirations of their experiences as students. Hence, a research population whose aims and objectives, as well as these personal aspects, can be expressed with more clarity and knowledge is a more appropriate group for this study. A question of definition is also raised in that several 'customers' (the basis on which this thesis began), or stakeholders, of IHEs can be identified. Examples of the different consumer groups include UK undergraduate state-funded students, industries who effectively purchase the products, i.e. graduates, of IHEs, the UK government who provides much of the financial resource base thereby allowing IHEs to continue to operate, post-graduate self-funding students, and so on. This question of 'who is the customer in HE?' also raises the issue of the *stakeholder's* perception of his/her/their relationship with the IHE, and the *institution's* perception of 'when is a student a customer of the institution?' Perceptions of the contractual customer relationship are likely to be more clearly defined in the minds of those who have financially, personally or professionally made higher sacrifices than others in embarking on their course of study. Indeed, perceptions of the extent to which IHEs are focused on the customer are more likely to be clear in the minds of direct consumers of the services.

### **2.3 Focus of the empirical study**

With these issues in mind, the study will focus on schools of business and management. The reasons behind this decision are twofold. First, most IHEs in England and Wales have schools of business and management, which provides the potential for breadth of study rather than limiting the study to schools of medicine, for example, which are not as

common, particularly in universities established after 1992 and institutes/colleges of HE. Therefore, a comparative study of schools of business and management in each of the identified strata will be possible. Second, schools of business and management usually offer income generating training programmes and postgraduate courses, providing the opportunity to focus the study on such consumer groups.

Within this general subject area, the focus of the study will be confined further to a specific consumer group, namely people embarking on Masters of Business Administration courses involving full and part-time study at business schools in England and Wales. The rationale behind this decision draws both from the above discussion of the problems associated with undertaking an institution-wide study, and from the characteristics of this particular consumer group. It is asserted that MBA students will be more aware of their relationship with the business school, and perhaps more demanding of this relationship. This assertion is made as MBA students are often self-funding, and the course fees alone are several thousand pounds and they have often sacrificed more in financial, personal and professional terms than their undergraduate counterparts. Further, the MBA student cohort is generally made up of older and more experienced people who have made the decision to embark on this fairly specific course of study. It is, therefore, expected that they will be able to identify and articulate both the 'surface' and underlying motivations, needs and aspirations of the student experience, and to state whether or not these are being satisfied by the business school they are attending. Both full and part-time students have been included in the study to provide comparative data on the different perceptions of each group.

#### **2.4 Structure of the empirical study**

The two general, overriding objectives of the study are:

1. To ascertain the levels of consumer focus being achieved by business schools, measured through MBA participant evaluations; and
2. To determine the extent to which consumer focus is important to the business school.

More specifically, the fieldwork seeks the following information:

- i) The needs of student "consumers" of MBA programmes;
- ii) The extent to which these needs are being met through focus on the consumer;
- iii) Areas where consumer focus does not exist, or aspects of the system where improvements are generally felt to be necessary;

iv) The extent to which internal HE systems are designed to respond to the needs of consumers.

Definition of the aims of the study has resulted in the emergence of several considerations regarding researching the HE sector. These are discussed in the following section of the chapter.

## **2.5 A review of the methods available**

A wide range of research methods exist, some of which are considered in this section of the chapter. Gill and Johnson (1991) present the research strategies available to managers as illustrated in the following matrix (figure 2). Their descriptions of each of the types of research in the matrix are also provided in this section of the chapter.

**Figure 2: Research strategies**

Prescriptive, deductive, obtrusive 'from the outside'	<p style="text-align: center;">I</p> <p style="text-align: center;">Analytical surveys and experimental research design <i>(concerned with precision)</i></p>	<p style="text-align: center;">II</p> <p style="text-align: center;">Action research / quasi experiments <i>(concerned with utilisation)</i></p>
Descriptive, inductive, unobtrusive, 'from the inside'	<p style="text-align: center;">III</p> <p style="text-align: center;">Survey research design <i>(concerned with generality)</i></p>	<p style="text-align: center;">IV</p> <p style="text-align: center;">Ethnography <i>(concerned with character of context)</i></p>
	General, extensive	Particular, intensive

Source: adapted from Gill and Johnson (1991)

### 2.5.1 Experimental research

In the first quadrant of the table, the authors present experimental research, which is prescriptive and deductive, and general and extensive by nature. The method attempts to provide a blueprint that enables the researcher to structure a research problem in a way that produces valid, objective, and replicable results. Experimental research design is highly structured, and characterised by the ability to manipulate independent variables and to control extraneous variables. The method is widely used to test hypotheses and theories, and experiments are usually conducted under laboratory conditions. An example of experimental research in management is provided by the Hawthorne studies undertaken in the 1920s. The experiment aimed to evaluate the impact of different physical working conditions on the productivity of employees. Three groups of employees, two experimental and one control, of similar productivity levels were selected to participate in the experiment. The experiment found that it was not changes to the physical working conditions of employees that affected output, rather the 'informal' organisation (Schein 1970) and the effect of working in a group motivated employees.

### **2.5.2 Quasi experimentation and action research**

The second quadrant of the table introduces techniques that are both prescriptive and deductive, but particular and intensive in nature. Quasi experimentation uses the logic of the true experiment, but removes the difficulties that arise from the artificiality of laboratory conditions. The main aim of this method is to analyse causal relationships between independent and dependent variables. The approach allows research to be conducted in the setting to which findings are to be extrapolated. Action research involves a planned intervention into naturally occurring events / phenomena, the effects of which are then monitored and evaluated to assess whether or not the action has produced the expected results. Action research was first consciously used in the 1940s by Lewin (1946), who applied social science knowledge to resolve social problems such as conflict between groups, and the need to change eating habits in wartime.

### **2.5.3 Survey research**

The third quadrant presents survey research design, which unlike the first two methods discussed, is descriptive and inductive as opposed to prescriptive and deductive. The form of the survey varies according to the objectives and disposition of the researcher. Analytic surveys, for example, attempt to test theory by applying the logic of experiment into the field and produce results that are reliable and statistically valid. Descriptive surveys, conversely, are used to elicit a greater depth of detailed information, with less emphasis on the statistical validity of results. Survey research has been used in the development of this thesis, and will be discussed in further detail later in this chapter.

### **2.5.4 Ethnography**

Ethnography is placed in quadrant four of the matrix, a research method that is both inductive and descriptive, and particular and intensive in nature. This approach is grounded in anthropology, and focuses on the way in which people interact. Ethnography can involve a variety of data collection techniques, although participant observation and semi-structured interviewing are most commonly used. Ethnography has been used extensively in management studies (see for example, Gouldner, 1954; Dalton, 1959; Schein, 1987).

### **2.5.5 Qualitative research**

Qualitative research is often used to collect data on the thoughts, feelings, and attitudes that influence behaviour. Qualitative techniques have been widely used in marketing research, as quantitative techniques were unable to elicit such data. The techniques involved are unstructured as opposed to structured, and oblique rather than direct. Methods include non-directive group discussions, non-directive individual interviews, and projective procedures.

They are grounded in the fields of psychology and clinical psychology, and require knowledge and understanding to apply. According to Vineall (1990), traditional sample survey questionnaire interviews do not always elicit a true response, as respondents have a 'public face' and 'private face' and can be reluctant to state their real views on certain subject matters (wine buying, and attitudes towards banks are typical examples). Qualitative research usually works with small samples of consumers (between 15 and 40 respondents is common, according to de Ruyter and Scholl, 1998) that are not selected on the basis of statistical sampling methods. The data gathered is impressionistic, and can be subjective. The findings of qualitative research are not intended to be representative, rather they offer an insight into the way people think about a certain subject, and why they think that way.

### **2.5.6 Case study research**

Yin (1993) provides guidance on the use of case studies as an essential form of social science research. According to him, the method is appropriate when (i) topics are to be defined broadly, (ii) contextual conditions are to be covered, and not just the phenomenon of the study, and (iii) multiple sources of evidence are to be relied upon.

### **2.5.7 Questionnaires**

According to Eborall (1991), questionnaires have four main functions:

1. They are intended to draw accurate information from the respondent;
2. They provide a structure for interview situations to ensure that the interview flows smoothly and so is successful in drawing out the required information;
3. They are a means of recording information;
4. They provide a system from which information can be obtained for analysis.

Questionnaires can be classified by three main types, structured, semi-structured, and unstructured. The first types, *structured questionnaires*, are rigid in terms of questioning and layout and contain 'routings' showing questions to skip in the event of a certain answer. Pre-coded answers and tick boxes are often provided on this type of questionnaire. Although structured questionnaires are limited in drawing out information due to their rigidity, they are useful in certain situations. In large scale interviewing programmes for example, a team of researchers is often used to conduct interviews. Using a structured questionnaire ensures that team members ask questions in the same way, thereby removing interviewer bias. This also removes the practical problem of coding and classifying hundreds of different answers. Further, structured questionnaires are helpful in measured response surveys as every respondent gives an answer within the same limits, and follow-up

exercises are facilitated at a later date to obtain 'tracking' of responses over time (i.e. response variation with passing time).

*Semi-structured questionnaires* provide the interviewer with more latitude in the order and way in which questions are asked, or contain some rigidly structured questions and some that are open-ended. They contain fewer pre-coded answers leaving the respondent free to reply in his/her own words. The interviewer is allowed and encouraged to probe a response and so add clarity to what is said, and supplementary probes are facilitated if further explanation of an answer is required. Semi-structured questionnaires provide the researcher with a framework of questions but also encourage exploration of responses, and will often contain open-ended questions followed by pre-coded questions, enabling the researcher to obtain an unbiased and free response as well as achieving a quantitative measure.

*Unstructured questionnaires* are sometimes referred to as discussion guides, topic guides or checklists. They contain a checklist of questions giving the interviewer complete freedom in terms of the way questions are asked and in what order. Unlike the other two types, unstructured questionnaires are not used as a form on which to write answers during the interview - responses are either written down or taped for subsequent transcription. Unstructured questionnaires act as an aide-memoir to the researcher of the points to be discussed during the interview and provide total flexibility in terms of the order and precise working of questions which are both determined during the interview to suit the nature of the respondent. This type of questionnaire is usually used where a subject is being explored in depth and can be used in any application where a structured or semi-structured questionnaire is used. Unstructured questionnaires are not usually used in mass interviewing programmes as the responses generated are difficult to control and analyse when the number of participants exceeds about twenty.

#### **2.5.8. Focus groups**

A focus group is a representative sample of a target audience consisting of six to twelve carefully selected people, created to elicit general information and ideas regarding particular goods and services. Focus groups are valuable precursors or supplements to greater, stronger, more validated market research - they do not offer a substitute for comprehensive opinion surveys and focus group research is not appropriate for final decision making. Participants are often subject to peer pressure and a desire to 'help' by being painstakingly critical about issues that are discussed. They do, however, have several valuable uses such as when screening or generating new ideas or concepts, or identifying key issues before conducting a larger scale projectionable survey, and can be used to aid understanding of

target audiences. As they are conducted in informal, friendly settings, focus groups promote relaxed, open conversation and people are often more willing to discuss their feelings, ideas and reactions in a person-to-person situation, whereas formal surveys can be cold, impersonal and faceless by comparison.

### **2.5.9 Personal interviewing**

A personal interview is one in which interviewer and respondent are in direct face-to-face contact. Personal interviewing is perhaps the most versatile of the data collection methods, and has many applications in research. It can be used for all types of questionnaire and in various situations. Virtually all respondents can be reached by this method and, while more frequently conducted in a one-to-one basis, the personal approach is also the basis of the group discussion technique described above.

Data collection by personal interviewing has a number of very significant advantages over other methods, and these advantages are concerned mainly with the quality of the data collected. Respondents can be encouraged to give more detailed answers in a face-to-face situation than is possible with other methods for the following reasons:

1. The interviewer can give encouragement in the form of a wide range of prompts which can be displayed in a face-to-face situation;
2. The interviewer can observe the respondent's behaviour and reactions, and react accordingly. Such observations can often contribute to the interpretations of the data, as can observations made about the respondent's work environment;
3. The interviews are generally conducted at a slower pace than, for example, telephone interviews giving respondents time to gather their thoughts and give more considered answers;
4. Respondents are also likely to give the interview their undivided attention, whereas a telephone interview they may be trying to do something else at the same time.

Research suggests that respondents in personal interviews give more responses to open and unprompted questions than did those in telephone interviews. This is attributed to the faster pace and difficulty of probing in the latter form of interviewing (Market Research Development Fund, 1985). The MRDF survey also illustrated that respondents clearly preferred face-to-face interviewing as people felt reassured by the interviewer's presence, and considered telephone interviewing to be impersonal. Face-to-face respondents also required less reassurance about the reason for the research being conducted and the uses to which the information would be put. Personal interviewing, therefore, encourages



respondents to give considered answers which they feel will be appreciated as such and which they feel more confident about divulging.

The issues discussed show that personal interviewing can generate a great amount of information not only because information can be collected in depth, but also because the duration of the interview can be greater than for other methods. The technique also enables the use of a variety of questioning methods and the use of visual aids, both of which can enhance the quality of data collected. Some techniques involving respondent participation can only be administered face-to-face, and there are a number of research problems where it may be essential that respondents are present such as in advertising testing, product concept and test ideas, and readership studies (Eborall, 1991).

Although personal interviewing is a valuable research technique for the collection of primary data, there are limitations associated with the technique. Cost and time are perhaps the most obvious drawbacks: the technique is both time consuming in terms of setting up the interviews and travelling time, and can incur high travel costs etc. Personal interviewing also compares unfavourably with methods such as telephone interviewing on the parameter of timescale. Personal interviewing programmes usually take longer than programmes conducted over the telephone as the interviews tend to be longer, the need to travel restricts the number of interviews that can be conducted in any one day, and delays can be caused by respondents not being available for immediate interview.

A further drawback of the technique is that it offers greater opportunity for interviewer bias compared with other data collection methods such as postal questionnaires. The data collected relies heavily on how interviews are conducted by individual interviewers working independently. This can cause variations in the extent and nature of the probing, the level of detail recorded, alertness for unexpected or additional information, the ability to cope with information that does not fit in with the structure of the questionnaire, and the conveying of reassurance and confidence to the respondent. Interviewer bias can be controlled to some extent via training, adequate briefing, and explanatory notes on the questionnaire itself, but in a situation where a number of people are conducting the interviews, it is neither possible nor desirable to achieve a completely systematic approach.

Personal interviews are thus particularly appropriate for research designs that require the physical presence of respondents to see, hear, examine or try out, as in many kinds of advertising research and product and product concept tests. They are also used when sampling respondents at particular places such as conferences, exhibitions etc., or where the

investigation of a subject is in-depth, such as highly complex subjects, preliminary investigations, and market intelligence studies. Personal interviews are also appropriate when seeking commercially sensitive information, and when interviewing very senior respondents.

They are less appropriate for designs that involve completion in a very short time-scale, questionnaires that are short and fairly straightforward, business in rural or inaccessible areas being an essential part of the sample, or when budgets are restricted.

#### **2.5.10 Secondary research**

Secondary research involves searching published information sources. The techniques described to this point have largely been primary data collection techniques. Stoll (1991) perceives the importance of desk research to be increasing, particularly in view of the growth of online information databases. The advantages of the technique are the relative cost and speed at which information can be gathered in comparison to many primary research projects, which can be extremely expensive and can run for several weeks before findings are available. The data gathered is, however, less tailored to the researcher's needs and objectives.

Having provided a review of the research tools and techniques available, the chapter now goes onto present the decisions made concerning the design of the fieldwork and its structure.

### **2.6 Structure of the fieldwork**

This section of the chapter now presents the general structure of the fieldwork in more detail. The fieldwork involves MBA students undertaking courses at eight business schools across the UK. The study first involved exploratory research into the general objectives of consumers of HE 'products'. A more detailed description of the fieldwork is provided in a later chapter.

A census survey was undertaken at each institution with a total sample size of 479 full-time and 882 part-time students surveyed. The 8 participant institutions were selected on the basis of age of the institution, with 2 having been selected from each of the following age categories/university types:

- Pre-Robbins (1960s) expansion period;
- Period between Robbins expansion and abolition of the binary divide in 1992;

- Post - 1992 universities;
- Colleges of higher education.

The sector has been broken down in this way to facilitate a comparison of the students' experiences, and of the way in which the internal systems of institutions in each sub-sector are designed to respond to the needs of their consumers across the sector. The information required to make the selection was gathered via a scoping survey undertaken prior to the MBA student survey. The size of the programme formed the second basis for selection of institutions.

### **2.6.1 Consumer focus survey**

The initial phase of the fieldwork aims to elicit information concerning the motivations and needs of full-time MBA students from a sample of eight business/management schools in the UK via the administration of a semi-structured postal questionnaire survey. The questionnaire was designed to elicit the following information:

1. The responsiveness of institutions to consumer enquiries throughout the consumer journey, i.e. the admissions process through to joining the course;
2. The problems encountered by consumers during their studies;
3. Identification of consumer focus strengths and weaknesses from the consumer's perspective.

Several information sources have been consulted in order to develop the questionnaire. These include work by motivational theorists such as Maslow (1942), Herzberg (1968), McClelland (1961) and Vroom (1964), the consumer focus theorists whose material is reviewed in chapter 7, a study of existing related questionnaires, a review of the Charter for HE (HMSO, 1993), and interviews with MBA course managers. The objective of this phase of the field study is to obtain breadth of information on student experiences of consumer focus. The questionnaire has been piloted at a non-participating institution prior to administration to the full research population. The full and part-time questionnaires are provided in appendix 1.

Semi-structured postal questionnaires were selected for this stage of the research for the following reasons (see Fink 1995 for further reasons for use of this technique):

1. A larger sample could be contacted by post than if personal interviewing had been selected to gather this data;

2. The semi-structured nature of the questionnaire made the questionnaire less time consuming for respondents to complete and for responses to be analysed, but still provided the opportunity to collect anecdotal evidence from respondents;
3. As the questionnaire was intended to provide measures of the extent to which consumers were satisfied with their experiences at each school, a quantitative data collection technique was required.

### **2.6.2 Mystery shopping exercise**

During the lag between writing to the business schools and awaiting their response, a 'mystery shopping' exercise has been undertaken to test their responsiveness to enquiries about their programmes. Each school was contacted in writing to request a course brochure. The time taken for each school to respond to the request has been recorded. The results of this exercise are detailed in each case study. The literature received has also been used in building the pen portraits of each school, and reviewed for reference to consumer focus.

### **2.6.3 Other Secondary Research**

Secondary research has been undertaken to provide more information on each of the schools studied. In particular, each school's Internet site has been consulted and the information provided has been used in the development of the pen portraits. Secondary research has been undertaken to add further depth to the primary information gathered, and to contrast the promised and actual student experience.

### **2.6.4 Personal interviewing**

The final phase of data collection has involved visits to each of the schools studied, and personal interviews with the MBA director of each. A semi-structured questionnaire was designed for and used in the interviews (available in the appendices). This approach was selected for this stage of the research for the following reasons:

1. As there were long intervals between each of the visits made, a standard format to guide each interview was required to ensure that, as far as possible, similar data was gathered from each institution;
2. The questionnaire was semi-structured to and used as a discussion guide as opposed to being rigidly adhered to. This provided greater depth of information as the MBA directors were able to discuss their programmes in their own words;
3. Personal interviewing was perceived to be the best approach for collecting data from MBA directors as the method provided the opportunity to probe on issues that required further explanation;

4. As the number of directors involved was small, data collection and analysis via personal interviewing was feasible;
5. Personal interviewing also ensured a response from each director, provided that they agreed to be seen in the first place.

## **2.7 Summary**

This chapter has provided a review of the methods available to researchers, and a description of those used in the fieldwork. The chapter has also outlined the structure and objectives of the fieldwork, the details of which are elaborated in a later chapter. The next chapter of the thesis presents a review of the literature surrounding the competitive positioning and political contingency schools of management thought, and their application to the UK HE sector.

## **Chapter 3 – Consumer Focus: A Review of the Political Contingency and Competitive Positioning Perspectives**

*This chapter introduces the political contingency and competitive positioning perspective. The chapter presents these perspectives in relation to the changing UK HE environment, and presents some practical prescriptions for tracking environmental changes.*

### **3.0 Introduction to chapter three**

The following discussion examines the prevalent external forces for change and their implications, present and future, for business schools. The chapter is underpinned by the concept of environmental determinism, which holds that organisations need to stay aware of, and predict or respond to, developments in their environments that are powerful enough to threaten the organisation's existence or, alternatively, offer new opportunities. This perspective also implies that organisations that choose to ignore the realities of their environment place their organisation in danger of 'strategic drift' (Johnson, 1988).

### **3.1 The growth of competition in the HE market**

There are two aspects to the growth of competition in the HE sector. First, policies have been explicitly designed to create quasi-markets in the allocation of resources and/or students by the Department for Education, the funding councils and other bodies. Second, the competitive spirit within and between institutions has been stimulated, partly as a direct result of the policies, partly because the social and political values that endorse market-oriented behaviour have powerfully encouraged competition, and partly due to internal developments discussed in preceding sections.

The conditions for the emergence of an internal market have been created in HE, encouraging the growth of a more competitive environment. The most celebrated attempt to establish a full-blown internal market was made by the Universities Funding Council under the chairmanship of Lord Chilver in 1989/90 when universities were encouraged to bid against each other for funded student places. Although indicative bid prices were suggested by the UFC, they were explicitly invited to make lower bids. The attempt failed, however, for two main reasons. First, the universities responded by creating an unofficial cartel and, with very few exceptions, declined to under-cut the bid prices and, second, the establishment of an internal market became entangled with the government's more immediate priority of costs-reduction. This episode did, however, raise the universities' consciousness about the inexorable growth of a more competitive culture. The Polytechnics and Colleges Funding

Council adopted more modest policies which combined market and planning approaches, with guaranteed funding for core institutional work (less the efficiency gains required by the government) and planned student numbers. Bidding for additional student places was only necessary at the margin.

The Higher Education Funding Council for England, along with the two other funding councils, replaced the UFC and PCFC in 1992 adopting a gradualist approach to funding rather than the UFC's overtly 'market' ambition. Current funding methodologies lean towards top-down planning rather than bottom-up markets and the primacy of costs-reduction over internal markets has been confirmed. However, within a planned rather than market environment, the growth of a more competitive culture has been encouraged by other policy measures such as research assessment (RA) and the quality assessment of teaching (QAT). The funding councils, ranking departments and funding them accordingly, undertake RA and QAT and each of these exercises has fuelled the competitive spirit in HE with the results of each being used to secure or consolidate competitive advantage. For example, RA has created a 'transfer' market in active researchers as institutions vie to buy in their publications 'back-lists' in the hope of improving their research ratings.

To some extent, traditional institutional and professional attitudes towards the legitimacy and feasibility of competition have been reshaped as a result of the shift from a closed, inner-directed, semi-private academic culture to a more open, outer-directed, public regime. However, despite measures aimed at increasing competition, a tiered system still exists. Traditional universities like Oxford and Cambridge still continue to attract and select top students and academics, whereas within the college of HE segment of the market, access is more open with less qualified and able students encouraged to participate in HE.

### **3.2 The political contingency and competitive positioning perspectives**

This section of the chapter introduces and discusses material from the political contingency (Salancik and Pfeffer, 1977) and competitive positioning (Porter, 1987) schools of strategic thought. These schools operate from the basic premise that organisations need to pay attention to the aspirations of stakeholders who have power to 'exit' or withhold resources that are crucial to organisational functioning. They also require that strategists keep abreast of environmental developments, which have the potential to change the power scene in and around the organisation. The discussion aims to provide a rationale for why consumer focus might be necessary within HE institutions.

The chapter next goes on to identify key strategic issues presently at work in the higher education market, and to explain how and why each of these gives additional power to consumers of HE services, and why, therefore, they require more proactive and effective consumer focused systems.

### **3.2.1 The Political Contingency Perspective**

A number of theorists offer a political view of organisation (Allison, 1971; Johnson and Scholes, 1989, chapter 5; Mintzberg, 1983). From this perspective, the key functions of management strategists are twofold. First, managers need to establish which stakeholders have control over the resources which are critical to organisation functioning and which are difficult to obtain from elsewhere. They also need to identify the stakeholders that have the power to influence whether and how these resources will be inputted into the organisation. The manager's second key responsibility is the design and implementation of personal and organisational activity that ensures that these powerful stakeholders behave in ways that support the organisation's strategic development.

Salancik and Pfeffer (1977) are important contributors to the political contingency school of thought. They argue that the critical contingencies for any organisation are determined by the environmental context within which that organisation operates. As the political situation around the organisation changes in ways that threaten the organisation's capability to continue to attract critical resources, then organisational activity needs to change accordingly. In situations where critical resources are scarce or subject to supply-uncertainty, organisations need to be particularly proactive in the monitoring of and responding to environmental issues and powerful stakeholder aspirations.

From the political contingency perspective, therefore, organisations should aim to manage the power structure in an organisation in a way that makes leaders aware of the realities of their environment and unable to avoid change aimed at dealing with these realities. In powerful, uncertain environments more attention needs to be devoted to determining the critical contingencies of the organisation's environment and to reorganising to maintain effective fits between environment and organisation. Strategists need to establish which external stakeholders occupy powerful resource-supplier positions and which environmental factors have important political implications.

From the perspective of this thesis, the critical, increasingly uncertain resource for HE institutions is financial funding. Two of the key stakeholders who directly or indirectly influence the level of funding HE institutions receive are the UK government and students.



This chapter will explain how forces in the environment may be increasing the power of these types of stakeholders and in turn, making consumer focus within some business schools more important.

The competitive positioning perspective is next described, and the usefulness and relevance of the literature is then analysed.

### **3.2.2 The Competitive Positioning Perspective**

It is widely acknowledged that today's environment is becoming more competitive. Industries once considered 'safe' from competitive forces are now finding themselves subjected to competition for the resources they once took for granted (for example, the UK energy industry). Such industries, and the organisations that comprise them, will encounter problems if they do not take account of the new threats.

A report in the Independent (Jones, 2003) suggests that MBA applicants are becoming more selective, opting for part-time or executive programmes. John Mapes, director of admissions at Cranfield School of Management, states that:

*"Applications have flattened compared with a couple of years ago when we were seeing big year-on-year increases in applications. We can still take our pick of the best students, but applications from the UK are down on last year, although applications from China and India are growing."*

In the current economic climate, the prospects of student debt and limited job opportunities appear to be deterring some potential MBA students. Anecdotal evidence in the UK suggests applications to business schools have reached a plateau following a peak in 2000/1. In the report, David Begg, principal of the business school at Imperial College, London stated that:

*"People are more demanding now and are looking for value for money and a real return on the money they've invested."*

The director of career management services at Manchester Business School observed a trend:

*"We've found progress slower this year with a small reduction in the numbers reporting job successes at this time of year. We've seen a significant increase in the number of students taking projects in order to find a way into a company."*

Such issues can increase competition between business schools.

Many theorists approach management strategy from a competitive positioning perspective (Coyne, 1988; Henderson, 1989; Porter, 1980, 1985, 1987, 1990; for example). This perspective is, itself, a competitively focused expression of the political contingency viewpoint:

*But in his work they are presented as political devices. Pfeffer's work, in some respects, can be viewed as a mirror image of Porter's. Perhaps you may want to go back ... and reread Porter, this time between the lines, about barriers to entry, bargaining power of suppliers, and so on - from Pfeffer's perspective. You may discover that "political" and "competitive" are not so distinct as they might at first seem (Mintzberg and Quinn, 1991, pp. 370-371).*

Michael Porter is the most famous contributor to the study of competitive positioning. Porter explains that it is easy to view competition too narrowly. He describes the five basic forces whose collective strength largely ('largely' because these forces do not take account of market size or market growth rate factors, for example) determine the profit potential of an industry for a particular organisation. The strategist's goal, from this perspective, is to position his/her organisation in a way which best defends itself against these forces, or which influences them in its favour.

In higher education, the general market place for the provision of education, related qualifications and research undertakings has been opened up to new entrants (or, at least extended to bring a range of formerly segment-specific players into a more general market place). It is characterised by intensifying 'inter-firm' rivalry, although this may still be segment specific, and the exercising of influence by increasingly powerful buyer (consumer) groups. Meanwhile, student 'consumers' are gathering greater scope for 'shopping around' between competing institutions on the one hand and different modes of learning on the other. (A fuller analysis of the important strategic issues facing HE institutions is provided in subsequent chapters). One way in which business schools can differentiate their offerings, outside of important academic considerations such as the quality of teaching and research, is through consumer focus in other aspects of the service they provide.

Although an outward-looking perspective underpins both schools of thought, focusing on external factors that can impact on organisations, there are several key differences between the theories.

Salancik and Pfeffer focus on identifying powerful internal and external stakeholders but do not acknowledge that other environmental forces must be taken into consideration such as competitive developments. There is a danger that important market developments could be

missed if management focus is on internal political issues. Neither does the model take account of other market factors such as growth rates or market share.

Porter does advocate a focus on competitive developments and views competition in a broad way, and prescribes positioning the organisation favourably in the market. This rather simplistic model of competition does not, however, take into account internal issues that can impede an organisation's ability to achieve a favourable position. There may be, for example, technological issues that require millions of pounds in investment to enable the organisation to change its product and market proposition. In addition, Porter does not consider other ways of responding to competitive pressures, such as mutually beneficial strategic alliances.

Both models are useful aspects of a manager's overall toolkit, but as with any theoretical model, their limitations need to be understood and acknowledged. The models assume that organisations can react quickly and flexibly to their environments, and that the appropriate level of resource will be available. It is questionable how realistic this assumption is in the 21<sup>st</sup> century, when many commercial organisations are being forced to squeeze margins in response to competitive, consumer and regulatory pressures. Reacting quickly to competitive and political pressures can also be difficult for business schools. A new module cannot, for example, be quickly added to a MBA programme in response to consumer demand or competitive changes, as this requires lengthy content planning, timetabling and academic resources.

The models do, however, provide a useful rationale for considering whether increased consumer focus might be a useful differentiator for business schools. This is likely to differ depending on the type of business school under consideration. Schools at the 'prestige' end of the HE sector, such as Oxford and Cambridge, may need to place less emphasis on consumer focus as their academic reputations will attract applicants. Where competition between IHEs is more geographically concentrated, with several providers offering similar courses, consumer focus may be a useful differentiation tool, and as such can be emphasised in marketing literature.

The benefits that accrue from providing high standards of customer service can be extensive and valuable. Thomas (1988), for example, states three main ways in which organisations can gain from the ability of employees to manage effectively the 'moments of truth' (i.e. each moment of staff/customer contact: (i) the opportunity to gain a competitive edge in the market which, if maintained over time, will differentiate the company; (ii) the facilitation of customer satisfaction leading to increased customer loyalty and lower levels of uncertainty,

which can subsequently aid effective planning; and (iii) result in positive word of mouth advertising. Albrecht and Zemke (1985) concur that the ultimate benefit is that of remaining competitive. McKenna (1986) emphasises this benefit further by viewing service quality as a positioning strategy and lever, i.e. via strategies based on 'intangibles' such as reliability and service. Further, Berry and Parasuraman (1991) state that the benefits accruing from providing a reliable service are: increased current customer retention rates; the attraction of more business from current customers; an increase in positive word of mouth communications promoting the organisation; and, the opportunity to command a premium price for the service. Donaldson's (1986) list concurs with Berry and Parasuraman's list of benefits, but also adds that better employee morale and customer esteem will also accrue.

### **3.3 Summary**

This chapter has sought to provide a rationale for the development of consumer focus within HE institutions. The rationale has been developed through discussions that emphasise the political contingency, competitive positioning and environmental determinism schools of thought. Each of these schools is based on the premise that the key to organisational success lies in the strategist's ability to gain awareness and understanding of his/her environment as a political market place. Organisational changes that reflect the changing demands of this environment also need to be made in order that the organisation can continue to attract important resources from powerful stakeholders.

Having provided this rationale for a general need to pay attention to the powerful organisational stakeholders that can threaten the organisation's existence if they exit, the next chapter of this thesis presents prescriptions for developing and managing a consumer focus.

## **Chapter 4: Consumer Focus: Prescriptions for its Development**

*This chapter provides prescriptions for improving management of consumer focus. The chapter reviews the work of a number of authors on the subjects of marketing and service management. It also outlines the benefits that can accrue from managing consumer focus, and the barriers to achieving this.*

### **4.0 Introduction to chapter 4**

Chapter 3 of this investigation has described the general environment from the political contingency and competitive positioning perspectives. The aim of previous chapters has been to demonstrate that IHEs, along with most other private and public organisations, are operating in an environment characterised by increasing turbulence and hostility. These changes are challenging the traditional public sector organisational paradigm, which has in the past emphasised an internal system designed to achieve bureaucratic efficiency. Chapters 5, 6 and 7 describe the public and HE context in more detail.

The fundamental issue of the form the new paradigm should take to facilitate consumer focus and how the shift can be achieved are the focus of this chapter. The chapter's objective is to provide a comprehensive overview of the concept of consumer focus in operation as customer service marketing and management. This will be achieved through a comprehensive review of literary contributions to the subject. The literature reviewed in this chapter is thematic in that a systematic, planned approach to improving organisations' consumer focus is advocated by the contributors. Most of the literature concentrates on service organisations operating in the private sector. In the majority of cases, the authors refer to the direct consumers of services as customers.

Watson (1997, p. 10) provides a rationale for considering HE in a services marketing and management context:

*"... higher education and research are services, rather than products, and the marketing literature recognises that the marketing of services presents different issues from the marketing of physical goods".*

This chapter will now go on to examine the prescriptions for managing a consumer focus

#### **4.1 Prescriptions for managing a consumer focus - introduction**

Over the last few years, some organisations have made dramatic improvements in the quality of their customer service, for example British Airways and BMW (Freemantle, 1993). Service can provide a useful basis on which to compete, and emphasis on perfecting the function creates a difficult differential for competitors to emulate accurately, unlike physical, tangible product attributes such as design and quality.

Whitely and Hessian (1996), in a study of some of the world's most successful companies, found that a deeper application of the rules surrounding the provision of superior customer satisfaction where

*"... customers are identified and known. Their needs are communicated throughout the entire organisation, and every employee evaluates every process, every task, and every decision by asking one vital question: 'How will this add value for our customers?' Whereas in some companies, the customer is 'out there', and often forgotten in the trauma of organisational change, customer-centred companies are different. In a customer-centred environment, there is no prodding to remember customers, no checklists to ensure that they are included, no wallet-card value statements to remind its carrier who comes first."*

A review of the literature centred around consumer focus in HE specifically is in the next section of this chapter.

#### **4.2 Consumer focus in HE**

Kotler and Fox (1985) provide a description of consumer focused institutions. They prescribe the adoption of a marketing orientation, i.e. being concerned with satisfying consumers by responding to their needs, which requires the institution's internal systems to facilitate responsiveness. The level of responsiveness, according to Kotler and Fox, varies considerably by institution.

The unresponsive institution usually reflects a bureaucratic mentality characterised by routine operations, impersonal policies, specifically defined job descriptions, and a rigid hierarchy of command, converting the organisation into an efficient machine. Bureaucratic employees are not concerned with innovation, problems outside their specific area of authority, or qualifying human factors and are only prepared to serve people within the limits of their jurisdiction. People's problems are defined in terms of how the institution operates rather than operating to be responsive to problems. The organisation assumes itself to be best qualified to determine what people need. Kotler and Fox state that the unresponsive institution is no longer viable in present operating conditions, and large

increases in educational choices for students has eroded this overconfidence in assuming knowledge of what is best for the consumer.

A second level of responsiveness is demonstrated by the casually responsive institution, which recognises the need to pay more attention to its students and stakeholders than is paid in unresponsive institutions. Rather than assuming knowledge of customer needs, the institution listens to its students, organisational members make themselves available for consultation, suggestions are welcomed, and student members are included on committees, building partnerships with them and creating increased customer satisfaction. However, the continuation of increased satisfaction is highly contingent on the extent to which the institution acts on the information it receives, and is unlikely to continue if a mere semblance of openness and interest is offered without the intention of action.

A third level of responsiveness differs from the casual approach in two additional ways. The highly responsive institution not only determines current levels of satisfaction but also researches areas where needs and preferences are unmet to discover ways in which service can be continually improved. Further, its employees are selected and trained to be consumer oriented. High responsiveness is a desirable status for all educational institutions but rarely achieved. Many institutions undertake little or no research into their students' needs and desires, and neglect to train and encourage staff to be consumer responsive.

This view of how IHEs should operate in competitive environments is rather simplistic and does not take into account the complexities of such organisations. First, it assumes that consumers of HE do not want the provider to decide what they need, whereas the provider is the expert in programme design and delivery. Expecting a student to have the knowledge and experience to determine course content and teaching method is unreasonable. If, alternatively, providers place too much focus on other aspects of the consumer experience, they risk neglecting important academic aspects of it.

Some level of bureaucracy is necessary in IHEs to ensure that standards and regulations are adhered to. Managing programmes in a systematic way ensures that policies and procedures are followed to ensure that consumers are treated equitably. Bureaucracy also provides the organisation with an audit trail in the case of a consumer complaint or challenge. It is therefore likely that staff working in a bureaucratic environment will be somewhat bureaucratic in nature and comfortable with the type of work they will be expected to do. Focusing only on people's ability to provide consumer responsiveness may result in attracting people to the organisation that are not suited to the bureaucratic aspect of their job.

A compromise between the different approaches would appear to be the most appropriate direction for IHEs to take, where the need for some level of bureaucracy and for the expert provider to determine what is best for HE consumers in academic terms is acknowledged, and attention is paid to the other aspects of the experience.

Further contributors to the subject of service quality in HE are Nicholls et al (1995, p.31), who state that:

*“It is somewhat ironic that some of the current [MBA] market offerings appear to suggest that their own organisations have made insufficient use of their own internal marketing resources”.*

They also advocate a classic marketing approach to ensuring that the MBA product effectively meets the requirements of the target market. First, the market should be segmented into measurable, sustainable, stable and accessible groups of customers. Segments are then targeted in accordance with the institution’s strengths. The institution should then be positioned in the market place to appeal to these segments, and the marketing strategy and mix are developed through consideration of product, price, promotion, place, people and process (Cowell, 1982).

This structured marketing approach, whilst logical, assumes that data on the market is readily available to enable clear market segmentation. The authors do not provide any guidance on the most appropriate segmentation method, for example, by life stage, academic achievement, or socio-economic group. Further, the approach assumes that target consumers are reachable and does not provide any guidance on the best channel through which to communicate with market segments. The model is also missing a stage in that extensive market research would be required as part of the process to ensure that the IHE’s positioning strategy was appropriate for the segments they are targeting.

LeBlanc and Nguyen (1997) provide more specific prescriptions for the improvement of service quality in business schools. They recommend the following:

#### *Image and Reputation*

1. Undertake internal market research to ensure that management and faculty expectations of service are closely matched to student expectations;
2. Examine and analyse expectations to set standards from the customer’s perspective;



3. Continuously improve the process by which students acquire their education, for example, by fostering relationships with the business community to provide students with hands-on business experience, and to help to develop a good reputation;
4. Once developed, this reputation should be maintained to ensure the continuing financial support of stakeholders such as alumni.

### *Staff*

1. Set standards for process-related variables such as registration, as these are easier to control than academic delivery of service;
2. Faculty need to be convinced that a concern for quality is part of their job, and they should receive regular training in effective teaching methods. They should also be required to exhibit exemplary attitudes and behaviour with students;
3. Student course evaluations should be an integral part of the quality improvement programme, and these should address faculty performance along with all other service aspects of their experience;
4. Quality standards brochures relating to service delivery should be produced and promoted to stakeholder groups.

### *Physical Evidence*

1. Facilities should be accessible to students, and new and innovative services that make life easier for the customer should be developed;
2. Attention needs to be paid to the detail of the physical environment in which the service is delivered to ensure that it is comfortable and fit for purpose.

The chapter will now go on to review more general consumer focus management material.

### **4.3 General prescriptions for managing consumer focus**

This section of the chapter summarises prescriptions for managing successful service organisations through the improvement of service quality standards. Service quality is defined by Berry and Parasuraman (1991, p. 5) thus:

*'A strong performance of the service concept [which] builds competitiveness by earning customers' confidence and reinforcing branding, advertising, selling and pricing.'*

Parasuraman et al (1988, 1991, 1993) have provided a significant contribution towards the development of a framework to define and measure service quality. SERVQUAL is a twenty-two-item instrument that captures customer expectations of service, and their

perceptions of the service received. They define expectations of service as what a customer believes excellent service companies in a particular service industry should offer, and perceptions of service as the evaluation of the service offered by a particular company in that industry. Factor analysis of customers' different scores is then used to identify the dimensions that signal quality to consumers.

From the literature review undertaken for this chapter, the following aspects of effective service organisations will be considered:

- The quality of the physical environment (Parasuraman et al, 1988, 1991, 1993; Bitner, 1990; Ward et al, 1989; LeBlanc and Nguyen, 1997);
- The style adopted by management (Carlzon, 1987; Freemantle, 1993; Albrecht and Zemke, 1985; Kotler and Fox, 1985);
- Shared vision, clear goals and performance management (Carlzon, 1987; Albrecht and Zemke, 1985; Freemantle, 1993);
- Recruitment, selection and training of human resources (Schneider, 1986; Mastenbroek, 1991);
- Organisational structure and design (Schneider and Parkington, 1979; Bowden and Schneider, 1985; Mastenbroek, 1991);
- Cultural development (Schein, 1985; Schneider, 1986);
- Management information (Carlzon, 1987; Schneider, 1986; Freemantle, 1993).

Each of these factors is now considered.

#### **4.3.1 Physical environment**

In their study of the service quality perceptions of 388 business school students, LeBlanc and Nguyen (op. cit) found a significant relationship between perceived quality and reputation. Physical evidence, responsiveness and access to facilities were found to explain service quality. They also found that facilities should be accessible to students, and attention needs to be paid to the detail of the physical environment in which the service is delivered to ensure that it is comfortable and fit for purpose. The authors advise caution in using the results to generalise as the study was undertaken at a small business school and results can vary according to the size, history and stature of the school. Parasuraman et al (op. cit.) also identify the physical environment (or 'tangibles') in their definition of the service construct. Where the service is produced and consumed is an important influence on consumers' perceptions of service quality.

### 4.3.2 Management style

Carlzon (op. cit.) attributes the success of his organisation, SAS, to decentralising power and giving employees real responsibility and trusting them to make their own decisions in implementing the organisation's vision, and designing the organisation to facilitate this. At the first management level, i.e. the board, the organisation's goals are established and the strategies to achieve them developed. This task is not, however, exclusively top management territory, and ideas and suggestions from other parts of the organisation are invited and taken seriously. The second managerial layer is mainly responsible for planning and allocating resources, and for serving the third (front-line) level by helping them to understand and implement the department's objectives. At the third level, all specific decisions are made during moments of truth with customers, and problems demanding immediate solutions are solved.

Carlzon also challenges the 'traditional' manager's expectation of having all-embracing knowledge of the organisation, and the natural assumption that s/he is the only member of the organisation with the ability to make decisions, and expectation of being involved in all phases of operation. This style, however, fails in what he perceives to be the most crucial aspect of the management task - ensuring that the organisation's vision is achieved. Success in the customer-driven economy requires the organisation to be directed by a customer-driven leader. This management style, in contrast to the traditional manager, adopts 'helicopter' vision of the organisation and its operations to gain an overall view of problems and possible solutions rather than attempting to know the specific details of every issue. Instead, employees are encouraged to take more responsibility for implementing the organisation's vision, and to make their own decisions during customer contact. In order for the devolution of decision-making power to be successful, the leader needs to be a skilled listener, communicator and educator, ensuring the effective dissemination of the organisation's goals, and understanding of its purpose (by communicating and educating effectively). If employees know that the leader is open to their ideas and suggestions, their sense of involvement in the management and performance of the organisation will grow and their creativity will be encouraged, each of which can be an invaluable source of innovation and performance improvement. This shared vision provides an important decision-making guide for employees in direct contact with customers. To facilitate this, Mastenbroek (1991, chapter 2) advocates a 'managing by walking around' leadership style to further promote effective communication within the organisation.

For Carlzon, the organisation's leader is key to the development of an appropriate culture. It is important for the leader to remember, however, that these are not the only ways in which s/he communicates to employees. Everything concerning the leader has symbolic value, such as his/her lifestyle and behaviour, and the way the leader acts is often influential on the way others in the organisation behave. Hence, the strongest way of communicating to positively influence the behaviour of others, is leadership by example.

#### **4.3.3 Shared vision, clear goals and performance management**

The service strategy positions the organisation in the market. It becomes a unifying theme for employees sending a strong message, particularly to the staff working at the customer interface, of the goals and values the organisation believes to be important, and the essence of the message the organisation sends to the customer. According to Albrecht and Zemke (op. cit.), a well-conceived strategy should focus the attention of everyone in the organisation on the needs and concerns of the customer. The foundation for strategy formulation is in the organisation's vision of how it believes it can best serve customers based on a thorough knowledge and understanding of their needs. In turn, the strategy provides the basis for development of action plans to deliver the service competitively.

Mazzarol and Soutar (1999) advocate that strategy should be the result of environmental selection (responses to external factors) and strategic selection (responses to organisational resources and skills). Their model is grounded in the concept of environmental determinism (see chapter 3 of this thesis).

Carlzon concurs with this outward-looking view of strategy development. He states that the bases for the development of strategy are provided by assessment of the business climate, and a constant awareness of customer needs. The adoption of a customer orientation is first necessary in planning an appropriate business strategy, achieved by determining customer perceptions of the organisation, and their expectations of the service. Although contributions from employees should be welcomed and used, they must be relevant to the organisation's overall objectives. A clearly articulated set of goals and objectives relating to the organisation's vision is a useful decision-making basis in this respect. In the longer term, the organisation's strategy should be challenged from time-to-time, the vision re-affirmed, and individual employee roles adjusted, to ensure that each remains appropriate to the external requirements of the business environment and the customer.

The extent to which people identify with the organisation's goals and values is an important link in the climate and culture network. Schneider (op. cit.) explains that, generally, when

the employee's sense of identity increases, a correlation exists between this and improved job satisfaction, more willingness to perform duties outside the job description, and lower staff turnover. He outlines several ways in which the employee's sense of identity with the organisation can be improved, beginning with a good match between the employee's personal attributes and skills and the organisation's goals and values. This can only be achieved if the organisation's goals and values are as explicit as possible; ambiguity can result in the attraction and retention of employees with ambiguous personal goals and values. After the informal socialising process (see section 4.3.4), the sense of identity can be promoted by involving the employee in organisational activities such as the design and development of new services, or by using him/her as a model in advertisements. Symbols of membership, such as uniforms and coffee mugs, can also promote a sense of belonging. Most importantly, the employee's attachment to the organisation needs to be continuously rewarded and supported.

#### **4.3.4 Recruitment, selection and training human resources**

Schneider stresses that there are no 'quick fixes' in creating a desirable climate and culture designed to provide customers with excellent service quality. He perceives the key to achieving this to result from creating the right experience for employees.

The first issue concerns the kind of employee the organisation attracts, selects and retains, as climate and culture are ultimately the result of the way in which employees' behaviour communicates, which differs by the individual. In general, people and organisations tend to make employment choices that result in appropriate matches, but mistakes are occasionally made. The organisation, for example, may give the wrong signals to job applicants in vacancy advertisements and attract inappropriate people. On the other hand, the error may be on the person's part, if their self-perception of their match with the organisation is wrong despite the right signals being given by the organisation. Hence, the organisation needs a recruitment process that identifies and eliminates such mistakes. Formal procedures for assessing desirable personal attributes such as interpersonal competence and service orientation (e.g. Schneider and Schmitt, 1986) are useful in this recruitment process.

Schneider also emphasises the importance of monitoring staff turnover in terms of who are leaving the organisation, rather than concentrating on volume. Further, the reasons behind why the organisation is losing good employees needs to be established to highlight any mistakes being made and eliminate them. As people are the capital assets of service organisations, heavy investment is necessary in the types of employees on which the organisation is built.

A recruitment procedure designed to attract and retain service oriented and interpersonally skilled people provides the organisation's 'raw materials'. New employees then experience two kinds of socialisation. Informal socialisation, the similarity or contrast between what information is given and what is actually done in practice, occurs during the employee's early experiences with the organisation when attempting to make sense of what s/he sees and hears. This first type of socialisation can be potentially over deterministic of the employee's perception of the behaviour valued by the organisation, for example, if speed in serving customers is practised rather than creating a quality experience.

The second form of socialisation to occur is formal when the employee undergoes a training programme. Attention needs to be paid to the ability and knowledge of the person executing the programme, and the quality of the content of the programme itself. For example, it should emphasise service skills as well as technical skills (such as how to use the telephone and computer systems). Further, the training programme needs to be supported by co-workers and top management by demonstrating consistency between its content and their behaviour in practice. A positive, service-oriented socialisation process is only possible when emphasised by all members of the organisation by an employee possessing desirable service-oriented attributes. Thus, it becomes clear that climate and culture are products of a network of interacting systems; it is difficult to isolate any one issue by which they can be manipulated.

Albrecht and Zemke suggest that employees should be responsive, attentive, willing to help, and able to differentiate the service quality from the customer's perspective. It is important that management motivate these employees in particular to maintain their focus on the needs of customers. The physical distance between the customer and front-line employee during service provision is presented as the 'last four feet' concept, where the service people become the whole organisation to the customer and, unless the organisation is represented well by front-line staff, any other effort that has been made is wasted. Service-oriented managers reinforce the message of the importance of these employees at the 'last four feet' and as a vital aspect of the service management system, and reward accordingly. The 'people' element of the service system can be problematic if commitment to developing service orientation is not demonstrated by top management; the programme must be perceived to have substance to avoid the danger of employees regarding them as a management 'fad' or publicity campaign. Further, more than 'smile training' is required in staff training and development. Employees already know how to smile and be pleasant; instead, training needs to focus on developing areas such as self-esteem, confidence, values,

inter-personal skills, stress management and goal setting. Emphasis on building these strengths and skills helps people to understand their effectiveness and creates enthusiasm towards their work. Obtaining the people best suited to fulfilling the role of the front-line employee is crucial for the training to be effective. Management need to look for people with adequate maturity and self-esteem, good social skills and tolerance for high social contact, and the ability to cope with the pressure of the role.

At the staff-customer interface an interpersonal interaction occurs, the quality of which will depend on the way employees are rewarded, supported and expected to be effective in providing a quality experience, according to Schneider. Further, 'messages' about the importance of providing excellent service are all received during interpersonal interactions between employees. The management of organisational interpersonal relationships is, therefore, a central task in service organisations, and management perceptions of the importance of this task is a contributing factor in determining organisational effectiveness.

#### **4.3.5 Organisational structure**

For Schneider (op. cit.), the end to which the policies, practices and procedures that guide organisational life are motivated has direct implications for creating a desirable climate and culture. Schneider and Parkington's (1979) research suggests that the promotion of bureaucratic efficiency results in dissatisfied service-oriented employees, who then leave the organisation. Further, an 'efficiency ethic', rather than a 'service ethic', results in poor customer service (Schneider and Bowden, 1985). Rules and procedures are necessary elements of organisations, but the end to which they are promulgated requires attention. For example, the management tasks of planning, organising and controlling should all be directed at achieving superior service quality rather than planning for cost reductions, organising to increase efficiency, and controlling human variability in order to create a service climate (Bowden and Schneider, 1985).

Carlzon's view holds that the organisation needs to be structured to facilitate the implementation of customer-oriented strategies, and traditional 'pyramid' structures are inappropriate for this purpose. The customer-oriented service organisation considers all employees to be the managers of their own 'moments of truth', i.e. the short amount of time involved in direct contact with the customer when the service is provided. During these moments of truth, the quality of the customer's experience is largely contingent on the actions of the front-line member of staff serving the customer, and organisational success is eventually determined by the quality of each of these periods of interaction. Therefore, the 'pyramid' needs to be flattened to allow each employee the authority to analyse his/her

individual moments of truth and to act appropriately and efficiently. Within this flatter organisational structure, the main role of middle management and supervisors is to serve front-line staff by helping them to understand and implement the department's objectives, discouraging them from interfering during front-line employee contact with customers. The flatter structure not only produces improved customer service, it also improves the motivation and confidence of employees, and as a result, can generate latent energy and enthusiasm in them. In addition, the board's expertise can often be wasted when members are continually approving and taking responsibility for detailed decisions. Such decisions can, more often than not, be best handled in other parts of the organisation where a more effective judgement can be made through proximity with and understanding of the problem. Their knowledge and experience is put to better use when the members share understanding of the business strategy, and focus on general strategic issues and problems, rather than on small detail. For the board to be most effective in this activity, the leader must ensure that members are kept informed about various business decisions. This also provides the leader with a useful way in which to elicit reactions to ideas from individual members before approaching the board collectively.

Mastenbroek (op. cit.) concurs with this view of appropriate organisational structure to facilitate effective service management. For him, the 'pyramid' organisational structure does not provide the stimulating conditions for the lasting motivation of employees. Instead, the organisation should become a network of units with the freedom to act in individual ways whilst retaining close links with each other. The network organisation demands a certain type of employee, able to demonstrate initiative and enthusiasm to learn combined with integrative skills to develop flexible horizontal relations. The ability to negotiate constructively and creatively, and to function well as a team member, are also desirable personal attributes.

The network structure promotes the development of employee relationships based on mutual trust and dependence at the same time as releasing individual creativity and initiative, conditions that motivate people to perform to their best ability. The direction and quality of these relations are shaped by the centre to make every unit an active network member. Teams within units are effective when they understand how they contribute to and are responsible for the performance of the unit. In turn, individuals understand and are active in their responsibility within a team whilst their individual needs are served by time spent experimenting in specific areas of interest.



The secret to managing service lies in understanding each of these components, how they relate to each other, and how each of them can be maximised.

#### **4.3.6 Cultural development**

Creating an appropriate culture, in which consumer focus will thrive, leading to the provision of superior service quality, is an essential consideration. Schneider (op. cit.), for example, perceives the climate and culture of service organisations to be crucial in shaping employee behaviour and ensuring that a quality experience is provided for customers.

'Climate' is described as "the nest of policies, practices, procedures and reward, support and expectations ... thought to create a sense of imperative" (Schneider, 1986, p. 352). 'Culture' is distinguished from climate as being a "deeper" issue, referring to: (i) the underpinning values of the organisation rewards, supporting views, and expectations; (ii) the underpinning norms of policies, practices and procedures; and, (iii) the meaning, shared by organisational members, of these norms and values (Schein, 1985). Schneider argues that climate and culture cannot be discussed in isolation, and his definition of climate is, in fact, the manifestation of culture, that is, norms and values are communicated through the organisation's policies practices and procedures, and through what is actually rewarded and expected.

The need for spontaneous and/or innovative action within organisations is inevitable and unending, as not all contingencies within operations can be foreseen, environmental changes cannot all be anticipated accurately, neither can human variability be controlled. In this situation of uncertainty, human systems need thematic coherence to guide members in determining when, where and how to direct their energies. Climate and culture provide these central themes around which human behaviour can coalesce.

Schneider views desirable organisational climate and culture in service organisations to be the product of a network of interacting systems, the elements of which are inseparable and geared towards the common aim of providing superior service quality. He identifies that climate and culture are the result of how human behaviour communicates throughout the organisation and, ultimately, to the customer, and therefore, all aspects of organisational design should emphasise and facilitate the service quality commitment.

For Carlzon, success in creating a desirable culture begins with explicit communication of the organisation's goals and values (which emphasise the importance of service quality) in order to attract, select and retain interpersonally and service-oriented people, thereby

ensuring a good organisation/employee match. Then, new employees are 'socialised' to be sensitive and responsive, by ensuring that current employees are behaving in ways which emphasise the organisation's values and goals, and which are consistent with the training received on joining the organisation. Appropriate employee behaviour is the result of constant reward for, support of and expectation of service quality. This is achieved through the management of interpersonal relations, an organisational structure designed for achieving the service quality goals and values and to facilitate high levels of human interaction, and the promotion of employee identity with the organisation. Finally, management should use the rich customer information source the service organisation has in its front-line employees.

Carlzon also advocates the development of a risk-taking culture. If employees are to be encouraged to take risks, attention is necessary to ensure that they feel secure both internally (for example, by improving their sense of self-worth) and externally. The latter can be achieved by ensuring that risk takers are not punished for making the wrong decision, instead using it as a 'lesson' in training and guidance. However, risk-taking and incompetence are not synonymous, and the latter should not be tolerated. Further, employees who are unwilling to accept the organisation's strategy and take risks on this basis should not be retained. Several measures are available to engender such a culture. First, management should encourage experimentation, demonstrations of entrepreneurial behaviour and high levels of internal communication. Strong emphasis should be placed on the development and profiling of employees' skills and talents via an active training policy. Encouraging non-conformity and experimentation can foster innovation.

#### **4.3.7 Management and customer information**

Schneider states that service organisations are in an ideal position to gain information from front-line employees to help them to cope with their environment. Many organisations invest in running customer focus groups as a way of determining what they should be doing, and how it should be done. However, a much more beneficial source of information exists within the organisation. Each employee has knowledge of what makes customers unhappy and why they are leaving the organisation based on hundreds of experiences, whereas customers have very few interactions with the organisation in comparison. Each front-line employee, therefore, needs to be aware of aspects of the service that create customer satisfaction/dissatisfaction, sensitive to reasons why customers stay with/leave the organisation, and be aware of what competitors are doing. This information can then form the basis for periodic focus groups, conducted in the same way as customer focus groups and treating employees as well as the organisation's customers would be dealt with in this

situation. The many benefits of this type of research include the accuracy of the information obtained based on many experiences, the promotion of employee identity with the organisation and its emphasis on the value of the service, and the low cost of conducting the research.

Carlzon recommends that particular attention is paid to measuring the results perceived to be important by customers in service organisations. Effective performance measurement is also particularly important in flatter, decentralised organisations, as the front-line employees are responsible for much of the decision-making that implements the organisation's business strategy, hence, measurement needs to be focused on the effects of those decisions on customers. Wherever problems are identified, the employee(s) closest to them and with the best understanding of them should be given the latitude to work on the appropriate solutions.

For Mastenbroek, the quantity and, more importantly, the quality of information used in the organisation can be a useful tool in achieving an autonomy/interdependency balance by developing continuous, effective learning. The main problem for most organisations occurs in selecting information that is relevant and useful in decision-making. Ideally, each unit and organisational level should have adequate information to develop a limited number of performance indicators, which can then be applied periodically to make results visible, providing a constant incentive for improvement. The visible results should then be combined with continuous learning, for example, through horizontal exchanges of ideas and experiences leading to discussions on how to improve performance. There are several contingencies on which the effectiveness of organisational learning is based, including: the quality of interpersonal relationships in the organisation; the extent to which units observe and learn from each others' successes and failures; the level of horizontal exchange and support to strengthen tendencies to success; the quality of periodic information in providing a realistic representation of success and failure; methods and frequency of rewards for results; and, provision of opportunities for experimentation and initiatives.

Full details of the models presented by the authors in this chapter are in appendix 2.

#### **4.4 Recent developments in consumer focus**

More recently, much academic and commercial attention has been paid to the subject of customer relationship management (CRM). CRM is defined thus:

*'Customer Relationship Management is an enterprise approach to understanding and influencing customer behaviour through meaningful communications in order to*

*improve customer acquisition, customer retention, customer loyalty and customer profitability*'. (Swift, 2000, p.36).

The above definition is concerned with a focus on the customer, or stakeholders that can influence the success of the organisation (the importance of which has been described in chapter 3 of this study), i.e. customer centricity. This definition also implies that a focus on customers can positively influence profitability and revenue.

CRM involves identifying what satisfies an organisation's customers, and ensuring that the whole interaction, i.e. both the product and service offering, can be changed to provide customers with what they want and more if possible. Small organisations are in a much stronger position to achieve this. A small corner shop retailer, for example, often knows many of his / her customers by name, and what they usually buy. This intimate knowledge can also provide the small retailer with knowledge of other products the customer is likely to buy. Large supermarket chains find this information extremely difficult to obtain, although they attempt to gather the information and predict purchasing behaviour through the use of 'reward' cards, for example.

This lack of interaction with individual consumers in large organisations has led to the widespread implementation of IT systems and databases / data warehouses designed to collect, collate, analyse, and disseminate information about consumers. All of the consumer's dealings with the organisation, including purchasing patterns and non-sales specific information such as the consumer's account balance, are stored in the data warehouse. This information is then analysed either at individual consumer level where the consumer base is small enough to manage at this level, or at consumer segment level where thousands and often millions of consumers are involved. This analysis provides the organisation with information on what satisfies consumers in dealing with them. It also provides information on which segments are the most valuable to the company. The analysis also results in information on how, what and when to cross sell other relevant products to consumers. Cross selling increases the consumer's profitability and value to the organisation, and increases the organisation's share of wallet. It offers the additional benefit of locking the consumer into the organisation, thereby improving consumer retention. In short, CRM provides the organisation with the ability to sell the right products, to the right consumers, at the right time. (See 'Investigating the need for customer relationship management in turbulent market environments', dissertation submitted for the degree of BA (Hons) Business Information Management by C. Moran, Leeds Metropolitan University Library for further references and a more detailed view of CRM).

#### **4.5 The applicability of the prescriptions to HE**

Private sector organisations have the latitude to adopt these prescriptions. Implementation in larger, more complex and hierarchical organisations such as the majority of those in the HE sector can be a more difficult task. HE institutions, on the whole, are not organised in a way that reflects the prescriptions outlined above. They are typically tall, bureaucratic organisations and departments operate within a framework of tight regulations and budgetary allocations, which do not often allow for the amount of investment recommended in the prescriptions outlined (for example, in staff training and market research). Further, HE institutions are often characterised by deeply ingrained cultures that are extremely difficult to permeate and change (Schein, *op. cit.*). Within the institutional culture exists a vast network of sub-cultures in academic and supporting departments. Clearly, the potential barriers to building competence in managing the customer focus in HE are many and varied.

Kotler and Fox (*op. cit.*) state that achieving consumer focus requires total organisational commitment to the task and can often result in drastic changes. New approaches in planning are usually demanded. Internal analysis of different functions can disclose weaknesses in performance, the need for extensive modification of operating practices, and unexpected gaps, conflicts and obsolescence in basic policies. Installing a customer orientation also calls for a reorientation of the business philosophy, which will involve the reversal of long-standing attitudes that are inappropriate to the new orientation. Frequently, difficult and distressing re-staffing programmes are necessary before any real progress can be made. Such changes are difficult to implement and generally meet with many obstacles and much resistance. However, the task is achievable over a 3 - 5 year perspective, by determining how responsive the institution can and wants to be, and then implementing programmes to create this level of satisfaction.

This is a rather unrealistic prescription for a number of reasons. First, the human resource needs of IHEs are also different to those of more simple service organisations. Academic qualifications and research experience are the prime concern of IHEs rather than service orientation to ensure that the quality of teaching and research are maintained. Second, long-standing academics may have tenure making it impossible to remove them regardless of their attitude to focusing on the consumer.

Peters (1988) provides a number of prescriptions for creating a responsive organisation, stating that organisations in pursuit of excellence in the present era must embrace constant change and 'chaotic' conditions. This need is derived from a rapidly changing US (and UK)

business climate caused by factors including the decline of US business compared with other countries, increasing uncertainty in corporate structuring characterised by mergers and buyouts, and the rapidly changing technological environment. He highlights the need for organisations to identify and attach to their customers, and to create new markets and customers for the organisation's products. Peters' ten prescriptions include becoming obsessed with listening and with customers. Whilst market research is undeniably an effective method of gathering information on customer needs, business schools need to balance listening to customer with their obligation to provide a quality education and their positions as the 'experts' in the relationship. Also, consumers are not the only consideration any organisation has – including IHEs. Peters' rather simplistic model does not take into consideration some of the other 'obsessions' organisations have, for example, with quality, efficiency, and people management.

In general, the literature reviewed fails to acknowledge several other considerations organisations may have. Much of the literature does not acknowledge the cost of designing and implementing consumer focused policies, strategies and systems. New systems to improve consumer focus, for example, can be extremely expensive to implement.

Most of the authors recommend significant investment in staff. Service organisations in the UK are often reliant on large numbers of people, and in reality, the majority of roles are not well paid.

The authors assume that improving consumer focus is a 'must' for all organisations. They fail to acknowledge that for some organisations, or IHEs, it might not be necessary. Where companies or services (e.g. train operators) have a near-monopoly position, consumers may have little choice but to accept a lack of consumer focus. Also, for some organisations, other aspects of their operation may be more important than consumer focus, for example, safety on airlines.

The literature also assumes that people will 'vote with their feet' and cease to use the company again if consumer focus is lacking, whereas many people are apathetic and will tolerate this.

#### **4.6 Summary**

This chapter has reviewed the key findings from a review of consumer focus literature. Several key themes emerged from this review.

It is clear that people are central to managing a consumer focus in service organisations as they deliver the service. Recruiting people with a natural service orientation is the first step, with meaningful training and development programmes to further nurture skills and reinforce the focus on consumers. Another theme that emerged was that of creating an appropriate culture for consumer focus, where people are encouraged to take initiative and management lead by example. This is facilitated through the creation of a flat organisational structure. Management play an important role in creating a consumer focus in a number of ways. First, they are open and empowering. They create a vision and from this, clear objectives that are communicated and shared throughout the organisation. In addition, they recognise and reward desired behaviour.

The limitations of the prescriptions when applied to IHEs have also been acknowledged. These centre around the necessary bureaucracy that exists within most institutions, and the focus on providing high quality teaching and research over a service orientation. In addition, the deeply ingrained cultures that exist in some institutions would be difficult to adapt in the way prescribed.

The next chapter goes onto examine the changes in the UK public sector over the past 2 decades, and the way in which organisations therein are being encouraged to respond.

## **Chapter 5: Public Services And The Consumer: Two Decades Of Change**

*This chapter examines the changing UK public sector from the late 1970s to present. It examines the impact of tight controls over public expenditure during the 1980s, and the pressure to manage resources more economically, efficiently, and effectively. The need to demonstrate consumer focus later in the period examined is also discussed.*

### **5.0 Introduction to chapter five**

This chapter aims to provide a contextual underpinning for a later discussion of changes that have impacted on the UK HE sector (in chapter 6), and the need for them to manage consumer focus. It describes the reforms that have impacted on the UK public sector since the crisis of public expenditure in the mid-1970s, and provides a broad overview of how the organisations and industries therein have been encouraged to respond. Further, the chapter provides a rationale for the need for public sector organisations to become more consumer-focused.

### **5.1 Change in the public sector since 1979**

Recently, the amount of pressure applied to UK public sector industries to become more consumer-focused has increased dramatically. This movement towards getting closer to the consumer was initiated by the previous Conservative government, and has been made more explicit with the publication of the Citizens' Charter in 1991. Public sector organisations are being encouraged to examine the successful organisations of the private sector and to emulate their attempts to eradicate consumer problems.

Consumer orientation has traditionally been lacking in government organisations due to the complexity of implementing the concept in this context. A combination of several issues compounds this problem. Frequently, more than one target group are to be served by the government institution, which can lead to difficult choices regarding who is to receive the service as a priority based on factors other than income or spending power. Government tasks are often difficult to translate into 'products' as they are often in the form of abstract services. Many of the products are made available to everyone in the economy irrespective of income, for example education, which creates further complexity in viewing the citizen as a consumer (see chapter 6 for a more detailed discussion of this issue). Furthermore, unlike private sector organisations public institutions must serve a diversity of target groups and are given little freedom of choice in which they serve. Until recently, government



organisations have had no incentive to become consumer oriented as they enjoyed monopoly positions. Their members have not been commercially oriented and in general, unaccustomed to operating in terms of results and performance, the measurement of which is often difficult due to the nature of the tasks undertaken.

The following sections of this chapter present the changes that have taken place in the public sector in the UK since 1979. The chapter thereby provides the broader context of the changes that have impacted on IHEs, and the push for them to become more consumer-focused.

### **5.1.1 Public spending constraints**

The tight controls over public expenditure currently in place in the UK are the legacy of the 1975-76 crisis of public expenditure. The Labour government of that time found it necessary to request a loan from the International Monetary Fund (IMF) to help finance the public service. The IMF granted the loan on condition that strict control over public expenditure would be exercised from then on. The government complied with this condition by allocating to the various public organisations cash limits that could not be exceeded. The lack of financial information systems, however, led to such stringent control over expenditure that the IMF loan was not used. The policy of constraining public expenditure has continued under subsequent governing parties including those of the 1990s.

### **5.1.2 The growth of monetarism**

Margaret Thatcher was an influential figure in steering policy formulation in such a definite direction. Having been elected as Party leader in 1975 following Heath's second general election defeat, Thatcher was instrumental in bringing the Conservatives back into office in 1979. From the outset of her leadership a distinctive style of Conservatism was evident and, on regaining power, the Party's mission was to reverse the situation of economic decline in the UK (Isaac-Henry et al., 1994). According to Thomson (1992), the Conservatives perceived the UK's under-performance in economic terms and its fundamental lack of competitiveness to be due to particular economic and fiscal policies, and mismanagement by the state of the parts of the economy for which it was responsible. Further, collectivism, or corporatism, was perceived to have failed; the discipline of the market was seen to be a superior mechanism for achieving a socially efficient allocation of resources. The Conservatives perceived the public sector to be an ineffectual and bureaucratic barrier to freedom of choice and responsible for the proliferation of a state-dependent nation. The inefficiencies of the industries within the sector were attributed to a lack of competitive pressures such as those that forced private sector organisations to operate more efficiently.

The Conservatives were, therefore, quick to denounce the role of the state and the public sector in managing the economy. Further, the Keynesian economic principles that directed policy formulation in the post-war era were deemed inappropriate to the modern climate, and actually exacerbating the problems with which they were meant to deal (Pollard, 1992). Rather, Thatcher was an advocate of monetarism and perceived that a fundamental reduction in the level of public spending was a prime tool for curtailing the supply of money in the economy, thereby controlling inflation. Krieger (1986, p.94) perceives a 'hardening' of the 'softer' monetarist policies from the Healy/Callahan years to have filled the hiatus resulting from the rejection of Keynesianism. Monetarism, along with a belief in the intrinsic superiority of market mechanisms, formed the sub-structure of intellectual thinking, which was to drive government policy over the next decade and beyond. These beliefs and philosophies were translated into a programme of transformational public sector reforms, a broad overview of which is now provided.

### **5.1.3 The efficiency scrutinies**

The government-initiated changes that have taken place in the public sector since the late 1970s were underpinned at first by the need to improve efficiency in the sector. This later developed to include the need to demonstrate economy and effectiveness, which became the concept of providing 'value for money'. Although debate surrounds the effectiveness and endurance of the various measures introduced by the Conservatives (see, for example, Hood, 1991, pp.8-10), there can be little argument regarding the scale and pace of change experienced in the UK public sector during the period in focus. Indeed, the 1980s alone witnessed more administrative reforms than any previous period in this century except, perhaps, for periods affected by the two world wars (Chapman, 1991). Further, Rhodes (1991, p.83) states that *"during the 1980s some forty Acts affecting local government were passed. The scale of activity was daunting"*. Local government was by no means unique in this respect. The government's Efficiency Unit was established in 1980 headed by then chief executive of Marks and Spencer plc, Lord Rayner, with a team of six full-time researchers. Initially, the Unit's mission was to scrutinise central government departments in order to identify areas of inefficiency, and to provide proposals for savings. A further objective of the programme was to engender a cultural shift in Whitehall towards one concerned with resource and performance management. The scrutinies continued when Rayner left the post in 1983 and Sir Robin Ibbes took his place. The emphasis of the programme did, however, shift towards an integration of the efficiency scrutinies with a more complete system of value for money reviews, where priorities for investigations and performance targets were set, and progress monitored.

#### **5.1.4 The Financial Management Initiative**

In 1982, corresponding with the ongoing efficiency scrutinies, the Financial Management Initiative (FMI) was launched in an attempt to delegate responsibility to levels where adjustment of activities could affect costs. The underpinning tenet of the FMI held that efficient and effective use of resources could be best achieved if managers were clear about their objectives and had control over the necessary resources to achieve them. The FMI required departments to design management information systems that specified each major organisational unit's main activities, the objectives of each activity, and the resources allocated to it. In addition, departments were encouraged to develop output and performance measures, and to establish the best approach to reorganising departmental structures and responsibilities. The aim of developing such systems was to increase awareness among ministers and senior management about what was happening within their departments. The FMI was an important development in that it contributed to cost awareness and marked a move towards a delegated approach to resource management.

#### **5.1.5 The Citizen's Charter**

The launch of the Citizen's Charter (1991) was a further indication of the Conservative government's commitment to engender a performance management culture in public sector organisations. The then Prime Minister's introduction to the charter stated that:

*'I want the Citizen's Charter to be one of the central themes of public life in the 1990s'.*

Pollitt (1994) summarises the 'six principles of public service' as outlined in the charter:

- Setting, monitoring and publication of explicit standards;
- Information for and openness to the service user;
- Choice wherever practicable, and regular systematic consultation with users
- Courtesy and helpfulness;
- Well-publicised and easy-to-use complaints procedures;
- Value for money.

Each public service organisation was asked to develop its own charter, and a Citizen's Charter Unit was set up with the authority to reject any departmental charter drafts that did not meet the requirements set.

Despite these efforts to encourage a consumer focus in the public sector, Pollitt (op. cit.) states that:

*'The Citizen's Charter is far from straightforward. It is not a single charter, and is addressed more to the users of public services than citizens as such. Born in political circumstances that appeared to demand that a new Prime Minister 'did something of his own', the Charter subsequently developed into an ongoing programme that mixed together the restatement of well-established entitlements with the proclamation of new management commitments... There are signs that its 'value-added' varies considerably from service to service, and there are several contexts in which charter standards have, as yet, made only a slight contribution to service quality' (Pollitt, 1994, p.9).*

For Thomson (op. cit.), one of the most pervasive and fundamental changes that have occurred throughout the public sector has been a shift in the focus of public sector organisations. The emphasis on the design of internal systems and processes with a view to making life easier in the organisation has shifted to emphasis on performance and organisational effectiveness. Public sector organisations are now aware that they are no longer the 'natural' providers of the service to the community (Stephens and Peel, 1994). Increasingly systems are designed for the benefit of the consumer of the service, rather than for the benefit of the service providers.

## **5.2 Public service quality initiatives developed under New Labour**

The changes implemented by the Conservative government have been built upon by the Labour government, which gained control in 1997. In the paper 'Modernising Government' (cm 4310), the government outlines its plans for renewal and reform. The programme focuses on the long-term modernisation of the way in which Government operates, with the new package of reforms including the following:

- 24-7 availability of public services;
- 'joined-up' government that enables service users to notify different parts of government of changes (e.g. address) simply, electronically, and in one transaction;
- the removal of unnecessary regulation, and a requirement for new policies to have undergone a regulatory impact assessment prior to implementation;
- the target for delivery of online public services is the end of 2005;
- the introduction of new 'Learning Labs' to encourage new ways of front-line working by suspending rules that stifle innovation;
- a new focus on delivery within Whitehall to ensure that government targets are met.

The deliverables of the programmes are fivefold:

1. Forward-looking policy formulation to achieve outcomes that matter as opposed to reactive, short-term measures;
2. Responsive public services that meet the needs of citizens;
3. The delivery of efficient, high quality public services;
4. The use of new technology to meet the needs of citizens and business;
5. A valued public service, as opposed to one that is denigrated.

In short, the programme aims to provide ‘better government to make life better for people’ (Modernising Government, p. 7).

### 5.2.1 Service first

The implementation of the Government’s plans to improve service quality in the public sector is outlined in the cabinet office’s ‘Service First – The New Charter Programme’. The documentation accompanying the programme includes a detailed set of recommendations for improving service quality in the public sector. The ministerial foreword, from Peter Kilfoyle, states that

*‘The government is committed to improving and modernising public services. The goal is ... to make services that are easier to use for the individual and that fit the way people live their lives today’* ([www.cabinet-office/servicefirst/](http://www.cabinet-office/servicefirst/)).

The Government aims to design services that:

- Put customers first;
- Encourage access and promote choice;
- Use new technology, in particular IT, effectively;
- Are open and accountable;
- Work in partnership with others to ensure seamless delivery;
- Use resources effectively;
- Innovate and improve.

A range of quality schemes is being recommended to achieve these ambitious goals (goals which many private-sector organisations, operating in single / simple markets struggle to achieve).

### **5.2.2 Business excellence model**

This is a framework for the assessment and continual improvement of organisational performance across all activities. The framework was developed by the European Foundation for Quality and Management (EFQM) alongside 200 companies across Europe. The model is based on the premise that 'customer satisfaction, people satisfaction, and impact on society are achieved through leadership driving policy and strategy, management of people, resources and processes leading ultimately to excellence in business results'. Despite the business terminology, the model has been successfully applied to both private and public sector organisations.

The model consists of nine criteria. The enablers are concerned with organisational conduct, the management of staff and resources, strategic planning, and reviewing and monitoring key processes. The model also assesses results such as people and customer satisfaction, and the business's impact on the wider community. The process begins with a self-assessment against the model, and the subsequent development of an improvement action plan. This process provides the following:

- An understanding of the organisation's strengths and weaknesses;
- A quantified assessment of performance, which can be tracked annually;
- A global understanding of the business;
- A framework which encompasses all quality and improvement initiatives;
- Generates motivation for improvement;
- An insight into world class best practice;
- A comparison with a wide range of other organisations.

### **5.2.3 Public sector benchmarking project**

This project aims to help public sector organisations to perform self-assessments against the business excellence model, and to benchmark themselves against other organisations. By doing this, organisations are able to share best practice in a systematic way with each other.

### **5.2.4 Investors in people**

The Government also highlights the Investors in People award for effective investment in the training and development of people in order to achieve organisational goals. The standard is based on four key principles:

1. A commitment from the top of the organisation to develop all employees;

2. A regular review of the training and development needs of employees and a plan to meet those needs;
3. Action to train and develop people throughout their employment;
4. Measurement of an organisation's success in using its investment in training and development effectively.

Achieving the standard involves the following:

- Information gathering;
- Initial assessment of current performance against the standard, and the formulation of an action plan to close gaps;
- Necessary people and process development;
- Ongoing assessment.

Achievement of the standard can provide benefits for both the individual and the organisation. The organisation benefits from a more systematic approach to training, a clearer focus on training based on business needs, improved employee communications, a better understanding of the business among employees, a more motivated and skilled workforce, better value from their training spend, and ultimately improved profitability. The individual benefits from increased job satisfaction, appropriate and structured training and development, a greater sense of pride in the organisation, and improved motivation and commitment.

### **5.2.5 Charter mark**

The Government is continuing the charter mark award introduced by the previous Government. Under the scheme, organisations are audited against ten criteria, which include aspects such as service standards, access and choice, fair treatment, the effective use of resources and an accessible complaints system. Applicants receive a report on their performance that identifies areas of weakness and makes suggestions for improvement.

### **5.2.6 ISO 9000**

ISO 9000 is the international standard for quality management systems to support supplier / consumer relationships. The tool helps organisations to ensure that their processes and documentation enable them to consistently meet consumers' needs and expectations.

In order to meet with the standard, organisations must prepare a quality manual and submit their management systems to a third party for assessment. Once the quality system is in place, a further independent assessment takes place to ensure that the declared processes have been implemented effectively.

### **5.3 Further developments in the public sector**

The pressure to provide better service quality in local government is summarised by Stewart and Clarke (1996), the contributors to this section of the chapter. According to them, local government organisations can develop a public service orientation by acknowledging the following:

- Local Authorities' activities exist to provide services to the public;
- Local Authorities should be judged on the quality of service provided within the resources available;
- The service provided is only of real value if it is perceived to be so by the people using the service;
- The people for whom the services are provided should be recognised as customers who demand high quality services;
- High quality service provision requires closeness to the customer.

Although these obligations are discussed in terms of local government, they can be generically applied across many parts of the public sector. Stewart and Clarke (op. cit.) state that the missing element of the above obligation is a focus on citizens. They also perceive the consumer focus movement to be 'running out of steam' (p.2), with chief officers finding it difficult to maintain momentum and keep moving forward. They also stress the danger of change being only surface deep. Attention may be paid to staff training for customer service, for example, but not to changing the organisation. For them, the issue now is how to breathe new life into the process of creating a public service orientation, and how to maintain the momentum of new initiatives. The subject of the citizen in HE is discussed in further detail in chapter 6 of this study. For Stewart and Clarke (op. cit.), this is a further key issue in public management today. This concept has wider implications than that of the customer, and the danger is that these will not be considered in the development of a public service orientation. Effective development of the orientation requires a careful examination of the particular situation, and the selection of an appropriate approach. The following questions can be asked to help clarify this:



1. Why is the service provided?
2. For whom is the service provided?
3. Who is affected by the service (in addition to the direct consumers of the service)?
4. Is the service provided on demand?
5. If not, how is distribution of the service determined?
6. Do the users of the service or those affected by it have a choice on whether or not the service is provided, and / or the form it takes?

In addition, analysis of the service will aid understanding of the conditions that affect the nature of the service. The following questions can be asked:

1. What are the constraints on the nature of the service, and do they have to be accepted?
2. Is the service provided in interaction with the public, and what is their / staff's contribution to the interaction?
3. Is the relationship with the public continuous, periodic, or one-off?
4. Where is the service provided and how much control does the organisation have over this?
5. What are the risks of providing the service, and how are they guarded against?
6. What are the time dimensions of service provision, and how urgent is the need for the service?
7. What role does technology play in provision of the service?

A renewed public service orientation requires an emphasis on service design, and not merely on staff training where the emphasis has been traditionally placed. The Citizen's Charter has required organisations to specify existing standards as opposed to encouraging a careful examination of the nature of the service, and the extent to which new standards are needed. When examining service design, the following are important considerations.

1. *Rationing.* Public services can be rationed on the bases of formal allocation, professional / staff judgement, or on measures that deter members of the public from using the service. Service design needs to be undertaken with an understanding of how rationing takes place and the extent to which it is applied according to policy. This may also lead to reconsideration of the policy itself, and the way in which it is applied.
2. *Diversity and choice.* The extent to which the nature of a service varies according to the needs of the user should also be considered, as a uniform service may not always be appropriate to all users. This requires the users' needs are understood. Choice is possible through diversity, and this will vary according to the type of service provided.

People, for example, can choose which leisure centre they use, but they cannot usually choose their social worker.

3. *Co-production.* Many services are co-produced with the public, hence their effectiveness relies on the quality of interaction between the service provider and user. Families, for example, produce social care as well as social workers. Co-production provides opportunities for service enhancement through allowing public contributions to be heard, and enabling their views to shape and develop the service.
4. *Alternative forms of service delivery.* The range of alternatives available to deliver services should be considered. Specifically, the level of responsiveness to users / citizens, the scope for public involvement, equity for minorities, need to be considered. Also, the form of service delivery should have the capacity to respond to differing needs as well as probity, adaptability, and accountability.
5. The use of *new technology*.

#### **5.4 Summary**

It is clear, from this chapter that the progression of the public sector towards managerialism and consumer focus initiated by the Conservative government of the 1980s / 90s has continued under the present government. The following chapter of this thesis examines how more specific past and present changes are impacting on the HE sector.

## **Chapter 6: Higher Education And The Consumer: From Elite To Mass Participation**

*This chapter discusses the changes that have impacted on the UK higher education sector since 1979. In particular, the chapter examines changes specific to the HE sector and its consumers. The chapter also provides a brief history and analysis of the UK MBA market.*

### **6.0 Introduction to chapter 6**

This chapter builds on the review of general public sector change provided by focusing on change in the UK HE sector. The discussion presents the government-led initiatives for encouraging consumer focus in the sector, having already provided a theoretical rationale for this in chapter 3. The chapter also presents some of the changes in the sector that have not been directly initiated by the government, but are the result of changes impacting on the environment in general.

### **6.1 Development of the universities prior to the 1960s**

Bland (1990) recounts the history of the development of HE. The universities were established in major industrial and commercial cities in the UK in the 19<sup>th</sup> century. By World War 1, the UK had become heavily reliant on then enemies Germany and Austria for high-tech products. The universities became increasingly important in manufacturing technological products, as these were some of the only places in which German technology was understood. Following the First World War, as many men as possible were entered into HE to ensure that projected manpower requirements would be fulfilled. They also continued to support the development of the technology required for World War 2.

During World War 2, the universities became an increasing source of technological, scientific, linguistic, psychological, and medical knowledge. They trained specialists, and contributed towards a wide range of developments.

Following the Second World War, an increasing proportion of graduates went into the nationalised industries, worked as doctors and dentists in the new NHS, worked as civil servants, teachers, and social workers. HE became locked into the welfare state as the principle supplier of graduate jobs. As the public service developed, its professional requirements increased which led to a need for the universities to expand the range and breadth of the courses they provided. At the same time, professions such as legal and accounting began to prefer that their new recruits had attended HE courses in exchange for

shorter training periods. This led to further expansion of the universities during the 1950s and 60s in response to manpower demands from the legal / financial professions and the welfare state, and due to the success of the grammar schools in progressing children through advanced level courses.

## **6.2 Expansion of the HE sector during the 1960s**

Barr (1989) states that *'the 1960s were something of a golden age for higher education'* (p.32), with the Anderson report (1960) advocating a generous maintenance grant to IHEs. Following this, the Report of the Royal Commission chaired by Lord Robbins (the 'Robbins Report') was published in 1963. The report recommended an acceleration of the expansion of the sector. This expansion had begun in the late 1950s through the growth of existing universities, the transformation of university colleges into universities, the transformation of some colleges of HE into universities, some with a technology specification, and the building of completely new universities. The Committee recommended that the sector should undergo continual expansion for at least a generation. Further, the Robbins Committee stated a 'principle' that everyone who had the qualifications deemed necessary by the universities should be given the opportunity to participate in HE regardless of the financial circumstances of their families. Therefore, the sector not only experienced an expansion in the number of institutions it comprised, but also in the number of students being educated. The expansion accelerated further in 1965 when Anthony Crosland gave a speech that marked the route to the designation of the polytechnics. These new institutions were under the control of local authorities (rather than the University Grants Committee) and, according to Bland (op. cit.), they were established to provide the majority of graduate manpower for coming decades.

The post-Robbins period of expansion was, however, relatively uncomplicated as increases in student numbers were paralleled by both an increase in the number of providers of HE and funding. The institutions (mainly universities, polytechnics and the Open University) remained segment-specific players, with little 'inter-firm rivalry' (Porter, 1980) for student 'consumers'. Participation remained elitist with most of the expansion, according to Ashworth (1996), attributed to the middle classes deciding to send their daughters, as well as sons, to university. From an environmental determinism perspective, the relatively innocuous pressures present in the sector during this period until the mid-1970s gave little cause for adjustment of an approach that had succeeded so far.

A vast expansion of the numbers participating in HE has been a key feature of the post-Robbins to 1990s period. The sector has experienced a five-fold increase in participation

during this period, from 324,000 at the beginning of the stated period to approximately 1.4 million in the 1990s. Participation during the 1960s was the exception rather than the rule with the majority of people leaving school at the minimum age and HE confined to the academic and social elite. This is no longer the case, however, and the participation rate has increased from 10% in the 1960s, to 17% in the 1980s to around 32% in the 1990s, and has shifted from elite to mass with access levels to rival Europe and North USA (Smith, Scott and Lynch, 1995).

### **6.3 University management post-Robbins**

Smith et al. (1995) identify five main phases of development in the sector since the period following the Robbins report in 1963, which highlighted general expansion and transformed HE into a political issue. Before then, IHEs and their external environments had been managed as purely private and informal exchanges. During the report period, the way in which the universities managed their resources was examined and changes to their systems suggested. If these changes were not implemented, the universities faced potential funding cuts. For the first time, the HE system found it necessary to jostle with other publicly funded industries for the public's attention and lobby for resources. Negotiations with local authorities regarding planning matters became more complex due to the establishment of new universities and the expansion of the existing ones.

In 1964, a new Department of Education and Science (DES) was created and made responsible for the universities. The introduction of the DES marked the end of the former 'hands-off' approach to university finance. Increasingly, the government questioned the way in which resources were being used and allocated grants based on their investigations.

### **6.4 Increasing environmental hostility in the 1970s**

During the late 1960s until the mid-1970s, the HE sector experienced growing hostility in the external environment, due to student revolt and the decay of the elitist system and deference towards the traditional institutions from a public relations perspective. The universities were criticised for the 'soft line' adopted towards student trouble makers, and the general view of the post-Robbins expansion was that 'more means worse', according to Smith et. al. (op. cit.). Increasingly, the universities were required to justify their actions openly through the media to a hostile audience.

The universities and polytechnics were allowed to expand through the 1970s with Ministers and Advisers becoming increasingly concerned about the cost of providing HE. This concern peaked in 1976 when the moment of truth for the post-war economic consensus

arrived. The UK economy was believed by the rest of the world to be unsustainable, and the value of the pound was collapsing (leading to the loan from the IMF as described in the previous chapter). The Conservative government elected in 1979 was keen to pursue the new regime and embarked upon a far-reaching programme of public sector reforms designed to make the industries therein more efficient, effective, and economical.

### **6.5 Economy, efficiency and effectiveness in the HE sector**

The UK government has, since the crisis of public expenditure in the mid-1970s, exerted pressure on the public sector industries to demonstrate economy, efficiency and effectiveness, together representing 'value for money'. This period marked the beginning of a policy of strict control over the resources available to the public sector, which has been pursued ever since. Bruton (1987, p. 373), states that:

*'the Conservative Government in the UK has made it clear that the kind of teaching and research it will support should (a) be constrained by public expenditure expectations and (b) efficiently and effectively serve the needs of society at the same time as assisting in the recovery of the national economy'. (DES, 1987).*

Education institutions across the industry (schools, colleges and IHEs) have been required to use their resources economically through cuts in the level of funding they receive from the government. In 1979, funding for the education programme was reduced by 5%, and further resource constraints affecting the local authorities, which controlled the schools, colleges and polytechnics, were announced in 1981 and thereafter. If these were exceeded, severe financial penalties were imposed on institutions (Pollitt, 1990). HE funding reductions have been characteristic of the 1980s and 1990s with recent unit of resource reductions averaging 5% per annum. Further, The Times reported in March 1996 (11 March 1996, p. 30) that the universities are set to suffer in the academic year 1996/97 due to continuing cuts which will amount to 5%, allowing for inflation. Very few institutions have escaped the reductions and those that have, namely institutions specialising in teacher training, have had their extra resources earmarked for planned expansion in student numbers.

As well as 'cost cutting' requirements, the present government has applied the general policy of resource utilisation efficiency across the public sector, scrutinising industries during the 1980s. The efficiency scrutinies undertaken in the HE sector examined the way in which resources were being used, and the financial systems in existence and the findings were reported in the 'Report of the Steering Committee for Efficiency Scrutinies in Universities' (the 'Jarratt report', Jarratt 1985). Based on its findings, the report highlighted the need for tighter management of universities, in particular: i) the creation/strengthening of resource

committees; ii) the introduction of systems of performance indicators; and, iii) a variety of new formal controls in relation to finance. Following the publication of the report, severe funding reductions were announced by the government, with some universities being hit particularly hard: the University of Salford, for example, experienced a 44% reduction in its recurrent grant. Further, the 1985 green paper, 'The development of higher education into the 1990s' (cmd 9524) emphasised the need for universities to provide better value for money, and for improved accountability. As a further result of the publication of the Jarratt report, the UGC requested that each university produce a plan that integrated the academic objectives with the allocation of resources (UGC, 1986).

Resource usage has been monitored consistently throughout the 1980s and 1990s with the threat of financial penalties resulting in a re-think of how resources are employed in universities with a view to achieving efficiency gains. The responses of universities to funding reductions varied. Sizer (1987) studied the responses of nine universities, many of which were '*ill-prepared*' (Sizer, op. cit. p. 250) for the impact of funding reductions (only two of the nine studied had financial contingency plans in place in 1981). According to Elton (1988), a key impact of the changes imposed on the universities in the 1980s was a loss of freedom in their actions and decision-making.

## **6.6 Increasing competition**

A further trend that has characterised the sector over the past decade or so has been the encouragement of the growth of a more competitive market in HE specifically. This has been partially due to the development by the Department of Education and funding councils and agencies of policies explicitly designed to create quasi-markets in resource allocation. A more competitive spirit has also been encouraged within the sector partly due to the policies and reforms mentioned, and partly resulting from political and social values that have endorsed and encouraged market-oriented behaviour. In 1989/90, for example, the Universities Funding Council (UFC), under the chairmanship of Lord Chilver, made an attempt to establish a full-blown internal market in HE by encouraging universities to bid against each other for funded student places. Indicative bid prices were suggested by the UFC but universities were explicitly invited to make lower bids. Although this attempt failed (see Smith et al., 1995), the episode raised the universities' consciousness about the inexorable growth of a more competitive culture.

## **6.7 The Charter for HE**

Alongside the requirement for IHEs to use their resources economically and efficiently, public sector industries have also been required to perform more effectively in providing a

service to the public. Traditional public sector attitudes towards effectiveness have focused on designing internal procedures and systems with a view to making organisational life easier and the achievement of bureaucratic efficiency. However, attention has been drawn to the fact that public sector organisations are no longer the 'natural' providers of services to the community (Stephens and Peel, 1994) and their systems are increasingly designed for the benefit of the consumer. The launch of the Citizen's Charter in 1991 has been an indication of the government's commitment to engender a performance management culture in public sector organisations, and the Charter for Higher Education (1993) includes guidelines for improving consumer focus in IHEs stating that

*'Universities are more aware of the need to deliver high-quality services, responding to the needs and demands of customers...'* (HMSO, The Charter for Higher Education, 1993).

Further, the Charter...*expects each university and college to set down and publicise the standards of service it provides* (Charter for Higher Education, op. cit.), and invites publicly-funded HE institutions to apply for a Charter Mark awarded for excellence in service delivery.

The Charter's basic intention is to provide the customers of HE (identified as being students, employers and local communities) with information on the following:

1. The standard of service that can be expected by student customers from universities and colleges in England (separate Charters exist for Scotland and Wales);
2. The standards and treatment they can expect on joining the institution; and
3. The action that can be taken if these expectations are not met.

The Charter states that employers have the right to information regarding:

1. Graduates' and diploma holders' skills and abilities resulting from the course they have undertaken;
2. The purpose of work placements and the arrangements for supervising students;
3. The names of people to contact.

Further, the Charter states that queries should be answered promptly, and that employers are entitled to ask for contracts for any research or consultancy undertaken for themselves by the HE institution. The people living in the vicinity of an HE institution are entitled to know of the facilities open to the public and at what charge.



As their main funding provider and, more recently, the body responsible for assessing, rating and publicising the quality of institutions' outputs, the UK government continues to be a powerful influence over the way in which HE institutions operate.

## **6.8 Emphasis on quality**

Since the unification of the sector in 1992 and the establishment of new funding councils to oversee the sector, the growth of competition in the HE sector has been encouraged by further policy measures. Quality assessment of teaching (QAT) and research assessment exercises (RAEs) are undertaken by the funding council and departments are funded and ranked accordingly. The results of these assessments are increasingly used as a source of market advantage, for example, the RAE has created a transfer market in active researchers as institutions vie to buy in their publications backlists in the hope of improving their research rankings.

The need for improved quality (both in academic and service terms) in public sector industries can also be attributed to changing consumer expectations of levels of service quality in general. Improvements in product quality and intensifying competition throughout the 1980s and 1990s have resulted in organisations searching for ways to compete other than via product quality. The outcome of this, in many industries, has been an improvement of the quality of customer service provided and, subsequently, increasing consumer perceptions of the service standards they deserve.

However, the RAE may sometimes work against improved teaching quality and consumer focused initiatives, since it may drive business school academics to focus their energies on publishing in refereed journals almost to the exception of everything else, an important driver of this focus being the perceived rewards of career progression. Thus, the school's ability to achieve a consumer focus may be inhibited by these academics' front-line student engagements (moments of truth) in the classroom and in a supportive role. Similarly, their research may not be disseminated in the same way through their teaching, if it becomes less practitioner-relevant. According to Turley (2004), there is the perception that academics are less willing to write articles that will most engage practitioners in thinking about the contribution research makes to current issues because these do not 'score highly' in the RAE. This does not have to be the case, however, since there are examples of best practice in combining 'quality' research and teaching (see, for example, Richardson and Cullen, 2004) and some academics do hold the view that research and teaching are indeed inextricably intertwined (Mahoney, 1997).

Whether these perceived tensions exist in all types of IHE business schools may have some bearing on the extent to which a consumer focus is achievable. This is taken into consideration in chapter 8.

Consumer expectations are, in general, higher in the 1990s, largely due to dramatic product quality improvements during the 1980s, and the growth of the use of customer service quality in the private sector as a differentiating strategic marketing tool. Organisations are increasingly joining the consumer focus movement and this has resulted in the provision of quality consumer experiences becoming a 'hygiene' factor norm rather than a consumer 'motivator' (Cespedes, 1990). The same applies, to some extent, to students as consumers of HE. Students are currently in a more powerful market position than they have been in the past, through improved access to IHEs, more choice of institution and course, and the government 'push' for expansion of participation, for example. They are becoming more willing to 'shop around' to ensure that they obtain the best value for money from an institution, and the course best suited to their needs. Although a perfect 'market' situation where consumer is sovereign does not exist in the HE sector, recent developments highlight a shift closer to this state.

### **6.9 Increasing diversity of the sector**

The expansion of the sector has been accompanied by diversity, both in terms of IHEs and the student body. In the late 1950s, only 24 universities existed. This increased to 45 after the Robbins period of expansion, and has more than doubled to 93 after the abolition of the binary system in 1992. It is argued that the effect of expansion has resulted in an undermining of institutional coherence and common values as the 45 universities that existed before 1992 shared similar characteristics. They had broadly similar academic/professional values, were organised along similar collegiate-administrative lines, and were all engaged in both teaching and research. The 93 universities that currently exist vary to a greater extent along the lines of size, government and management principles, and together this has resulted in great and growing institutional diversity.

### **6.10 Increasing diversity of the student body**

Students are an important part of an IHE's *raison d'être*, a view confirmed by the external auditors of quality in HE. 'Teaching, Learning and the Student Experience', is one of nine major categories in the Outline Checklist for Auditors (HEQC, 1993, p. 14), and of the 119 topics in the aide memoir for Assessors, 57 relate directly to students' experiences.

The student stakeholder group has changed in several ways during recent years, partly due to government policy and partly as a result of developments in the wider, general environment. As described, the student body in the UK now incorporates a more diverse range of backgrounds, and a wider range of products to cater for their (and industry's) heterogeneous needs. Participation in HE is now mass with students from a broader range of socio-economic backgrounds and age groups, and of different levels of ability, replacing the formerly elitist system that, argues Ashworth (1995), dominated the sector until recently.

The participating student body in HE no longer consists predominantly of 18/19 year-old school-leavers. Increasingly, mature students are participating in HE, and the degree of selectivity with regards to entry qualifications has declined with an extended range of abilities accepted. By 1995, for example, Smith et al. (1995) estimated that over a quarter of the student population consisted of mature students. Non-standard entry qualifications are now accepted and, to cater for an increasing heterogeneity of needs, a wider range of HE 'products' are now available which reflect broader student constituencies and changing labour market requirements. Novel methods of delivering these new subjects and academic disciplines have also been designed to maximise student choice at the same time as achieving financial efficiency, for example, modular structures and credit accumulation and transfer systems. Research activities have also been stretched to embrace not only traditional scholarly and scientific projects, but also activities such as 'action' research and technology transfer resulting in an increase in the number of research 'products' offered by IHEs.

### **6.11 Reductions to students' financial packages**

The situation of increasing customer expectations is compounded by reductions in the student grant, which have been ongoing since the early 1980s. In 1979, the potential total student support package consisted of:

- (i) student grant;
- (ii) state benefits during holiday periods;
- (iii) rent allowance or housing benefit;
- (iv) travel costs claims from the local education authority;
- (v) equipment and materials claims from the local education authority;
- (vi) earnings (term-time and vacation);
- (vii) overdrafts/bank loans/other debts.

During the 1980s, this support package was significantly altered. In 1984/85, the minimum maintenance grant received by all students was halved, to £205 and abolished in 1985/86 increasing the vulnerability of people without full parental contributions to their education, and placing the burden of responsibility on parents or spouses in most cases.

Since then, student grants have been replaced by student loans and tuition fees have been introduced. The financial burden of attending a HE institution is, therefore, increasingly falling on the student, parent, or sponsor, and making them more aware of the need to secure 'value for money' than ever before. Since 1979, several changes have been made to the student financial support system (see table 1) resulting in increasing incidence of student hardship and withdrawal from institutions.

**Table 1: Adjustments to student financial support system: 1979 – present**

1979 package	Student grant + state benefit in holidays + rent allowance/housing benefit + travel cost claims + equipment/material claims + earnings (term/vacation) + overdrafts/loans etc
1984/5	Minimum maintenance grant halved to £205
1984/5	Daily travel cost claims of over £50 p.a. abolished and decreased this value throughout the 1980s (a study undertaken in 1982/3 found that students spent, on average, £66 p.a. on travel, and £200 p.a. if living with parents or in London)
1985/6	abolished minimum maintenance grant
1985 - 88	tax benefit of covenanting contributions phased out
1986/7	halls of residence Housing Benefit withdrawn
1990	private rented Housing Benefit withdrawn
1990	overhaul of financial support introducing a mix of grants and top-up loans
1992/3 package	Student grant + student loan + earnings + overdraft/loans etc.
Current package	Student loans + overdrafts etc. – tuition fees

A trend from the situation of reduced student income is emerging from students electing to attend a local institution to keep their travel and living expenses to a minimum. This is particularly the case for students in the 'new' market segments who may be returning to education under more difficult circumstances than the traditional school leaving age student. Recruitment from a local catchment area, then, has become an attractive option for many institutions.

Although the government claim that student income has been brought up to 1979 levels via a different system the reality is that, in 1990/91, student income was only 80% of the value of the 1979 package *without* taking into account loss of reclaimable expenses.

## 6.12 The UK MBA market

The MBA (Master of Business Administration) degree is probably the world's best known and most widely recognised postgraduate degree. It is a professional degree - in that it is intended for those who work in business and management i.e., the intention of a programme leading to an MBA is to prepare or further prepare individuals for responsible positions in business - usually managerial positions. MBA programmes are run throughout the world, as they are seen to be relevant for the preparation of people for work in management irrespective of the industry, the business sector, and the nature of the economy.

Since the inception of the MBA programme in the USA in the early 1900s, the MBA programme has been in a state of continual innovation and change. Initially most programmes were full time and of two years duration, but now there is a wide range of programme structures and durations. The two-year full-time programme or its equivalent is still common in the USA and some other countries. The initial argument to support the belief that two years was an appropriate length related to the amount that needs to be covered in a general management, i.e. a wide based programme. This view was never fully supported in some countries, where it was argued that those entering programmes had a higher level of education and had had more exposure to business topics in their first degrees. In the UK, for example, whilst both the London and Manchester Business Schools which were set up in the late 1960s started with two year full time MBAs, all of the other Schools in the country at that time offered 1 year programmes. Now in the UK the one-year programme is the norm and the previous two-year programmes have been reduced somewhat. In general there have been three trends that have characterised the development of MBA programmes in the last 20 years:

1. A trend to shorter programmes - as indicated above. This has also been driven by competitive factors, since as more good but shorter programmes have become available even though they may have been possible only because of special circumstances or intended for special types of candidates only, the other major schools have found it increasingly difficult to main intakes etc on much longer, and also probably more expensive programmes;
2. A greater diversity, especially of types of programme, i.e., different programme structures; e.g., part time, modular, consortium, international, joint, etc. and also of programme purpose - i.e., programmes aimed at different groups of people, whether in different business sectors, or people of different age groups;

3. An increasing internationalisation of programmes and programme provision. This is evident in the internationalisation of the content - i.e., the curriculum of programmes - a development which has resulted from the increasing internationalization of business plus the fact that more managers are now engaged, or expect to be engaged in international roles. The internationalization of provision has been driven by the increasing demand for programmes - thus MBAs are now offered worldwide - to satisfy local markets.

To make their graduates more attractive to employers, business schools are focusing on new areas. Jeanette Purcell, Chief Executive, Association of MBAs, states, "Increasingly, MBA programmes provide a range of opportunities for students to apply their learning to practical situations in a business environment. The MBA, far from being classroom-based, is concerned with combining the benefits of on-the-job experience with other forms of learning." (Independent, 16 October 2003). Imperial, for example, encourages its MBA students to get involved in the university's spin-off companies. Dr Jokyeong Kang, director of Manchester Business School's full-time MBA programme describes the how the programme is developing:

*"We've introduced 'softer' skills such as leadership and negotiation as part of the core courses offered. We look at the whole picture and help students to understand their strengths and weaknesses. And if they're interested in becoming entrepreneurs, they can choose the Small Business Consulting elective which allows them to work on a business idea with MBS's Incubator which was launched to turn good business ideas into reality."*

### **6.13 Challenges for universities in the new millennium**

Taylor (1994, in Vinten, 2000) found that 30 senior managers considered the challenges for business schools in the new millennium to be as follows:

- They are not seen to either compete or collaborate. They were accused of providing similar course content without attempting to combine their expertise, or alternatively differentiate the service they offer;
- They do not practice what they preach and need to become more proactive in becoming the transformational organisation that the best businesses around them aspire to become;
- They need to improve their own learning approach to sustain themselves, to exemplify best practice and remain at the leading edge.

Not only has the diversity of external influences on IHEs grown, the internal environment of the IHE of the 1990s incorporates more diverse 'consumer' backgrounds and range of 'products'. Participation in higher education is increasingly mass, that is students are joining institutions from a wider range of backgrounds and of all ages. Further, the range of courses offered by institutions has grown in response to environmental changes (for example, social and industrial). It is a generally accepted fact that as organisations increase in diversity, they become more difficult to manage and control, and necessitate new management systems, as is the case for IHEs. A student population that is increasing in its diversity requires a wider range of services and greater degree of flexibility with regards to entry requirements, teaching and learning, and the overall consumer experience.

Further, the choice between courses and institutions has grown, giving the student 'consumer' more bargaining power in the market, and more scope for 'shopping around'. This shifting power situation necessitates more attention to the stakeholder group towards whom the power base is moving. In the case of HE, the student. Accordingly, market surveillance and analysis are becoming increasingly important competencies for IHEs, through the adoption of a marketing orientation. New services that improve consumer satisfaction with the service they receive are being considered and developed, for example, greater scope and flexibility in the design of courses via schemes such as Credit Accumulation.

#### **6.14 Summary**

The HE sector is currently confronted by an environment which is far removed from the comfort of the post-Robbins expansion when growing participation was matched by an increase in the number of institutions providing HE services and funding levels to finance the expansion. Currently, the sector is expanding, but resources are scarce and competition for them is becoming increasingly intense. At the same time, HE institutions are expected to maintain and improve the quality of their offerings, both in terms of educational and service standards. In addition, HE consumers are better informed and more demanding than in the past, and competition for students and the associated resources is causing a shift in the traditional power base, from the institution to the individual student.

In addition to focusing on consumers, there are several other factors that influence strategic decision making in IHEs, including the need to maintain the quality of the education they provide, government policy and initiatives, and market developments and innovations.



Having provided this overview of the HE sector, and the way in which it has changed since the 1960s, the study now goes on to discuss the concepts of the citizen, client and customer in the public sector.

## **Chapter 7: The Consumer As Customer / Client / Citizen**

*This chapter examines the nature of the relationship between consumers and providers of public services. The chapter discusses the limitations of the concept of the customer in HE, and the limitations of the marketing philosophy when applied to public services. The characteristics of the concepts of the customer, client and citizen as consumer are also introduced.*

### **7.0 Introduction to chapter 7**

This thesis began with an investigation into the need for and existence (or otherwise) of *customer* focus in MBA programmes. The findings of the fieldwork presented in following chapters suggest, however, that the traditional customer paradigm is too simplistic a model for the complexity of relationships that exist between supplier and consumer in the MBA market, and indeed, the public sector as a whole. It is also the case that the traditional customer relationship is not always appropriate.

This chapter discusses and defines the other relationships that can exist in MBA programmes, against a backdrop of the limitations of the customer paradigm. The objectives of the chapter are as follows:

1. To present the limitations of the customer concept in the public sector in general;
2. To further explore the limitations of the customer concept in the MBA market;
3. To define the characteristics of each concept.

### **7.1 Limitations of the customer paradigm in the context of the public sector**

Viewing the relationship between public service providers and consumers as a traditional customer / service provider relationship can lead to the danger of the implications of the consumer as citizen being ignored, according to Stewart and Clarke (1996). They provide the following characteristics of the citizen in relation to local government services:

1. The customer as citizen has a right and perhaps duty to be concerned with the choice of services available, and with the services provided;
2. Citizens have views on public services even when they are not using them (health, education and social services, for example);
3. Recognition of the consumer as citizen is essential to democracy as this depends on the strength of citizenship;

4. In the public domain, it is not always clear who the customer of the service is. In education, for example, is the customer the child being educated, the parent, or future employers (these groups could be referred to as the stakeholders in the service);
5. The concept of the customer implies that, provided he / she is able to pay for a service, that service will be received. In the public domain, 'customers' can be refused services on the basis of rationing (see chapter 5 of this thesis for ways in which public services are rationed);
6. The public may be required to take a service. Children between the ages of 5 and 16 are, for example, required to be educated. People who are convicted of breaking the law are required to serve time in prison;
7. The concept of the customer does not fit well with regulatory activities. Again, is someone who has broken the law a 'customer' of police services?

For Stewart and Clarke (1996), recognition of the consumer as both a customer and citizen should be an integral aspect of public service orientation.

Stewart (1986, quoted in Kearsley et al., 1998) also states that the customer model is too simplistic and suggests that the consumer should also be viewed as a customer of the state, and a citizen with broader social responsibilities. Further, the adoption of a purely consumerist approach could lead to a rise in consumer expectations (as has been the case in the private sector), which will lead to higher demands for services without the existence of funds to respond to this. Kearsley et al. offer a further distinction between the public and private sectors in terms of the relationship between producers and consumers. They states that

*'Unlike the private sector where a direct relationship between provider and customer is the norm, in the public sector it is common for a number of different relationships to exist at different levels to cater for the same transaction' (p. 5).*

The existence of multiple markets can create difficulty in ensuring that the needs of all end users are satisfied.

Van der Hart (1991) perceives two factors to determine who represents the consumer in government organisations. First is the degree of direct or indirect contact between the organisation and the public. Second, is the degree to which the consumer pays for the service. Accordingly, the extent to which the organisation is naturally consumer-oriented differs by organisational type. The NHS, police service, and educational institutions, for example, have a high degree of direct contact with the public, but the service is not directly

paid for in most cases. The adoption of a consumer orientation, therefore, requires a considerable effort, as the organisation is not dependent in the short-term on the public for its continued existence. Traditionally, this type of government organisation has a stronger internal orientation, preferring the consumer to adjust rather than taking into account his/her needs in their policy making. However, the increasing commercialisation of such organisations is causing a shift in this orientation towards the direct consumer of the services. In organisations which have little direct contact with the public and where direct payment for services is not received, the consumer is more difficult to define as no one target group directly consumes their services. Examples of this type of organisation include the directorate of the ministries of defence, education, and health.

Wensley (1990, in Nichols et. al. 1995) develops a speculative taxonomy based on two dimensions; the extent to which the service is supplier- or user-specified, and the distinction between active and passive users. Where the service is supplier-specific and the user passive, the term 'patient' may be appropriate. Where the service is user-specified and the user active, the term 'customer' may be appropriate. In the case of MBA programmes, there may be a limit to the extent to which students can be active users because they may lack the expertise required to judge quality. The service is user-specified in the sense that students have a wide range of different service offerings from a number of different institutions. The next section of this chapter goes on to examine other limitations of the customer relationship in MBA programmes.

## **7.2 Limitations of the customer relationship in MBA programmes**

There are several factors that limit the extent to which a traditional customer relationship can exist in MBA programmes.

### **7.2.1 The need for equity**

All consumers of MBAs are entitled to equitable treatment, for example, in the marking of their examination papers and / or assignments and in terms of access to education provided that their qualifications meet with the IHE's requirements. Institutions are unable, therefore, to treat different people in different ways in these matters. The institution's requirements and regulations must also be adhered to, for example, in terms of the standards required in examinations, and the handing in of assignments on time.

### **7.2.2 Budgetary constraints**

Although most organisations are constrained financially, MBA programme managers rarely have the resources available to invest to any great extent in consumer focus (for example,

buying new premises to better suit the needs of their student consumers, or investing in consumer relationship management IT systems). Universities are, therefore, restricted in terms of the lengths to which they are able to go to meet the needs of their consumers. It may also be the case that such investment is not considered to be as important to the MBA programme manager as other priorities such as the recruitment of research experienced staff to improve teaching quality.

### **7.2.3 University regulations**

From the supplier's perspective, some schools have less latitude to 'cherry pick' the most profitable students as many organisations do customers / clients (although they are able to price their qualification out of the lower value segments' ranges). Both industry and internal regulations / circumstances impose further restrictions on the school's functioning, such as caps on the numbers of students they are able to recruit. Furthermore, necessary university bureaucracy can impede individual departments' ability to be consumer focused.

### **7.2.4 A reciprocal relationship**

The MBA student – provider relationship is a reciprocal relationship or contract, with obligations on both sides where the obligations amount to more than a requirement on the consumer to maintain payments to continue receiving the service. In addition to the obligations on the MBA provider, the consumer is also responsible for completing work by due dates, maintaining certain standards of work and attending classes, for example. If the consumer does not maintain their side of the contract, the provider has the right to withdraw the service. This is also the case in other public services, for example, the Department of Social Security (DSS) has the right to withdraw income support if they are not satisfied that the job seeker is actively looking for work.

### **7.2.5 HE is not a commodity**

MBA degrees are not intended to be commodities. Rather, the qualification is recognition of academic achievement and learning, implying that it is something to be earned as opposed to being bought (this reinforces the reciprocity of the relationship). This is not always the way in which consumers view the qualification, however, particularly in the case of expensive postgraduate courses. In these cases, some consumers have an expectation that they are entitled to the qualification due to the amount they are paying for the education service.

O'Hear (1988, p. 14) questions the very existence of business schools in universities due to their participation in the market:

*"[Business and management] departments are in fact simply training schools for management, and live off the fruits from other trees of knowledge. While there can be no objection to such schools in their proper place, it is quite unclear why they should exist in universities, or why people working in them should enjoy the specific academic freedom which involves their having tenure. Those who live by the market should, if the occasion arises, die by the market. Instead, all too often, their very existence in a university means that, in unholy alliance with technology departments, they contrive to produce a market ethos in an institution which should by its nature be resistant to such an ethos."*

### **7.2.6 Quality pressures**

Tension can arise between the teaching and research activities of staff - the push to improve the school's research quality rating puts pressure on academics to research and publish taking up time that could otherwise be spent with MBA participants.

### **7.2.7 Inappropriate conditions**

Kotler and Fox (1985) state that, for an educational institution to be responsive to its consumers' needs, more than simply adding a marketing department is required; the whole institution must adopt a marketing orientation, which they define thus:

*"A marketing orientation holds that the main task of the institution is to determine the needs and wants of target markets and to satisfy them through the design, communication, pricing and delivery of appropriate and competitively viable programs and services."* (Kotler and Fox, op. cit., p. 10).

Marketing oriented institutions are aware that efficiency and good programmes and services are all means or results of satisfying target markets, without which the organisation would lose consumers resulting ultimately in failure. This does not mean, however, that successful marketing oriented institutions ignore their missions and distinctive competencies to provide 'fashionable' programmes to attract consumers. Instead, they seek out consumers who are, or are potentially interested in their offerings and adapt the programmes and services, which are supported by their strengths and mission to make them as attractive as possible.

Meeting consumer needs and wants alone, however, is perhaps too narrow an objective for educational institutions. This assertion is made for three reasons. First, students have long term unperceived needs when they join an institution, such as the specific skills and knowledge they will require after graduating for securing employment. Second, educational institutions serve the broader needs of society by preparing their students to become productive and responsible employees and citizens. Third, the institution's mission and objectives are usually broader than those embraced by a marketing orientation which requires them to balance the needs and preferences of their students with preservation of the

institution's goals, commitments and academic reputation. Therefore, the orientation needs to take into account four main factors: consumer needs, wants and long-term interests along with the interests of society. Kotler and Fox (1995, p. 11) describe this as a societal marketing orientation, which they define as follows:

*"A societal marketing orientation holds that the main task of the institution is to determine the needs, wants and interests of its consumers and to adapt the institution to deliver satisfactions that preserve or enhance the consumer's and society's well-being and long-term interests."*

### **7.2.8 Identifying who the customer is**

Conway, Mackay and Yorke (1994, p.31) state that:

*"Higher education has a number of complementary and contradictory customers".*

They provide an analysis of the difficulty of defining who the customer is in higher education, and identify ways in which prescribed strategies for higher education have been developed:

1. Product marketing (see, for example, Doyle and Lynch, 1976; Kotler and Murphy, 1982; Newbold, 1982);
2. Services marketing approaches (see, for example, Smith and Cavusgill, 1984; Brooker and Noble, 1985; Lovelock and Weinberg, 1975).

Each of these treatments defines students as the consumer of HE, and the course / programme as the product, which considers only one exchange that takes place in the HE process. Students are not only the consumers of HE, but also the products in the eyes of other stakeholders such as employers. The student body is a marketable resource of the college.

Having examined the limitations of the concept of the customer as a consumer of HE / public services, the chapter now goes on to describe the characteristics of the concepts of the customer, client and citizen.

### **7.3 Characteristics of the concepts**

This section of the chapter defines three different relationship paradigms that can exist between HE service providers and consumers of the services. These relationships are customer, client and citizen.

### 7.3.1 The concept of the customer

The concept of the customer has been defined to some extent in the previous section of this chapter, which discussed the suitability of a marketing focus for the public sector.

Additional features of the 'customer' relationship include the following:

1. The customer is paying for and receiving a product / service;
2. The provider can (and does) differentiate between different customers / customer groups;
3. The provider can target certain groups of customers and exclude others;
4. The customer has certain expectations which may depend on how much they are paying;
5. The customer has right to product / service paid for, with anything in addition supplied at the provider's discretion;
6. 'The customer is always right' applies to many situations, and the customer is generally assumed to be right in most situations;
7. Products and services are tailored to suit the needs of profitable market segments.

The customer relationship in HE is more dominant when the following conditions are prevalent:

- Where the customer has paid for and is receiving the service;
- Where the programme is too large for the needs of individuals, but services are tailored to suit the needs of groups of customers;
- When certain segments of the market are targeted (e.g. MBA programmes tailored to the needs of small business owners / entrepreneurs), and differentiated between.

McAleer and McHugh (1994) outline a series of questions that universities need to answer within their strategic decision-making:

1. What are the expectations of the community of the university?
2. What are the goals of the university?
3. What are the resultant derived goals of the faculty?
4. What are the resultant derived goals of the department?
5. What are the values, expectations, and goals of the individual members of staff?
6. What courses of action should be taken in order to permit the realisation of university, faculty and personal goals?



7. What resources are available?
8. How can these resources best be utilised?

They also define four main markets in which universities operate - the undergraduate, postgraduate, research and consultancy / community markets - and they recommend that the university's strengths and weaknesses are examined in relation to each to enable the university to eliminate weaknesses through personal development, and build on their strengths.

### **7.3.2 The concept of the client**

The client concept shares some of the characteristics of the customer relationship, but is generally associated with more individually tailored professional services. The concept includes the following characteristics:

- The client receives a personalised and tailored professional service;
- The provider is generally the expert, not the client;
- The provider tailors the product / service to suit individual needs;
- The relationship is based around personalised contact, and mutual concern for a desired outcome;
- Similar 'rules' apply to the customer concept in terms of availability / offer of product / service – it is not always offered to everyone, and in some cases, the provider can decline certain people.

In HE, the client relationship exists in the following situations:

- When services are tailored to the needs of small, specialised groups (for example, executive education tailored to the needs of individual companies);
- When programmes are small enough to identify and meet the needs of individual participants;
- A financial transaction between participant and provider usually takes place.

### **7.3.3 The concept of the citizen**

The concept of citizen is, perhaps more complex than that of customer or client. Marshall (1950), (quoted in Stonefrost, 1994, p26), for example, defines citizenship as:

*'a status bestowed on all those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which that*

*status is endowed. There is no universal principle that determines what those rights and duties shall be, but societies in which citizenship is a developing institution create an ideal citizenship against which achievement can be directed...citizenship requires a... direct sense of community membership based on loyalty to a civilisation which is a common possession. It is a loyalty of free men endowed with rights and protected by a common law. Its growth is stimulated both by the struggle to win those rights, and by their enjoyment when won.'*

The relationship differs from that of customer / client in that it is based around equity, rights, and universal access to public services. A summary of some of the features of the relationship is provided below:

- Everyone has the same right to receive the same service;
- Everyone has the right to the same standard of service;
- Providers must not differentiate between citizens, except when in their best interests;
- Citizens have a limited choice available to them – services are standardised rather than tailored to fit individual needs;
- The relationship is governed by rules with little room for flexibility.

Barnes, Harrison and Wistow (1994) provide a definition of the three aspects of citizenship:

- *Citizen as tax payer and voter*, which demands public accountability;
- *Citizenship as social justice*, which demands that our social and human needs have to be met;
- *Citizen as community participant*, which requires the creation of conditions that enable similar levels of participation by all groups within society.

This definition is shared with Stonefrost (1994), who defines the three elements of citizenship thus:

1. *The civil element*, which implies freedom (of speech, the individual etc.), the right to justice, and the right to ownership;
2. *The political element*, which gives people the right to participate in the political system;
3. *The social element*, which gives people the right to a minimum standard of living, and the right to live in a civilised society.

Connolly and Terry (1994, p.3) provide a reminder that the concept of citizenship has been prevalent since classical times when, at the time of Aristotle,

*'citizenship implied membership of a political community of equals. It implied an entitlement to take part in public decision-making and a responsibility to contribute to the wise conduct of affairs.'*

Later, the concept was expanded by Cicero to include a notion of individual rights, who inferred that people who were subject to the same law were in some sense equal.

The citizen relationship between HE provider and participant is almost always present in the relationship between HE provider and consumer. The relationship is reciprocal (with obligations and rights on both sides), there are regulatory issues to which each party must adhere, and each participant has a right to be treated with equity, provided that they have fulfilled their obligations in the relationship.

#### **7.4 Summary**

Nicholls et al (1995, p. 36) argue

*"neither that academics should lose sight of their professional attitudes and values, nor that they should forget that they may have more constituencies than typically found in the private sector, but instead ... a new balance must be found between commercialism and professionalism, with the adoption of a marketing orientation".*

It is clear that care is required in the adoption of a marketing / consumer focus in public service organisations, not least due to the need for recognition of the consumer as citizen. The extent to which the rights of the consumer as citizen need to be acknowledged will vary depending on the service provided. The concept may, for example, be more prevalent in health and social care than in HE, due to a greater need for equity in service provision owing to the potential threat its absence may have to the public's welfare.

The need for a consumer focus is, perhaps, more relevant to those universities that have a poorer reputation for the quality of their academic services. Bakewell and Gibson-Sweet (1998), for example, report on the decline in applications to courses run by the new (post-1992) universities, and in a growing scepticism amongst students regarding the worth of their qualifications. They suggest that research ratings may become a proxy for quality, and that students for whom the cost of higher education is too great may choose to attend their local college of further education. Hence, the new universities (that generally performed worse than the pre-1992 universities in terms of research ratings) are, therefore, in danger of becoming 'stuck in the middle'. Naude and Ivy (1999) found that the new universities are focusing their attention on marketing strategies that influence students' perceptions about where to study by actively reaching out to them during the early stages of the consumer

journey (through above-the-line advertising, for example). The old universities focus on marketing themselves on the basis of the quality of teaching and research.

Figure 3 provides an analysis of the extent to which the key features of the concepts discussed in this chapter are prevalent in each.

**Figure 3: Key features of the concepts of customer, client and citizen**

Attributes	Citizen	Customer	Client
Customer centricity	Equity-centric	Centred around groups of customers	Centred around individual needs
Tailoring of products / services	Single, standard	Multiple, standard	Multiple, tailored
Choice available	One size fits all	Varied but standardised	Limited but tailored
Level of flexibility	Low – governed by rules	Medium / high – governed by profit	High
Level of segmentation	Low	Medium	High
Level of differentiation	Low	Medium	High
Level of complexity of relationship	High	Medium	Low

Having presented and described the characteristics of the concepts of customer, client and citizen, and having discussed the relevance of a marketing / consumer focus in public services, chapter 8 goes on to present the results of the fieldwork undertaken during the investigation.

## Chapter 8: Consumer Focus In Higher Education: 8 UK Business

### Schools

*This chapter presents pen portraits of the 8 UK business schools that participated in the fieldwork. The chapter describes the school and their MBA programmes. It then goes onto present the results of the discussions held with the director, or representative, of each school.*

#### **8.0 Introduction to chapter 8**

This chapter presents the results of eight case studies of business schools in the UK. The case studies have been developed through the employment of various research techniques (as detailed in chapter 2), namely:

- A census survey of full and part-time MBA student experiences at each of the eight business schools, the results of which are presented in chapter 9;
- Discussions around the survey results with MBA directors at each of the schools, the results of which are presented in this chapter;
- A ‘mystery shopping’ exercise to test responsiveness to enquiries concerning the programmes, the results of which are presented in chapter 9;
- Gathering of published and other secondary material from each of the schools.

An unstructured questionnaire was devised for use as a discussion guide in the interviews with MBA directors. The discussions were centred on the following issues, informed by material gathered in chapter 4 of the thesis:

1. Management changes that had taken place between the time at which the surveys were administered (April 1998 in the majority of cases), and the time at which the institutions were visited (January – March 1999 in the majority of cases);
2. Details of any deliberate consumer focused strategies implemented at each institution;
3. The factors that limit the school’s ability to be consumer focused;
4. Details of the school’s staff recruitment strategy, staff training policy, and any other issues associated with staff;
5. Information on the existence of consumer focus performance targets;
6. The way in which the importance of consumer focus is communicated to staff;
7. The extent to which consumer focus is used in literature promoting the school and programmes.

In order to conceal each of the schools' identities, they have been labelled from A to H and appear as 'Business School (A)' etc. in the text. Although their general geographic locations are provided, the defined boundaries are broad and include areas such as the southeast, the southwest, the Midlands, the north, and Scotland.

## **8.1 Business School A**

### **8.1.1 Introduction**

The university of which business school A (BSA) is part is situated in the south east of the UK. The university was established during the 1960s (although its origins date back further than this). The university conducts teaching, research and continuing professional development in the areas of health, engineering, information technology, mathematics, the social sciences, and creative and cultural subjects.

The business school was also established during the 1960s to provide business and management education at undergraduate, postgraduate, and post-experience levels.

BSA enjoys a worldwide reputation for excellence in teaching and research, having been awarded the rating of 'highly satisfactory' in teaching, and a score of 4 in the research assessment exercise. The main research areas pursued include corporate finance, strategy and multimedia. In addition to the full and part-time MBA and other undergraduate and postgraduate programmes, the school also offers bespoke programmes and activities for organisations in the finance and banking industries.

### **8.1.2 The MBA Programmes**

BSA's MBA programmes provide participants with the option of pursuing a general management qualification or combining a general overview with developing in-depth skills in a specialist area. Specifically, the programme comprises the following elements.

*Core Management* – this general overview of management is compulsory for all participants and assessment is in the form of coursework and examination. Subjects studied include accounting, business policy, IT, economics, finance, information management, marketing, operations management, quantitative business analysis, and human resource management.

*General Management* - including strategic management, finance, human resource management, international business, technology, and marketing.



*Electives* - participants can study a range of specialised options.

*Business Project* - this is undertaken by all participants and involves a period of independent study and research in the participant's chosen area.

### **8.1.3 Facilities at Business School A**

BSA provides MBA participants with a postgraduate career management service that includes advice, coaching, and access to resources and a network of external contacts. The school also has a team dedicated to actively managing a worldwide alumni network. An accommodation service and a health centre are also provided.

The school's facilities also include a newly refurbished library and IT facilities on site, in addition to teaching accommodation. Other accommodation is currently inadequate for the large numbers of people studying there. The regulations of the building within which the school is housed do not allow for any flexibility (24-hour opening, for example). The facilities are also rather out-dated having been built in the 1960s. The school's management is aware of these problems and new facilities are currently being developed.

### **8.1.4 Results of discussion with MBA Director**

The MBA director of BSA responded quickly and positively to the request to meet to discuss the results of the survey. The meeting took place at BSA in January 1999. Since the MBA participant survey was undertaken, the school's part-time programme staff had been replaced including the director, the administrator, and the office staff due to a lack of satisfaction with the way in which the programme was being run.

In the interview, the MBA director stated that although no particularly deliberate consumer focused strategies were in place, certain initiatives did exist in response to consumer feedback. The school has, for example, changed its recruitment strategy to decrease the number of under-experienced students in the course profile. In addition, the school has huge autonomy in terms of finance and policy direction, which aids its flexibility in responding to students' needs.

The quality of course delivery, teaching materials, and staff accessibility are each tracked annually. Feedback from students is given to the course designers, the school director, and the Dean of the faculty. An annual teaching prize of £1000 is also offered to staff to aid

teaching quality improvements. Additional opportunities for consumers to feedback to the school exist. They are able to feedback on service design in the staff/student liaison committee meetings, for example, although the full-time committee has been more effective than the part-time in ensuring that issues are actioned. Further improvements are initiated internally with departmental reviews of quality (the most recent instigated the drive to change the student profile).

When posed with the question concerning the factors that limit the school's ability to be consumer focused, the director cited several issues. As mentioned, the building in which it is housed reduces the school's flexibility - security arrangements make it necessary for the school to close late-evening which makes it unable to provide 24 hour facilities. Also, the school is embedded in the culture of the university where the focus is on undergraduate education, with very little executive education. The university often fails to recognise that post-graduate students are different to undergraduates and, therefore, have different needs. Although the School has a great deal of autonomy in terms of finance and policy direction, certain centralised policies must be adhered to and this can impede the School's ability to respond to students' needs flexibly. The University culture is also bureaucratic which, again, impedes flexibility and responsiveness.

Staff that teach quantitative subjects are often not as 'naturally' consumer focused as those teaching qualitative subjects. Problems have arisen with the management of the part-time programme resulting in a change of director, administrator, and office staff. Tension also arises between the relationship the student has with the School. In one sense, MBA participants are students attending the School to learn. In another sense, they are also fee-paying clients of the School and wish to be treated as such - it is not always possible to ensure that the implied facets of the client relationship are present at all times.

Tension also arises between the teaching and research activities of staff - the push to improve the School's research quality rating puts pressure on academics to research and publish taking up time that could otherwise be spent with students.

In terms of staff issues, although technical skills are important when recruiting staff, attention is also paid to their interpersonal abilities, team orientation, and other 'softer' attributes. The school can have difficulty attracting new staff due to the relatively low salaries it offers. The school attempts to overcome the staff attraction problem associated with the relatively low salaries it is able to offer by offering good training and development opportunities. Training and development is largely self-selected by staff and tends to be on



the technical side of their jobs, with each section having its own training budget. The school, along with ongoing Windows NT training has provided management and supervision courses. Staff have also attended courses in the specific areas of customer service (call handling, managing consumer contact, etc.). These courses have, however, been largely perceived as 'smile training' and lacked application to the specific HEI environment - it has proved very difficult to find courses specialising in this way.

The management of administrative staff is extremely bureaucratic (particularly in terms of salaries and grades). The school's flexibility in managing workload fluctuations has improved recently as they are now able to employ people on a temporary basis to cope with heavy workloads.

Several performance measures are in place at BSA. Tutors have a response target of 1 month in relation to students' queries. Telephone response targets exist, and targets are set for the admissions office in terms of mailing literature. This is tracked via 'mystery shopping'. The importance of consumer focus is strongly communicated to staff from the outset of employment, to both administrative staff, and to staff providing pastoral care. It is not, however, used in marketing literature to promote the school externally.

## **8.2 Business School B**

### **8.2.1 Introduction**

Business School B (BSB) is also situated in the southeast providing postgraduate and post-experience business and management education. The university to which the business school is attached dates back to the late 19<sup>th</sup> /early 20<sup>th</sup> century and enjoys a highly favourable national and international reputation.

Established in the late 1980s, BSB has built an enviable reputation as an academic teaching and research establishment and enjoys a teaching quality assessment of excellent, and a research rating of 4\*. The primary objective of the school is to contribute to advanced teaching and research at the interfaces of management, technology, and innovation. In addition to its contribution of a wide range of business-related subjects to undergraduates and post-graduates (including the MBA programmes), the school also provides short post-experience courses for middle and senior management.

### **8.2.2 The MBA programmes**

The MBA programmes at BSB are rated amongst the best in the world in terms of value for money (Financial Times Survey, January 1999), and the school occupies a position in the top 10 business schools in the UK. The programmes offer the following:

- A grounding in general management skills;
- The opportunity to gain deeper expertise through a range of specialisms;
- Students learn through a combination of lectures, group work, tutorials, background reading, and discussion exercises.

### **8.2.3 Results of discussion with MBA Director**

BSB has recently appointed a new part-time course director. This was as a result of the previous director requesting a change rather than there having been any problems at the school.

Again, BSB did not claim to have implemented any deliberate consumer focused strategies, although they are in the process of reviewing the full and part-time programmes and re-appraising the structure of some courses (this will include feedback from students). Also, there has been a slight change in some of the specialisms offered due to overlap in some areas. Following feedback from students, more resources have been allocated to careers service and placement of students. This will involve bringing in external career consultants.

Several opportunities exist for students to feedback into the school. A staff/student liaison committee exists at which consumers may raise issues of concern to them. Lecturers are evaluated through the use of questionnaires, which rate teaching staff on a scale of 1 – 5 and provide feedback on course issues. Personal tutors are also allocated to each student, to whom they can feedback on the course. In addition, senior tutors provide pastoral care and help with personal problems. Once the information has been gathered, the director, who ensures that issues are actioned, and that short-term problems are dealt with quickly, completes the feedback loop.

A dilemma exists in terms of the School's role - i.e. management training (as demanded by some students) vs. academic teaching and learning. The need to maintain the academic quality of the School's programmes restricts its ability to respond to the demands of students for less academia and more practical experience-based teaching. The School has tended, in

the past, to hold back from treating MBA students differently to undergraduates and it has proved difficult to change this perception and to persuade staff that MBA students are clients.

A tension also exists between teaching and research at the School. Research, as opposed to management and teaching, is rewarded in career terms, hence academics are keen to spend time on this activity sometimes at the expense of their other roles. A tension also exists between what academics want to teach and what is required of them to teach on the programme, the tendency being towards their own specific area of research. In relation to staff issues, the director provided information on recruitment and training. He stated that 'softer' attributes are the most important consideration in staff recruitment, although applicants must also possess the technical skills relevant to the job. Staff training tends to focus on the technical side of people's roles rather than the interpersonal aspects of the job.

Performance targets are also in place at BSB. The target response time for students' applications (post-visit) is 2 days. This is facilitated by the school's own admissions process, as the University's is perceived to be too slow and bureaucratic to satisfy their needs. No formal targets for telephone responses are set, but the School's own research has found that staff are generally perceived to be friendly and efficient. The target for literature request responses is 5 days, and 'mystery shopping' exercises are undertaken to track this.

The school is marketed in the same way as a service organisation. The course director aims to lead by example at all times and communicates the importance of being focused on consumers constantly to staff.

### **8.3 Business School C**

#### **8.3.1 Introduction**

Business school C (BSC) is located in the south east of England and provides undergraduate, postgraduate, and post-experience education in business and management. The university within which business school C (BSC) is situated dates back to the late 19<sup>th</sup> century, and was granted a university charter in the 1950s. Its original strengths in science and technology have since been developed to include over 100 departments in the areas of social sciences, humanities and medicine.

The school in its current form was established in 1988. BSC enjoys an international reputation for quality, particularly for its research activities, and occupies a top-ten position amongst UK business schools for research.

### **8.3.2 The MBA programmes**

The MBA programme at BSC was established in the late 1980s and two full-time programmes are offered in addition to a part-time option. The first of the full-time programmes, aimed at recent graduates, aims to provide participants with an understanding of the key management issues and processes. The second, aimed at experienced managers, provides practitioners with an understanding of the principles, concepts, and theories underpinning major functional business disciplines. The structure and content of the full-time programmes, which is similar for both, is as follows:

- 24 modular units are completed between September and June for full-time students and within 2 – 4 years for part-time students;
- A dissertation is completed in the final three months of the programme for full-time students, and within six months for part-time students;
- Students attend lectures, undertake preparatory work, undertake group work and private study, as well as follow-up reading / research;
- Assessment is a combination of coursework and examination;
- Alongside the main programmes of study, additional activities are organised including team building events, and courses to develop leadership skills.

### **8.3.3 Results of discussion with MBA Director**

The interview with the MBA director of BSC was also conducted in January 1999. The school was rated satisfactory in terms of teaching, and a score of 5 for its research function.

No major management changes had occurred in the time between the survey and interview. One significant change was, however, to the sizes of the programmes at BSC. Certain programmes, which were thought to be failing, recruited well in the year following the survey, and the courses introduced to replace these also recruited well. At the time of the interview, the school was in the process of recruiting new staff to cope with increased student numbers.

The school was, at the time of the interview, in the process of recruiting a quality assurance manager to help achieve their academic ambition of an excellent teaching rating and a 5\* research rating. The quality assurance manager will also be responsible for quality improvements across the board, and ensuring the feedback from students is actioned and that

the expectations set are met. The latter is perceived as being very important within the school, particularly in order to avoid student complaints.

The school also has a feedback mechanism for every module on the course. This includes a standard questionnaire, the results of which are passed back to the department head. Consumer satisfaction had also been monitored informally through regular communication with students, which the director found manageable when the programmes were small. Now the programmes are much larger, and the director teaches on as well as managing the programmes, feedback has to be more formal. Any serious problems are, however, fed back quickly to and dealt with by the director where necessary. In addition to these department-level measures, the university also imposes periodic quality reviews.

Certain factors limit the school's attempts to be consumer focused. The attitudes of some staff, for example, can restrict this, as staff who are very research specialised often only want to teach this subject. These staff have the power to make things difficult when asked to teach other subjects, and have a marked lack of enthusiasm when teaching them.

Budgets were also cited as a restriction on the school's ability to be consumer focused. The school's skills are largely in the 'harder' side of management, which necessitates the buying in of people with expertise in the softer aspects of management. This exerts further pressure on budgets, and leads to a lack of flexibility.

The school's facilities are currently inadequate for the increased class sizes mentioned earlier in this section (there are not enough seats in lecture rooms at times, for example), and the attitudes of some staff make this difficult to manage and resolve. In addition, university policy formulation is extremely traditional with little acknowledgement of students as consumers.

Target response times of 1 week for course enquiries and requests for course details are in place, but it can be difficult to adhere to these if people are away. The director stressed that, when targets were set, the school tried to ensure that they were achievable rather than very stretching, as students complained when the expectations set were not met.

Consumer focus is an important consideration in the recruitment of new staff at BSC. Although consumer focus is not directly used in course promotion, the flexibility of and range of options on the part-time programme is emphasised. Promotion of the full-time programme is mainly focused on the surrounding geographic region.

## **8.4 Business School D**

### **8.4.1 Introduction**

Business school D (BSD), the first of the new universities studied, is located in the north of England providing undergraduate and postgraduate and post experience courses in business and management. The University, of which the business school and management departments are part, gained University status in 1992 with the abolition of the binary system. The university's mission is to enable students to meet their full potential by equipping them with the knowledge, skills and attitudes they need to meet work requirements in the 21<sup>st</sup> century.

### **8.4.2 The MBA programmes**

The business school offers a number of flexible full and part-time undergraduate and postgraduate management programmes covering the full spectrum of management subjects, and short courses and specialised consultancy services. The school offers MBA programmes for both experienced and aspiring managers, with direct entry via a diploma in management science. The programmes aim to provide knowledge which participants can blend with their own experience. The part-time programme is studied over a period of 2 years, and the full-time over 1 year. Study involves the following:

- Subjects are taught via discussion-based seminars, and both of the programmes include a residential weekend;
- Students study a range of core subjects with a limited range of modular specialisms;
- Both programmes end with the completion of an individual dissertation.

### **8.4.3 Facilities at BSD**

Teaching facilities are new and purpose built, although at the time this author visited, the facilities were not fully populated. The campus on which the MBA is taught is located on the outskirts of a large town centre.

The school was awarded a score of 2 in the RAE, and achieved a satisfactory rating in the QAT exercise. Although the school does not enjoy a particularly strong reputation for teaching and research, the school claims to be equipped to meet the needs of its customers and clients through its links and partnerships with UK and international organisations and professional award bodies.

#### **8.4.4 Results of discussion with MBA director**

Business School D has recently appointed a new part-time MBA programme director.

Limited information was gathered during the visit to the school. First, the part-time MBA director was relatively new to that post and her interest focused on which other institutions had participated in the research and how they had compared against each. Although an experienced member of staff was also present during the discussion, more interest was taken in discussing departmental issues and politics rather than the research findings. This author made several attempts to steer the discussion, but despite this, both the full and part-time directors expressed very little interest in the findings of the research and expressed no intention to act upon them.

In order to collect further information on the school, a member of staff formerly responsible for the MBA programmes was contacted and asked to complete the unstructured questionnaire in writing. Despite numerous attempts, the staff member was unable to locate the appropriate person to answer these questions due to a number of management changes that had taken place since the interview took place.

### **8.5 Business School E**

#### **8.5.1 Introduction**

Business school E (BSE) is part of one of the HE institutes which took part in the study. Situated in the north of England, the institute was established during the 1960s with the school and MBA programme having been set up much later than this in the early 1990s.

The school achieved a research rating of 2, and a teaching quality assessment of satisfactory.

#### **8.5.2 The MBA programmes**

The school offers a part-time MBA only over three years, with industry-specific programmes available in addition. The department responsible for providing BSE's MBA programme was established in 1997. Its aim was to provide responsive, flexible and high quality services to develop the skills of managers. The MBA programme itself was designed for middle to senior managers, and is taught over a 3-year period requiring evening and / or afternoon attendance. Specifically, the programme features the following:

- Development of the range of skills and knowledge required at middle / senior management level;

- Use of work-based and related assessment to enable participants to apply theory to practice.

The programme also seeks to develop skills and qualities in 4 main areas:

1. Cognitive (including problem solving, critical reasoning and analysis, application / transfer of learning and experience, handling complexity, development of theoretical frameworks);
2. Practical (research skills and methods, presentation skills, and information skills);
3. Personal and social (self development, self confidence, time management, team working, and communication skills);
4. Career development.

### **8.5.3 Results of discussion with MBA director**

Management of the MBA had not changed since the survey was undertaken, although changes were planned at the time of the interview with the director. The director recognised the need for consumer focus in light of the amount of competition for participants in the area surrounding the school. However, several barriers to achieving this exist within the school / college. Staff and politics can often become barriers to focusing on the consumer (particularly as the MBA is the biggest earning course in the department), as can the conflict between teaching on the MBA and lecturers' research interests. In addition, some teaching staff have a tendency to treat participants as an inconvenience, which the director tries to discourage.

The school's systems and facilities are perceived by the director to be inadequate to meet the needs of the programme (reflected in the anecdotal feedback from the survey), and central services are bureaucratic and inefficient, despite a large proportion of the course income being transferred to the unit. This bureaucracy and inefficiency is not perceived to exist to the same extent within the MBA department, although no formal response targets are set for written / telephone enquiries. Consumer focus is emphasised in the MBA promotional literature via testimonials of current participants.

## **8.6 Business School F**

### **8.6.1 Introduction**

Business school F is situated in the south of England, and the other of the two institutes of HE that took part in the study. The college of HE as it stands today was established in the early 1990s, as was the school. The MBA programme was established in the mid-1990s.



As the full-time programme was in the early stages of development at the time of the study, only the part-time cohort was studied. As with BSE, BSF achieved a research rating of 2, and a teaching quality rating of satisfactory. The school is housed in brand new purpose-built facilities, and located on an attractive campus.

### **8.6.2 The MBA programmes**

The full-time programme was extremely small at the time the studies were undertaken, whereas the part-time programme was established. The part-time programme aims to provide participants with a greater understanding and awareness of the changes impacting on organisations, and to create an ongoing recognition of the need for continuous learning to equip students to deal with future changes. The programme is designed for both intending and experienced managers.

The programme is constructed on a modular basis with a certificate and diploma also available to give participants direct entry to the MBA. A set of core modules are studied, with 2 options. As with other programmes, the course finishes with a dissertation.

### **8.6.3 Results of discussion with MBA director**

The MBA director had not changed from the time at which the survey was undertaken, although the faculty had been restructured. The director indicated that the management structure might be re-visited due to the growth of the programme, and due to increasing international provision.

Consumer focused strategies within BSF are individual rather than generic. Changes to their approach occur as a result of regular staff / student liaison meetings during which new ideas are discussed in response to student feedback. These meetings provide a forum for debate and discussion.

Several barriers exist which prevent the school from being focused on the consumer. The MBA director is extremely over-stretched – in addition to directing the course and its development, she is also responsible for the day-to-day management of the course. A lack of resource also impacts on the school's ability to be consumer focused. The course administrator is shared with many other programmes, although the school was hoping to recruit a dedicated postgraduate administrator.

## **8.7 Business School G**

### **8.7.1 Introduction**

Business school G (BSG) is situated in the north of England, and one of the two new universities studied. The polytechnic college was established during the 1960s, and the university in the early 1990s. The school was established during the 1990s, and the courses were established in the late 1980s (part-time), and the mid-1990s (full-time). The school did not receive a research rating in the assessment exercise, but did receive a satisfactory rating for teaching quality. The university has, however, achieved national and international recognition in a small number of specialist areas.

### **8.7.2 The MBA programmes**

The MBA programmes at BSG provide students with the opportunity to study a broad range of business activity with an international focus. The programmes are aimed at managers and potential managers who wish to progress their careers over either 3 years part-time, or 1 year full-time. Emphasis is placed on the building of knowledge, skills and abilities in key areas of management. Learning is participative and focused on problem solving, role-playing and experiential learning. A number of core business activities are studied, followed by electives and an applied project in the final stage of study.

### **8.7.3 Results of discussion with MBA director**

Despite numerous attempts, the MBA director from BSG did not respond to requests to meet in order to discuss BSG's approach to consumer focus, and the survey results. A former senior member of staff was approached and agreed to stand in for the director.

Unlike the majority of schools studied, there have been several management changes since the survey was undertaken. First, the author received a letter from the then director of school, expressing his concern that he had not been informed about the survey (the author had received permission from a senior member of staff to undertake the survey, and a contact name for its administration). Since that time, there has been a number of acting heads of school, and new heads of school. This has caused a number of staff problems such as low morale, a lack of direction and decision-making, and research-active staff losses. In addition, the numbers of course participants has increased over the past few years, with little increase in administration staff numbers to maintain support. The quality of student intake has also fallen over the past few years to the extent at which participants have extremely poor English language skills.

The director's replacement also stated that student expectations were rising, particularly amongst international students, but the support systems and processes are not in place to meet these expectations. Further impacting on this situation is the lack of dedicated staff to deal specifically with postgraduates (as reflected in the survey); postgraduates are treated in exactly the same way as undergraduates, by the same front-line staff. In the school's representative's view, the full-time cohort was treated 'terribly'. In addition, it was her view that the poor response rate was partly due to poor administration.

Several factors limit the school's ability to be consumer focused. First, the link between the centre and the business school is extremely weak. As with business school E a large proportion of the school's revenue was retained by the centre, which provides little support in return. A further limiting influence was poor administration management (as reflected in the part-time survey results), and poor school management. It was indicated during the interview that this was largely due to the administration manager's lack of experience, managerial training, and skills / qualifications, around whom consumer supporting systems were designed. An additional factor, common across most of the schools studied, was budget constraints. The final factor highlighted was a lack of quality auditing procedures; feedback was rarely acted upon, and issues disappeared into a 'black hole'.

In addition to the staff issues already noted, several more were cited as being problem areas. First, the administration staff were not sufficiently trained. Second, an undergraduate mentality exists within the school, which has led to all students (undergraduate and postgraduate) being treated as a commodity. No quality control exists, there is a lack of care, and no promotion of understanding of the MBA students as consumers (although it should be noted that the majority of the academic staff were professional). The director in place at the time of the study did not operate an open door policy for either staff or students, and there has been a rapid turnover of staff in this post (6 changes in 5 years). In addition to turnover in this position, approximately 9 teaching staff have left within 6 months. These factors, combined with others, have led to a loss of knowledge about individual students over the past few years.

Although the full-time survey found that the majority of people had first heard about the course through word-of-mouth, the school's representative indicated that there is now much anecdotal evidence to suggest that this heavily relied upon form of advertising has been working negatively for BSG for the past 2 years. Contributing towards this is a noticeable lack of action on feedback from the staff-student liaison committee meetings where issues raised, again disappear into a black hole.

The school, perhaps unsurprisingly, does not have any official performance measures in place in terms of written / telephone response times. On the part-time course, the target return time for marked work was 1 month, but this had lapsed due to pressures on teaching staff. Also, a quality board exists for module evaluation, but the outcomes of this are not acted upon.

## **8.8 Business School H**

### **8.8.1 Introduction**

Business school H (BSH) is situated in Scotland, and part of a university that was established in the 1960s. The full-time MBA programme was established in the mid-1980s, and due to a lack of response from the part-time MBA cohort, only the full-time programme has been studied. Part-time students were personally handed the questionnaire with a pre-paid envelope for their response on two occasions, the survey was endorsed personally by the director, and students also received the questionnaire by Email. Despite these efforts, no questionnaires were returned to the author.

BSH achieved a research rating of 3a, and a teaching rating of highly satisfactory in the quality assessment exercises.

### **8.8.2 The MBA programmes**

BSH's MBA programme is designed for both practising and potential managers. The programme is general in design, with the opportunity for specialisation. The programme aims to deliver the following:

- Provide an understanding of the business environment;
- Enable students to think strategically and globally;
- Provide students with a grounding in key areas of business and management;
- Develop self confidence and the ability to create logic / clarity from complexity;
- Provide students with technical and problem solving skills.

The programme combines a broad base of core options, along with a range of electives, which allow students to study specific areas of interest.

### **8.8.3 Results of discussion with MBA director**

The management of the programme had remained the same from the time of the study to the time of the discussion. The school experienced growth in student numbers throughout the 1990s, and in 1997 the intake was reduced due to a lack of marketing budget, and these levels have been maintained to ensure the quality of teaching and consumer care are maintained.

The director deliberately treats all MBA students as consumers of the school, responding to individual development needs as well as those of groups. For example, in terms of their academic development, participants are able to undertake a general MBA in addition to chosen specialisms which, even if not part of the MBA programme, can be studied alongside MSc students. The cohort is now a mix of experienced managers and inexperienced younger people.

The factors that limit the school's ability to be consumer focused are common throughout the study to a large extent. First, budgetary constraints limit flexibility. Second, the objectives of the programme have to fit with the university's mission, and all departments input into this process. Any changes to the course subjects have to be justified in relation to the learning objectives of the programme to ensure that standards are maintained. In addition, any expenditure has to be authorised by the department committee, even to the extent of the production of new marketing literature. These factors can be bureaucratic and slow down changes. The advisory board does, however, meet on a monthly basis to discuss the course and any changes required, to ensure that any issues can be picked up and resolved as quickly as possible. Another limiting factor results from pressure from internal and external audits and quality reviews which require that strict procedures are maintained when dealing with students, and all documentation is maintained in the interest of the student. Again, this can be time consuming and bureaucratic.

Consumer facing staff are pleasant, responsive to students, and fully briefed and aware of students as consumers of the school. This is emphasised by the MBA director, who also operates an open door policy and students are able to discuss both personal and course issues with him. The director then acts quickly to refer students to the appropriate support service to ensure that issues are resolved quickly. He perceives that, by demonstrating that he cares about the welfare of the students, they will feel important to the school, and wanted when they are a long way from their friends and family. Examples of the support available to students includes financial help for those in real need, and university accommodation for all international MBA participants. In addition, an MBA society exists with its own budget

to enable course participants to socialise with each other. The president and secretary of this society are elected each year from the MBA cohort.

Word of mouth advertising is extremely important to the programme, as reflected in the survey results. The views of students are included in the course brochure, but the school only emphasises the aspects they are 100% confident can be delivered.

Although no official response targets are set for written / telephone responses, the director stated that a quick response was aimed for, and generally achieved by the administration staff. In addition, the target for essay returns is 2 weeks, and this is adhered to except in exceptional circumstances.

## **8.9 Summary**

The MBA director interviews revealed a number of key themes associated with managing a consumer focus within business schools. It is clear that basic 'hygiene' (Herzberg, 1968) factors should be in place before consumer focus appears on the management radar, such as:

- Continuity of strong leadership;
- Retention/recruitment of appropriate academic and administrative staff;
- The ability to make appropriate decisions and resource allocations at business school level;
- Adequate resources available.

Regardless of whether these were actually in place within the business schools researched, the following examples of attempts to establish a consumer focus were identified. These included:

- Consumer feedback mechanisms. A number of schools had staff-student liaison committees, within which student issues were identified and debated, and a number also conducted regular consumer satisfaction surveys with differing degrees of follow-up action;
- Consumer focused staff recruitment. Most interviewees were aware of the need to attract the appropriate staff. One director reported that her school actively sought 'softer' consumer focus skills when recruiting new people, and another director reported that his school was in the process of recruiting a quality assurance

manager, whose remit would include ensuring that issues highlighted by students were dealt with;

- Consumer focused performance measurements. A number of the directors interviewed reported that performance targets were in place, with some examples of monitoring, for example, in terms of responses to applications.

The main barriers associated with managing a consumer focus were identified to be:

- Staff issues and bureaucracy. A lack of willingness to teach particular subjects, for example, was an issue cited by one director, leading to a marked lack of enthusiasm in front of course participants. Another director reported that her business school responded directly to applicants, as the centralised service was too bureaucratic and inefficient.
- The tension between teaching and research activities, although this varies depending on the type of IHE. At the older, more established IHEs, the pressure on academic staff to participate in research activities that drive the RAE ratings was cited as a barrier to engendering consumer focus. This was not seen as a particular issue with the newer institutions, where resources and staff issues tended to dominate.

These themes are discussed in chapter 10.

Having introduced each of the schools involved in the fieldwork of this thesis and identified a number of emerging themes, the following chapter now presents the findings of the MBA participant surveys undertaken at each school.

## **Chapter 9: Consumer Focus In Higher Education: Evidence from MBA Participants**

*This chapter presents the findings of the MBA participant survey. The chapter presents the research methods employed in gathering the data. The chapter then provides an overview of the results of the survey. Following this, a more detailed comparison between the different data sets is provided.*

### **9.0 Introduction to chapter 9**

This chapter presents measures of consumer focus for each of the IHEs described in chapter 8 through the eyes of the consumers themselves. Several aspects of the consumer experience were examined.

The following sections of this chapter provide the results from the MBA participant survey. The chapter provides a reminder of the objectives of the survey (as outlined in chapter 2), and a description of the questionnaires used and methods of delivery employed.

1056 MBA participants were mailed, 746 part-time and 310 full-time. Of the number mailed, 54% of the full-time, and 24% of the part-time participants responded, resulting in an average response rate for the survey of 33% (346 respondents in total).

The results have been analysed and compared in a number of different ways, for example, by age of the institution, size of the MBA programme, and full vs. part-time participants. This is to identify any differences in results and to examine whether these characteristics have an impact on perceptions of consumer focus.

### **9.1 Objectives of the survey**

The objectives of the survey were as follows:

- i) the needs of student “consumers” of HE;
- ii) the extent to which these needs are being met through focus on the consumer;
- iii) areas where consumer focus does not exist, or aspects of the system where improvements are generally felt to be necessary;
- iv) the extent to which internal HE systems are designed to respond to the needs of consumers.



The questionnaire included a number of different sections, which tracked the consumer journey from initial awareness of the course, to attending the course. A structured postal questionnaire was used in the survey, and this was piloted with a small group of MBA respondents from an institution that had not been selected to participate in the rollout of the survey. The development of the questionnaire also involved discussions with key members of the MBA management team at the University of Durham Business School prior to the pilot to ensure its relevance to MBA participants. Both the full and part-time questionnaires are included in the appendices.

The next section of this chapter presents the results of the mystery shopping exercise.

## 9.2 Mystery shopping results

Table 6 presents the results of the mystery shopping exercise undertaken.

**Table 2: results of the mystery shopping exercise**

<b>Business school</b>	<b>Time taken in days</b>
A (1960s)	4
B (old)	15
C (old)	10
D (new)	24
E (HEI)	12
F (HEI)	12
G (new)	24
H (1960s)	15

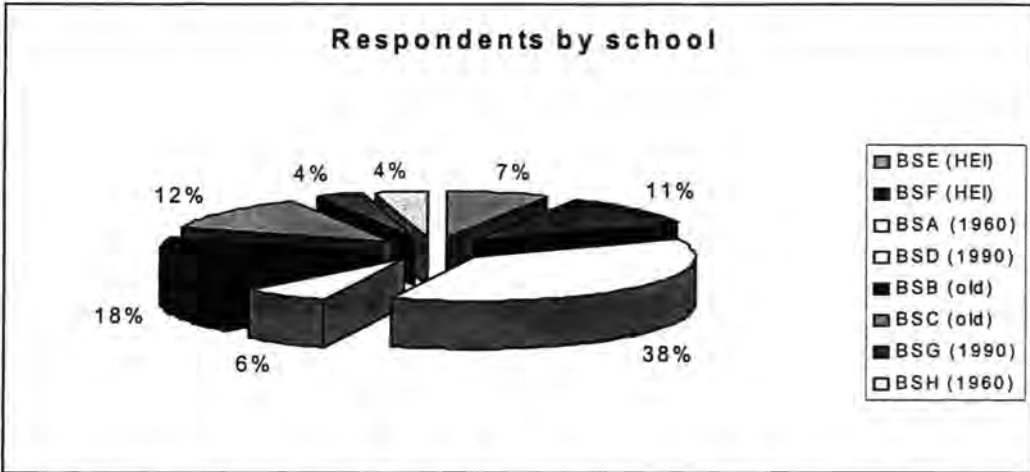
The information was received from all institutions within 4 – 24 days. Business school A far outperformed each of the other schools in terms of the time taken for the requested information on its MBA programmes to be received. Business school C was the second most responsive IHE in this test, with each of the HE institutions (business schools E and F) the third most responsive institutions. Business schools B and H both took 15 days from receipt of request to receipt of the information and the two worst performing IHEs were the new universities at 24 days.

NB: The request letters were posted first class. It is assumed that they were received the following day.

### 9.3 Overall survey results

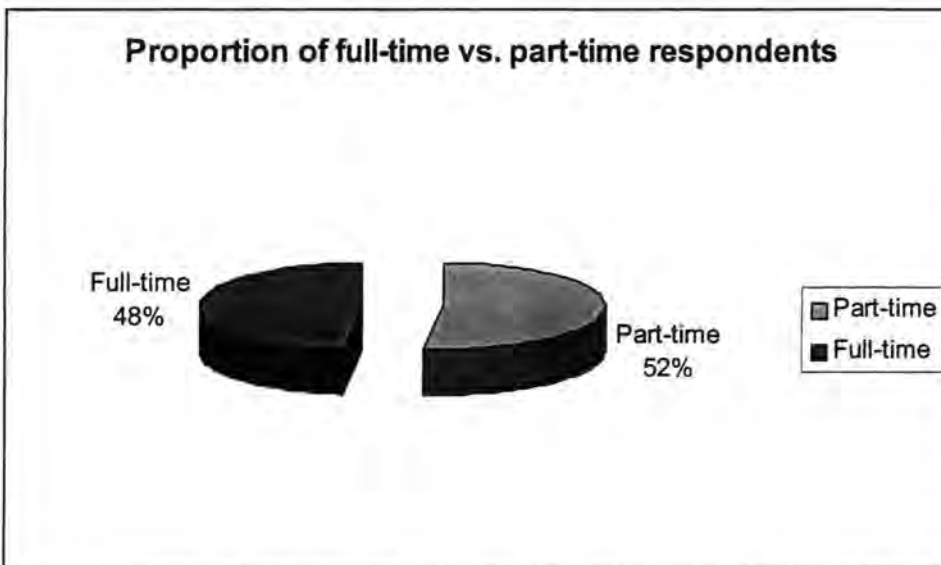
The following results are at an aggregate level and include all full and part-time responses from all schools. The proportion of respondents by school are illustrated in figure 10 below.

Figure 4: respondents by school



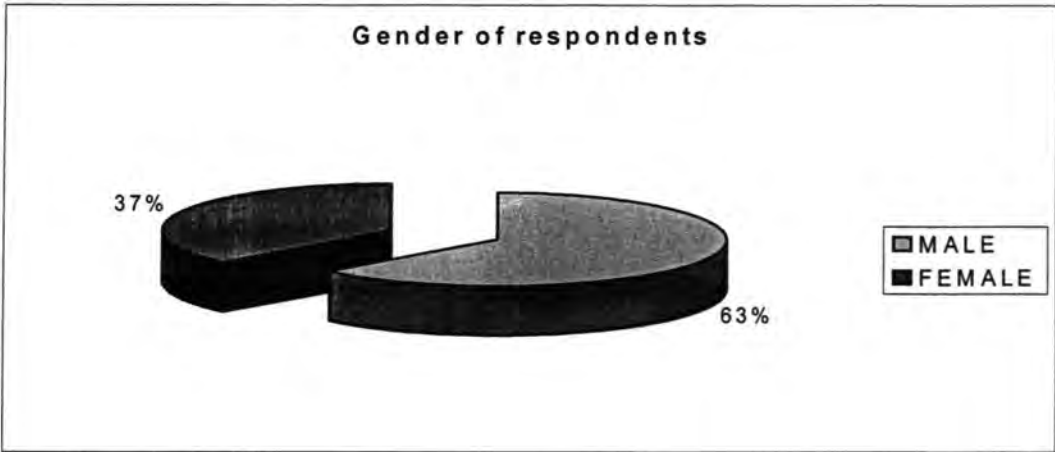
The majority of responses were from the larger programmes, and from the 1960s and old universities, and from the part-time programmes (despite the lower response rate achieved from these programmes).

Figure 5: Proportion of full-time vs. part-time respondents

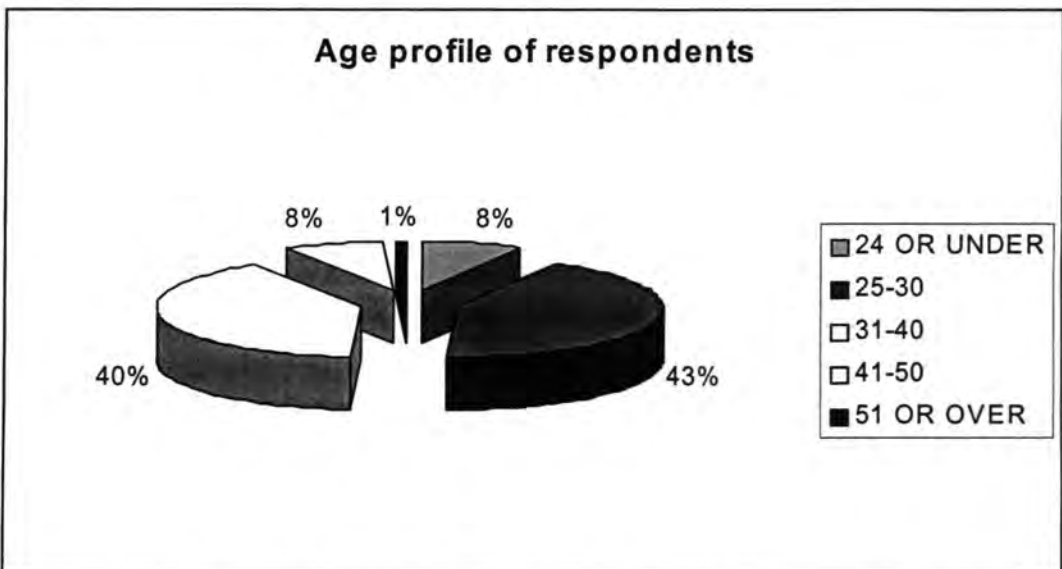


The majority of respondents were male (63%), and between the ages of 25 and 40 (see figures 6 and 7).

**Figure 6: Gender profile of respondents**

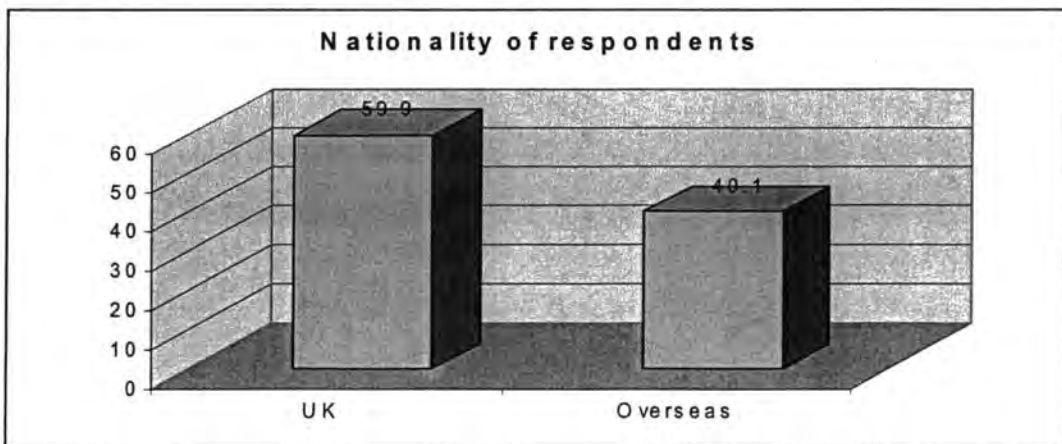


**Figure 7: Age profile of respondents**



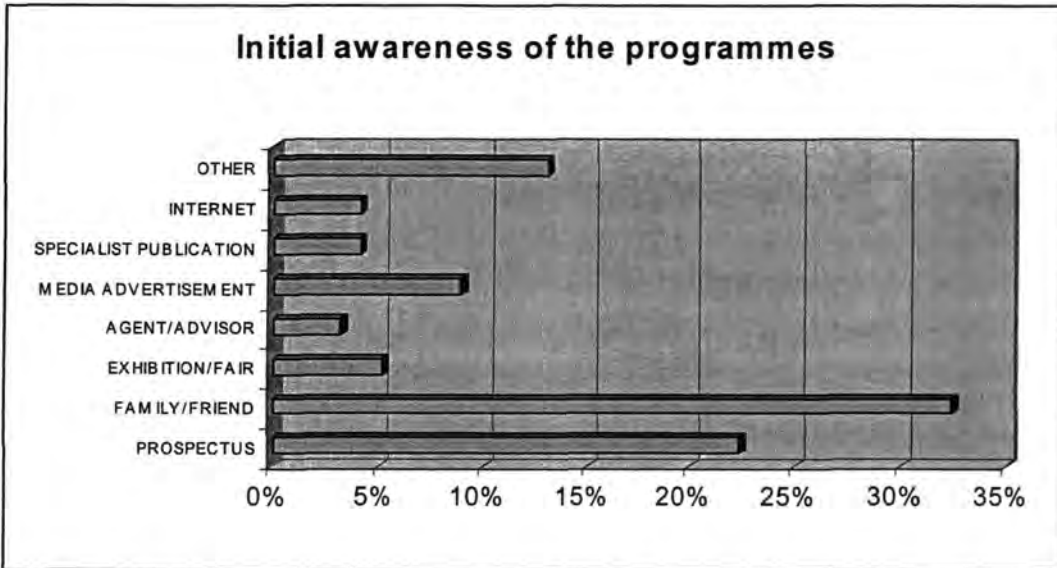
The majority of respondents were from the UK (60%), with 40% from overseas.

**Figure 8 nationality of respondents**



The majority of respondents first heard about the MBA programmes through word of mouth advertising, with a high proportion also having seen the prospectus for the course.

**Figure 9: Initial awareness of the programmes**



The majority of respondents were educated to bachelor degree level, although a quarter of respondents held masters / other postgraduate qualifications.

**Figure 10: qualifications held by respondents**

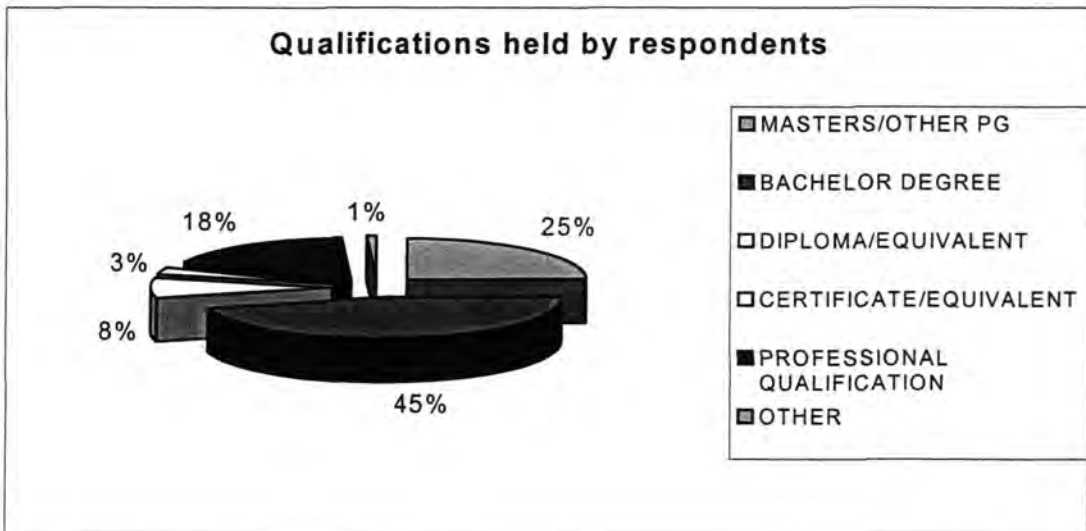


Table 3 below presents the aggregate results of problems encountered by respondents.

**Table 3: Problems encountered by respondents**

Problem areas	
Impact of study on family and friends	61%
Balancing priorities	60%
Work load difficulties	58%
Returning to full / part-time study	37%
Taking time off work	37%
Expectations of standard of work required	28%
Returning to a study environment	26%
Language difficulties	23%
Personal problems	20%
Financial problems	19%
Group work problems	16%
Mixing with other students	10%
Finding suitable accommodation	9%

**Figure 11: significant problems encountered by respondents**

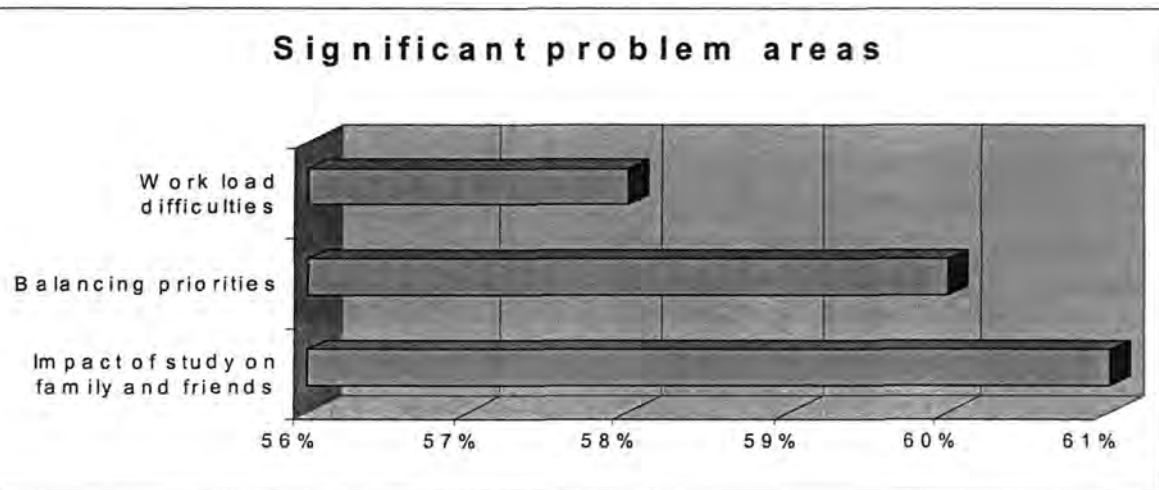
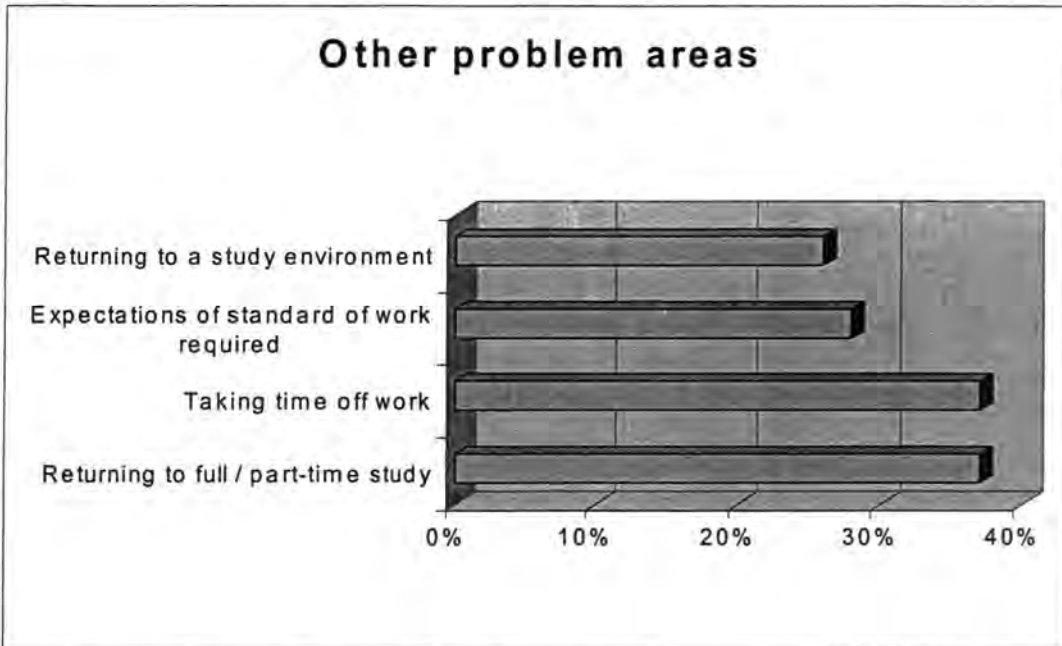


Figure 11 illustrates the three areas most commonly cited as problems for respondents; impact of study on family and friends (61%), balancing priorities (60%), and work load difficulties (58%). The results are shown as percentages, which represent the proportion of respondents that answered 'yes', the issue had been a problem for them. The level of significance of the problem has been gauged on these proportions - if over half of respondents felt that the issue had been problematic, this was deemed significant.

Figure 12 illustrates other issues cited as problems by respondents, between a quarter and half of respondents having experienced the problem (issues where less than a quarter of respondents had experienced difficulties were not deemed significant). The problems

included returning to full / part-time study (37%), taking time off work (37%), expectations of standard of work required (28%), and returning to a study environment (26%).

**Figure 12: other problems encountered by respondents**



Some of the anecdotal feedback from respondents concerning the problems they had encountered included the following:

*Part-time*

- There is a lack of understanding about the time limits on part-time students / difficulties they face (new, old, IHE);
- Problems have been neither recognised nor rectified (new).

*Full-time*

- Slow return of assignments / lack of feedback on work (old) – expectations of standards required;
- Poor facilities / not geared towards the needs of an MBA cohort (old / 1960s) – returning to a study environment;
- Slow, inefficient and bureaucratic (1960s).

Table 4 contains the results from the section of the questionnaire that asked participants to score their school on a number of consumer focus attributes. The statements made about the school were positive and demonstrated high levels of consumer focus (for example, staff are always available and willing to speak to me on request). The scores illustrated on the graph

are averages for that attribute. The higher the score, the stronger the evidence of consumer focus, with any score of 2.5 or above indicating that respondents tended to agree with the statement.

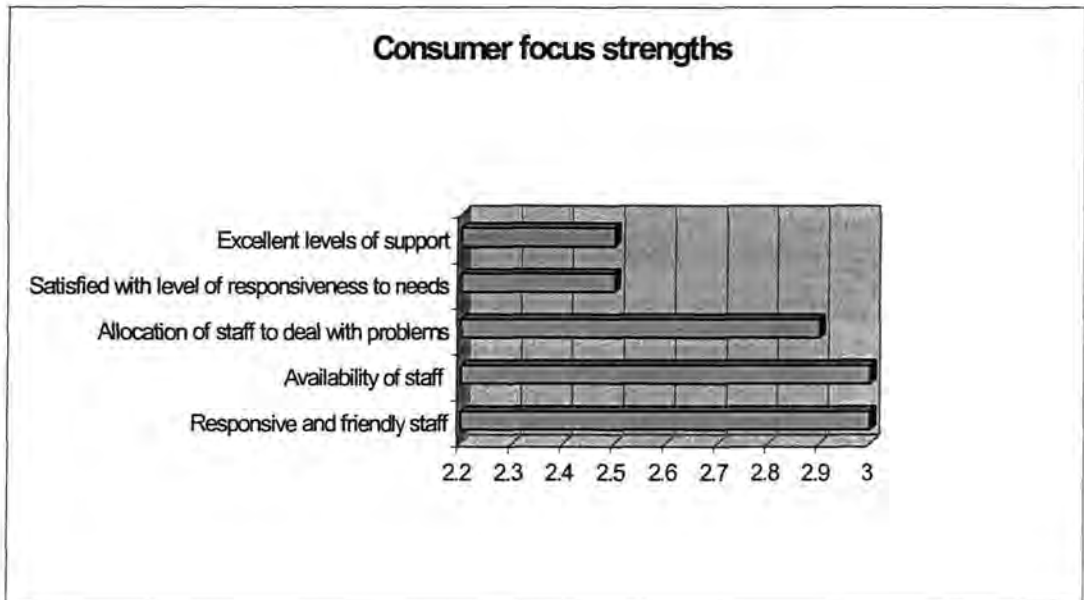
The areas in which schools performed well, included responsive and friendly staff (3), availability of staff (3), allocation of staff to deal with problems (2.9), satisfied with level of responsiveness to needs (2.5), and excellent levels of support (2.5).

**Table 4: Consumer focus strengths and weaknesses**

Responsive and friendly staff	3
Availability of staff	3
Allocation of staff to deal with problems	2.9
Satisfied with level of responsiveness to needs	2.5
Excellent levels of support	2.5
Responsive systems and processes in place to meet needs	2.4
High level of responsiveness promised and maintained	2.4
Satisfaction with service quality	2.4
Documented consumer focused strategy exists	2.3
Expectations met and surpassed	2.3

Figure 13 illustrates the areas in which the schools performed well.

**Figure 13: overall consumer focus strengths**



The anecdotal feedback from respondents included the following::

*Full-time*

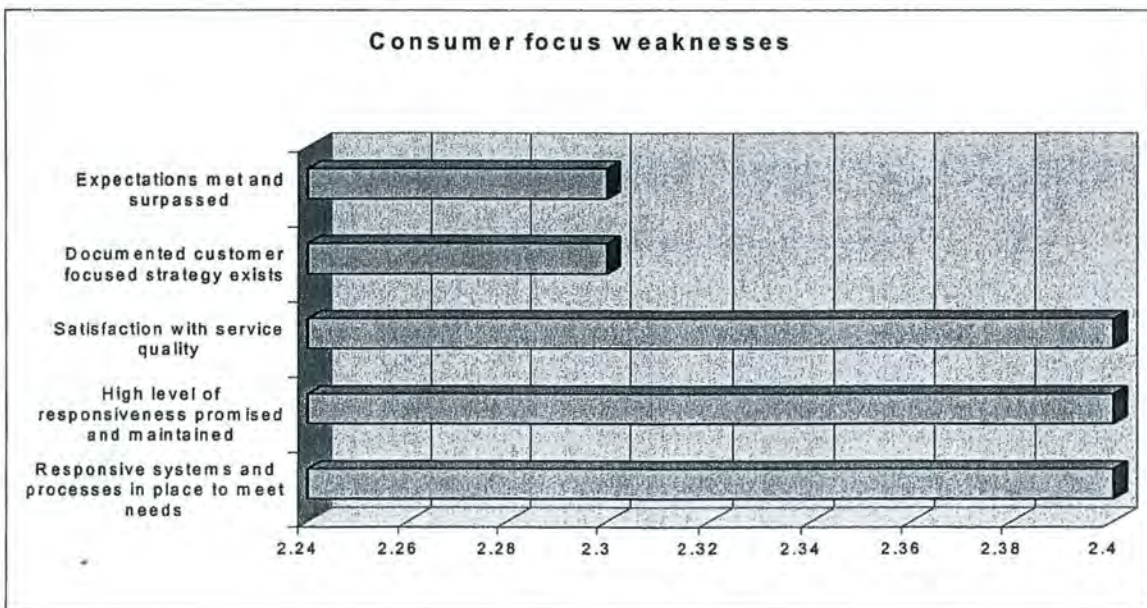
- The pleasant university and department environment made returning to study easy (old);
- The environment is excellent and colleagues are co-operative and friendly (old);
- The school responded well to complaints earlier in the course and made the appropriate changes (1960s).

*Part-time*

- Administrative staff are very helpful (1960s);
- Any problems I have had have been smoothly and efficiently handled (HEI);
- Most of the tutors have been very good (new).

Figure 14, conversely, presents the areas in which the schools did not perform as well, with respondents tending to disagree with the consumer focus statements (scores of 2.4 or less). The areas included responsive systems and processes in place to meet needs (2.4), high level of responsiveness promised and maintained (2.4), satisfaction with service quality (2.4), documented consumer focused strategy exists (2.3), expectations met and surpassed (2.3). These are the areas which require more attention as the schools do not need to just understand what they are doing, but also how to change the way in which they are doing it to improve these scores.

**Figure 14: overall consumer focus weaknesses**





Some of the negative anecdotal feedback from respondents (with negative comments far out-weighting positive) included the following:

- There is very little time to do assignments / pace of course is too fast / workload too heavy (new / 1960s);
- Standards of teaching are variable (all);
- There is no appreciation of students as consumers and future adverts for the course (1960s);
- Complaints are a waste of time and effort and no action is taken in response to them (1960s);
- Administration is 'diabolical' / 'atrocious' and nothing is done about it (all);
- Bureaucracy hampers attempts to be responsive (old);
- Flexibility to meet students' needs is poor (1960s);
- The focus is on university rules and not on the needs of students (1960s).

#### 9.4 Comparison between the small and large programmes studied

This section of the chapter compares the aggregate results of the small and large programmes studied.

The questionnaire included a section of questions about the school's responsiveness to requests for information / applications. The results for small and large programmes were very similar (see table 5).

**Table 5: results of time taken for initial information to be received (small / large programmes)**

Initial information - small / large programmes		
	Small	Large
Within 3 days	28%	31%
4 - 7 days	78%	75%
8 - 14 days	97%	92%
15 days or over	100%	100%

It might have been expected that the smaller programmes had been more efficient at getting initial information out to respondents, as they had less to send.

The significant problem areas were the same for both large and small programmes and included impact of study on family and friends, balancing priorities, and workload

difficulties. A higher proportion of respondents had experienced these problems on the small programmes, with the exception of workload difficulties (see table 6).

**Table 6: Comparison between problems encountered (large / small programmes)**

	Small	Large	
Balancing priorities	67%	60%	Work load difficulties
Impact of study on family and friends	64%	58%	Impact of study on family and friends
Work load difficulties	60%	54%	Balancing priorities
Returning to full / part-time study	39%	37%	Returning to full / part-time study
Taking time off work	36%	36%	Taking time off work
Language difficulties	34%	29%	Expectations of standard of work required
Expectations of standard of work required	30%	29%	Returning to a study environment
Returning to a study environment	27%	19%	Language difficulties
Personal problems	20%	19%	Personal problems
Financial problems	17%	19%	Financial problems
Group work problems	9%	16%	Group work problems
Mixing with other students	7%	12%	Finding suitable accommodation
finding suitable accommodation	3%	10%	Mixing with other students

Table 7 presents the comparative results of the areas of consumer focus examined. Both the small and large programmes both performed well in the areas of excellent levels of support, satisfaction with levels of responsiveness to needs, the availability of staff, the allocation of staff to deal with problems, and staff being responsive and friendly.

**Table 7: areas of consumer focus strength and weakness (small / large programmes)**

	Small		Large
Responsive and friendly staff	3	Responsive and friendly staff	3
Availability of staff	2.9	Allocation of staff to deal with problems	3
Allocation of staff to deal with problems	2.7	Availability of staff	3
High level of responsiveness promised and maintained	2.5	Satisfied with level of responsiveness to needs	2.6
Satisfied with level of responsiveness to needs	2.5	Responsive systems and processes in place to meet needs	2.5
Excellent levels of support	2.5	Satisfaction with service quality	2.5
Responsive systems and processes in place to meet needs	2.4	Excellent levels of support	2.5
Satisfaction with service quality	2.4	High level of responsiveness promised and maintained	2.4
Expectations met and surpassed	2.3	Documented consumer focused strategy exists	2.3
Documented consumer focused strategy exists	2.2	Expectations met and surpassed	2.3

The large programmes performed better on the whole, with two additional areas of consumer focus strength (satisfaction with service quality and systems and processes in

place to meet respondents' needs). This may be due to the schools' needs for more effective systems and processes to respond to the needs of more consumers. Satisfaction with service quality may be linked to the more effective systems and processes.

The small programmes performed better in 1 additional area (a high level of responsiveness having been promised and maintained). This may be due to the lower number of participants with whom the school has to respond.

Both programmes were weak in the areas of the existence of a documented strategy, and meeting and surpassing respondents' expectations. Again, the large programmes performed slightly better having only 1 additional area of weakness (a high level of responsiveness having been promised and maintained). The small programmes were weak in 2 additional areas; satisfaction with service quality and responsive systems and processes in place to meet participants' needs.

### 9.5 Comparison between the full and part-time programmes studied

This section of the chapter compares the aggregate results of the small and large programmes studied.

Table 8 provides a comparison between the response times to requests for initial information about the course, which were similar for each type of programme.

**Table 8: time taken for initial information to be received (full / part-time programmes)**

	<b>FT</b>	<b>PT</b>
Within 3 days	24%	31%
4 - 7 days	59%	75%
8 - 14 days	88%	92%
15 days or over	100%	100%

Differences were apparent between the time each type of programme took to respond to applications for places on the courses. The full-time programmes were slower at responding to applications than the part-time programmes (although the same schools were responsible for sending the information out). This is probably due to the proportion of international students on the full-time programmes (63% of respondents on the full-time programme were from overseas). These results are provided in table 9.

**Table 9: time taken to respond to applications (full / part-time)**

	FT	PT
Within 3 days	6%	33%
4 - 7 days	30%	87%
8 - 14 days	57%	97%
15 days or over	100%	100%

The problems listed on the part-time questionnaire differed slightly following discussions with an MBA director and with discussions with former part-time students. The part-time questionnaire included additional questions on whether respondents had experienced problems with juggling work and study, along with their personal lives. Although these issues impact on full-time students as well, they are more relevant to part-time students. The full-time questionnaire included a question about language difficulties. The additional issues included on the part-time questionnaire were not included in the anecdotal feedback provided by the full-time respondents, and did not appear in the pilot study. The problems encountered by respondents are provided in table 10.

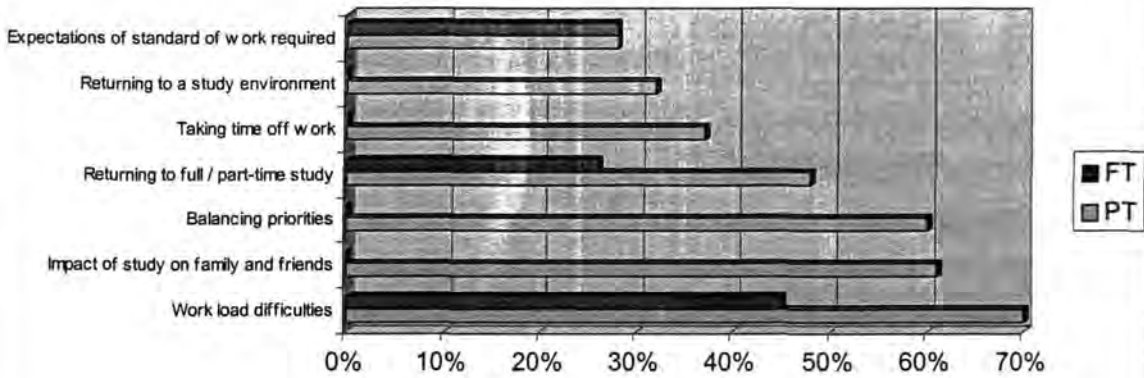
**Table 10: problems encountered on the full and part-time programmes**

	FT		PT
Work load difficulties	45%	Work load difficulties	70%
Expectations of standard of work required	28%	Impact of study on family and friends	61%
Returning to full / part-time study	26%	Balancing priorities	60%
Financial problems	24%	Returning to full / part-time study	48%
Language difficulties	23%	Taking time off work	37%
Returning to a study environment	20%	Returning to a study environment	32%
finding suitable accommodation	20%	Expectations of standard of work required	28%
Personal problems	18%	Personal problems	21%
Mixing with other students	15%	Group work problems	16%
		Financial problems	14%
		Mixing with other students	6%
		finding suitable accommodation	0%

There were no problems suffered by over half of respondents on the full-time programmes, hence all problems encountered by a quarter or more of respondents are illustrated in figure 16.

**Figure 15: problems encountered (full / part-time programmes)**

**Problems - Full / Part-time Programme Comparison**



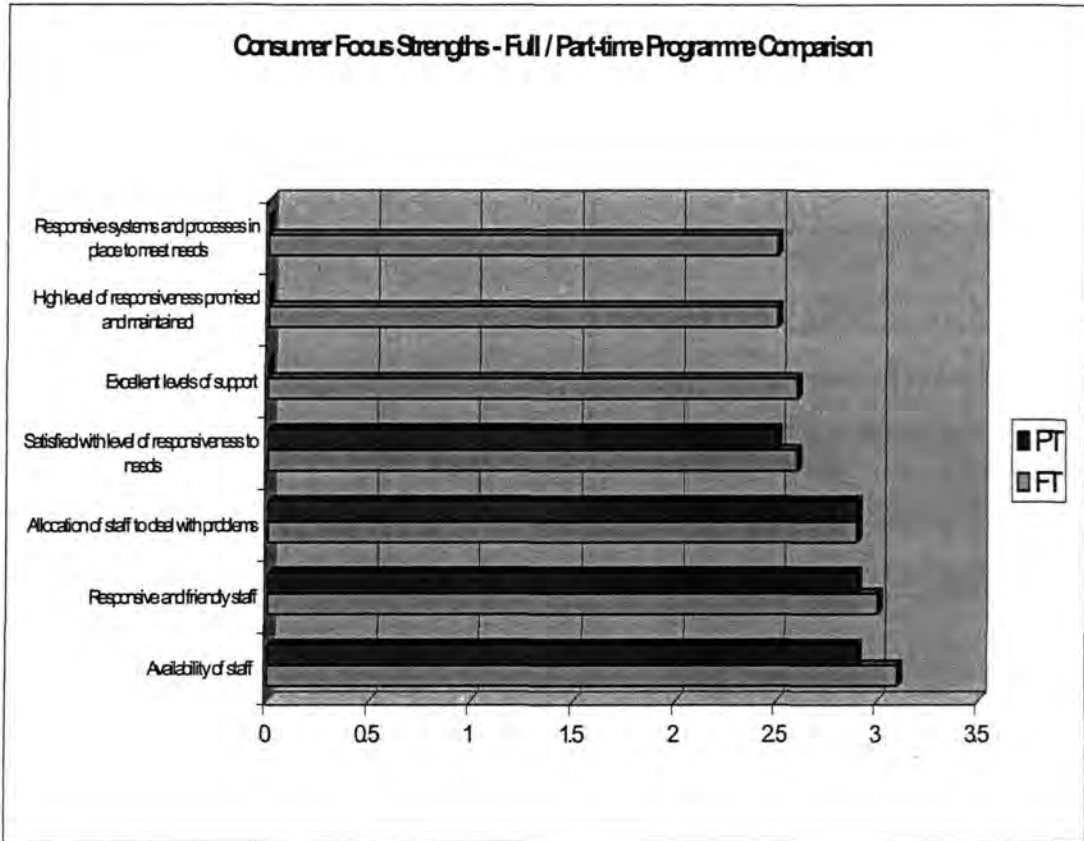
The similar problems encountered included expectations of the standards required, returning to study full / part-time, and workload difficulties. On the part-time programmes, additional difficulties included returning to a study environment, taking time off work, balancing priorities, and impact of study on family and friends. These results indicate that the problems encountered by part-time students require particular attention. A further incentive to pay attention to these issues is the threat of no repeat business from sponsored participants. The full-time programmes performed better than the part-time programmes in general in terms of consumer focus strengths (see table 11).

**Table 11: consumer focus strengths and weaknesses (full / part-time programmes)**

	PT		FT
Responsive and friendly staff	2.9	Availability of staff	3.1
Availability of staff	2.9	Responsive and friendly staff	3
Allocation of staff to deal with problems	2.9	Allocation of staff to deal with problems	2.9
Satisfied with level of responsiveness to needs	2.5	Satisfied with level of responsiveness to needs	2.6
High level of responsiveness promised and maintained	2.4	Excellent levels of support	2.6
Excellent levels of support	2.4	High level of responsiveness promised and maintained	2.5
Responsive systems and processes in place to meet needs	2.4	Responsive systems and processes in place to meet needs	2.5
Satisfaction with service quality	2.4	Satisfaction with service quality	2.4
Expectations met and surpassed	2.2	Expectations met and surpassed	2.4
Documented consumer focused strategy exists	2.2	Documented consumer focused strategy exists	2.4
Average	2.52	Average	2.64

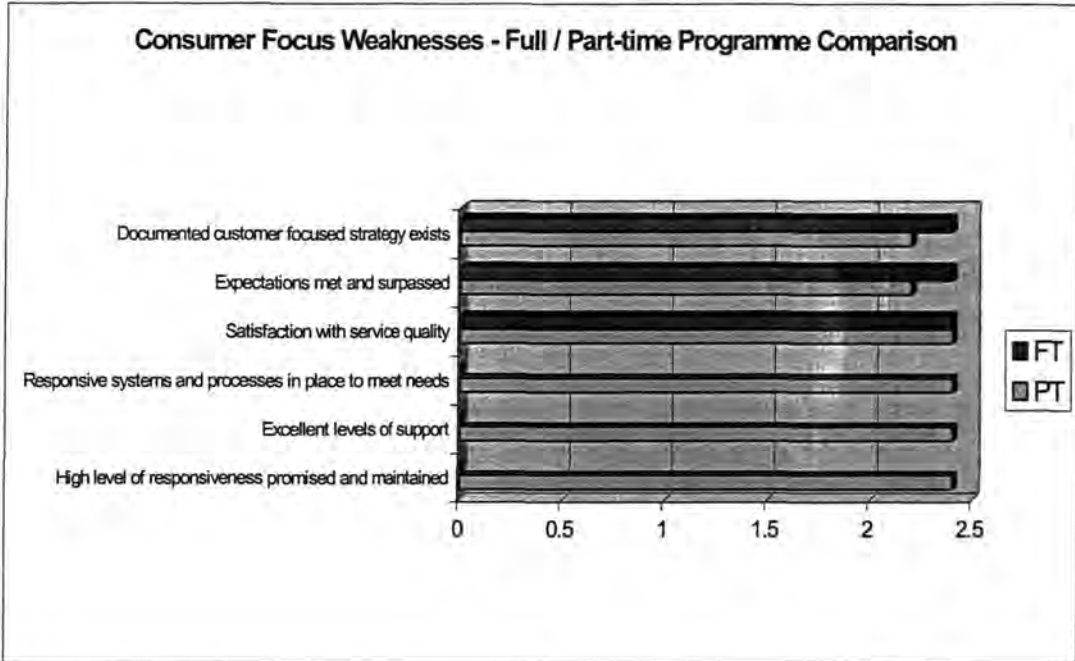
Both sets of programmes were strong (score of 2.5 or above) in the areas of satisfaction with responsiveness to needs, the availability and willingness of staff to speak to respondents on request, staff being friendly and responsive, and the allocation of staff to deal with problems. The full-time programmes also performed well in the areas of the existence of responsive systems and processes, a high level of responsiveness having been promised and maintained, and excellent levels of support. Figure 17 provides an illustration of this comparison.

**Figure 16: consumer focus strengths (full / part-time programmes)**



The weaknesses shared by the two sets of programmes were in the areas of the existence of a documented consumer focused strategy, satisfaction with the level of service quality, and expectations having been met and surpassed. In addition, the part-time programmes were weak in the areas of the existence of responsive systems and processes, support being excellent, and a high level of responsiveness having been promised and maintained (see figure 18).

**Figure 17: consumer focus weaknesses (full / part-time programmes)**



Full-time respondents have a more contact with the school and are more satisfied with their experiences there. Part-time respondents have less contact with the school, and are less satisfied. These results suggest that either the lack of contact and experience with the school, are causing this dissatisfaction, and that full-time respondents have the time and opportunity to resolve issues. The results also suggest that consumer focus is geared towards full-time MBA participants, and that the issues important to part-time respondents are somewhat neglected in the eyes of participants.

The individual results of each school are now presented.

**9.6 Individual survey results**

This section of the chapter presents the results of each school by type of school.

**9.6.1 Old university programme results**

The following tables provide a comparison between the results of the old universities studied.

**Table 12: problems encountered at the old universities studied**

Problems encountered	BSB	BSC
Problem with accommodation	0	18.9
Problem with mixing	7	12.2
Problem returning to study full / part time	44.2	37.8
Financial problems	9.3	17.6
Personal problems	16.3	14.9
Problems taking time off work	40	43.5
Problems returning to study environment	20.9	30.4
Problems with group work	10	13
Problems with impact on family and friends	56.7	43.5
Problems balancing priorities	76.7	52.2
Problem with language	23.1	17.6
Problems with work load	55.8	45.9
Problems with expectations of standard of work	27.9	16.2
Other problems	9.3	10.8

Overall, more problems had been experienced by over half of respondents at BSB, including impact of study on family and friends, and workload. Over half of respondents from both programmes had experienced problems with balancing priorities.

Between a quarter and a half of respondents had experienced problems with returning to full / part-time study, and taking time off work. Between a quarter and a half of respondents from BSB had also experienced problems with expectations of the standard of work required, and respondents from BSC had experienced problems with returning to a study environment, impact of study on family and friends, and workload.

**Table 13: a comparison between the old universities' consumer focus scores**

Consumer focus statements	BSB	BSC	Difference
Responsive and friendly staff	2.9	3.2	-0.4
Allocated staff to deal with problems	2.7	3.3	-0.6
Staff available and willing to talk	2.7	3.3	-0.6
Responsive systems and process in place	2.3	2.8	-0.5
Documented strategy exists	2.2	2.5	-0.3
Responsiveness promised and maintained	2.4	2.6	-0.1
Satisfied with service quality	2.3	2.7	-0.3
Satisfied with responsiveness level	2.4	2.8	-0.4
Level of support is excellent	2.4	2.8	-0.4
Expectations met and surpassed	2.2	2.5	-0.3
Completely satisfied, no changes necessary	2.1	2.2	-0.1
Satisfied, few minor changes necessary	2.5	3.1	-0.6
Dissatisfied, many minor changes necessary	2.5	2.2	0.3
Completely dissatisfied, many major changes necessary	2.0	1.8	0.3

BSC out-performed BSB in all areas of perceptions of consumer focus at the schools, as illustrated in the table above.



### 9.6.2 1960 university programme results

A comparison between the 1960 universities is provided below.

**Table 14: problems encountered at the 1960s universities studied**

Problems encountered	BSH	BSA
Problem with accommodation	8.3	12.7
Problem with mixing	8.3	12.7
Problem returning to study full / part-time	25	36.6
Financial problems	33.3	20.9
Personal problems	16.7	19.5
Problem returning to study environment	8.3	28.4
Problem with language	33.3	19.1
Problem with workload	33.3	61.2
Problem with expectations of standards of work	50	24.6
Other problems	25	11.2
Problems taking time off work	43.9	
Problems with group work	24.2	
Problems with impact on family and friends	56.1	
Problems balancing priorities	54.5	

As with the comparison between the two old university programmes, fewer respondents on the smaller programme had experienced problems. Over half of respondents from BSH had experienced problems in one area, expectations of the standard of work required. At BSA, however, respondents had experienced problems in the areas of workload, balancing priorities, and impact of study on their family and friends.

The problems encountered by 25 – 50% of respondents differed on each programme. Respondents from BSH had experienced problems in the areas of workload, financial problems, language difficulties, and other problems. The areas in which respondents from BSA experienced problems were fewer and included taking time off work, and returning to a study environment. Both sets of respondents had experienced problems with returning to study full / part-time.

**Table 15: a comparison between the 1960s universities' consumer focus scores**

Consumer focus statements	BSH	BSA	Difference
Responsive and friendly staff	3.1	2.9	0.2
Allocated staff to deal with problems	2.8	2.9	-0.1
Staff available and willing to talk	3.0	3.0	0.0
Responsive systems and process in place	2.4	2.3	0.1
Documented strategy exists	2.7	2.2	0.5
Responsiveness promised and maintained	2.9	2.3	0.6
Satisfied with service quality	2.5	2.3	0.2
Satisfied with responsiveness level	2.8	2.5	0.4
Level of support is excellent	2.8	2.4	0.4
Expectations met and surpassed	2.5	2.2	0.3
Completely satisfied, no changes necessary	2.0	1.8	0.2
Satisfied, few minor changes necessary	3.2	2.6	0.5
Dissatisfied, many minor changes necessary	2.2	2.6	-0.4
Completely dissatisfied, many major changes necessary	1.4	2.1	-0.7

Again, the smaller 1960 MBA programme performed better than the larger programme across the majority of consumer focus measures.

### 9.6.3 1990 university programme results

The results of the surveys undertaken at the two new universities are presented in this section.

**Table 16: problems encountered at the 1990s universities studied**

Problems encountered	BSG	BSD
Problem with accommodation	5.1	9.1
Problem with mixing	2.6	9.1
Problem returning to study part time	25.6	22.7
Financial problems	23.1	22.7
Personal problems	20.5	31.8
Problems taking time off work	24.2	25
Problems returning to study environment	25.6	31.8
Problems with group work	3	0
Problems with impact on family and friends	60.6	66.7
Problems balancing priorities	51.5	66.7
Problem with language	33.3	50
Problems with work load	69.2	77.3
Problems with expectations of standard of work	41	36.4
Other problems	2.6	4.5

Over half of respondents on both programmes had experienced problems with the impact of study on their family and friends, workload, and balancing priorities. In addition, over half of respondents from BSD had also experienced problems with language.

Between a quarter and a half of respondents on both programmes had experienced problems with returning to a study environment, and expectations of the standard of work required. In addition, respondents from BSG had experienced problems with returning to study full /

part-time, and language difficulties. Additional problems encountered by respondents at BSD included personal difficulties, and taking time off work.

**Table 17: a comparison between the 1990s universities' consumer focus scores**

Consumer focus statements	BSG	BSD	Difference
Responsive and friendly staff	3.0	2.8	0.2
Allocated staff to deal with problems	3.2	2.5	0.6
Staff available and willing to talk	2.9	3.0	-0.1
Responsive systems and process in place	2.6	2.4	0.3
Documented strategy exists	2.5	1.8	0.7
Responsiveness promised and maintained	2.4	2.1	0.3
Satisfied with service quality	2.4	2.3	0.1
Satisfied with responsiveness level	2.5	2.2	0.2
Level of support is excellent	2.6	2.3	0.4
Expectations met and surpassed	2.2	2.2	0.0
Completely satisfied, no changes necessary	1.7	2.0	-0.2
Satisfied, few minor changes necessary	2.8	2.6	0.1
Dissatisfied, many minor changes necessary	2.5	2.7	-0.2
Completely dissatisfied, many major changes necessary	2.3	2.5	-0.2

Despite the administrative and managerial problems encountered by BSG (as outlined in the previous chapter), the school performed slightly better than BSD in terms of respondents' perceptions of consumer focus.

#### 9.6.4 HEI programme results

The following tables present the final set of results of the schools involved in the survey.

**Table 18: problems encountered at the HEIS studied**

Problems encountered	BSF	BSE
Problem with accommodation	0	0
Problem with mixing	5.1	4
Problem returning to study part time	46.2	52
Financial problems	10.3	16
Personal problems	26	16
Problems taking time off work	28.2	36
Problems returning to study environment	30.8	40
Problems with group work	12.8	12
Problems with impact on family and friends	66.7	72
Problems balancing priorities	56.4	56
Problems with work load	74.4	74.4
Problems with expectations of standard of work	35.9	20
Other problems	15.4	0

As with the majority of the other programmes, over half of respondents on the programmes at the colleges of HE had experienced problems with the impact of study on family and friends, balancing priorities, and workload. In addition, over half of respondents on the programme at BSE had experienced problems with returning to full / part-time study.

Between a quarter and a half of respondents on both programmes had experienced problems with taking time off work, and returning to a study environment. In addition, respondents studying at BSF had experienced problems with returning to full / part-time study, personal difficulties, and expectations of the standard of work required.

**Table 19: a comparison between the HEIs' consumer focus scores**

<b>Consumer focus statements</b>	<b>BSF</b>	<b>BSE</b>	<b>Difference</b>
Responsive and friendly staff	3.1	3.2	-0.1
Allocated staff to deal with problems	3.0	2.9	0.1
Staff available and willing to talk	2.8	3.0	-0.2
Responsive systems and process in place	2.6	2.6	-0.1
Documented strategy exists	2.3	2.3	0.0
Responsiveness promised and maintained	2.4	2.6	-0.3
Satisfied with service quality	2.5	2.6	-0.1
Satisfied with responsiveness level	2.6	2.9	-0.3
Level of support is excellent	2.6	2.7	-0.1
Expectations met and surpassed	2.2	2.3	-0.1
Completely satisfied, no changes necessary	2.1	2.1	-0.1
Satisfied, few minor changes necessary	3.0	3.2	-0.1
Dissatisfied, many minor changes necessary	2.2	2.1	0.1
Completely dissatisfied, many major changes necessary	1.7	1.5	0.2

In terms of respondents' perceptions of consumer focus, there was very little difference between the schools.

## 9.7 Summary

Further analysis and the SPSS output of the survey results are provided in the appendices of this thesis. This chapter has provided a summary of the main findings of the survey, including a comparison between each of the schools studied. The main differences were found between the full and part-time programmes both in terms of the problems encountered by respondents, and in terms of their perceptions of consumer focus at the schools. At an individual level, the smaller programmes also tended to perform better than the large programmes in terms of the extent of the problems encountered by respondents, and their perceptions of consumer focus.

The main problems identified were associated with the workload involved with completing an MBA, juggling multiple priorities, and the impact of respondents' study on those around them. These issues cannot be directly influenced by the business schools. Certain minimum standards must be adhered to in maintaining the quality of the MBA programmes, for example, which necessitates a heavy workload. The literature review in chapter 4, however, suggests that the consumer should be at the centre of service design. Business schools therefore need a holistic understanding of the main problems faced by MBA participants to

ensure that their service is designed accordingly. There may be, for example, additional levels of support, such as time management training, that can be offered to help participants to balance their priorities more effectively, and this in turn may help them to manage their workload more efficiently, creating less impact on their families and friends. Chapter 10 explores these issues in more detail.

Overall satisfaction with staff-related issues is a positive finding in light of the feedback from the MBA directors interviewed. Respondents rated the responsiveness and friendliness of staff, the availability of staff, and the allocation of staff who could deal with their problems, as the top three areas of satisfaction.

The next chapter of this thesis concludes the investigation and makes recommendations based on the findings.

## Chapter 10- Towards a Management Framework for Consumer

### Focus in HE: Concept and Practice

*This chapter draws together a number of conclusions from the research undertaken in developing this thesis. The chapter also provides a critique of the approach employed and prescriptions for managing a consumer focus in HE.*

#### **10.0 Introduction to chapter 10**

The diversity of the student body that now characterises HE in the UK has changed the student-institution relationship to a large extent and IHEs are gaining a more holistic interest in individuals as applicants, not students, partially due to the threatened (but never manifested) demographic downturn. Different market segments are being explored, particularly mature female 'returners', and it is acknowledged that such segments are different to school-leavers, confronting the IHE with the reality that their HE experience derives from different roles - not the learner alone. Financial, emotional and personal aspects of their lives impinge on the only role recognised by IHEs. It is an unacknowledged reality that these aspects have always impinged on students' roles as learners, but the HE culture has never allowed its articulation. These concerns are now topical, perhaps, because marginal groups have moved into the mainstream and can be less easily ignored (McNair, 1993). In adult HE, students have an adult relationship with institutions, and the implicit perceptions of IHEs are being challenged as never before. Taylor (1994, in Vinten, 2000) found that 30 senior managers considered the challenges for business schools in the new millennium to be as follows:

- They are not seen to either compete or collaborate. They were accused of providing similar course content without attempting to combine their expertise, or alternatively differentiate the service they offer;
- They do not practice what they preach and need to become more proactive in becoming the transformational organisation that the best businesses around them aspire to become;
- They need to improve their own learning approach to sustain themselves, to exemplify best practice and remain at the leading edge.

Not only has the diversity of external influences on IHEs grown, the internal environment of the IHE of the 1990s incorporates more diverse 'consumer' backgrounds and range of 'products'. Participation in higher education is increasingly mass, that is, students are joining institutions from a wider range of backgrounds and of all ages. Further, the range of courses offered by institutions has grown in response to environmental changes (for

example, social and industrial). It is a generally accepted fact that as organisations increase in diversity, they become more difficult to manage and control, and necessitate new management systems, as is the case for IHEs. A student population that is increasing in its diversity requires a wider range of services and greater degree of flexibility with regards to entry requirements, teaching and learning, and the overall consumer experience.

Further, the choice between courses and institutions has grown, giving the student 'consumer' more bargaining power in the market, and more scope for 'shopping around'. This shifting power situation necessitates more attention to the stakeholder group towards whom the power base is moving (i.e. in the case of HE, the student). Accordingly, market surveillance and analysis are becoming increasingly important competencies for IHEs, through the adoption of a marketing orientation. New services which improve consumer satisfaction with the service they receive are being considered and developed, for example, greater scope and flexibility and scope in the design of courses via schemes such as Credit Accumulation.

The following sections of this chapter conclude the investigation into managing consumer focus in higher education. They provide a critique of the approach to data gathering employed, and an evaluation of the extent to which consumer focus exists in the IHEs studied and of the extent to which the different relationships identified in chapter 7 of the study are acknowledged.

The following three overriding objectives were set at the start of this investigation:

1. To elaborate and provide a rationale for consumer focus in HE;
2. To examine the different relationships that exist between providers and consumers in IHEs;
3. To develop a framework to guide the development of consumer focus in IHEs.

Chapters 3, 5 and 6 have provided a rationale for managing a consumer focus from a number of perspectives. This was done in the first instance from a political / competitive perspective which holds that in competitive environments, attention needs to be paid to powerful stakeholders (i.e. consumers) who have the power to withhold / withdraw vital resources if not kept satisfied. The rationale was reinforced in chapters 5 and 6 through a review of the changes that have impacted on the UK public sector, and in particular on the UK HE sector. These changes have, for many institutions, created a more threatening and turbulent environment in which resources are increasingly scarce and competition for them

is intensifying. Elaboration of the concept of consumer focus is provided in both chapters 4 and 7. Chapter 4 has provided prescriptions for developing a consumer focus, and a view of the characteristics of consumer focused organisations. Chapter 7 has developed this by examining the limitations of the concept of the *customer* in HE, and by assessing the other types of consumer relationship that can exist. Here, the consumer is described as customer, client and citizen, and the characteristics and implications of each are discussed. The different relationships that exist between HE provider and consumer are further investigated in chapters 8 and 9 in the study of eight UK business schools and their consumers. Here, the extent to which a consumer focus is managed is investigated and reported, and the extent to which it is seen to exist by consumers is assessed.

This chapter will now identify both the overall conclusions of the research for HE management, and the prescriptions for managing consumer focus, should the HE manager decide that this is a necessary competence for his / her institution, thereby fulfilling the third objective of this investigation.

### **10.1 Critique of the approach**

Although the approach to undertaking this study has provided the evidence and insights required by this author, it is useful to evaluate this in retrospect. Further, this critique is provided to ensure that conclusions are taken in context and that limitations are acknowledged. The research tools and techniques used in the fieldwork were initially designed to investigate the extent to which *customer* focus existed in UK IHEs. At that stage of the study, no other types of relationship had been considered (i.e. citizen or client, see chapter 7). As the investigation deepened, it became apparent that acknowledgement of the customer relationship alone was too narrow for the context of public sector, and more specifically, HE. The MBA participant survey and interviews with MBA directors did not, therefore, investigate these aspects of the relationship shared between supplier and consumer. Had the study been deepened earlier, such specific questions could have been included. The extent to which MBA directors identified these different relationships without being prompted is provided in the following sections of this chapter.

Structured postal questionnaires were an effective method of gathering the data required for this investigation due to the volumes of participants contacted. The response rates for some programmes were, however, disappointing despite each director having encouraged participants to complete the questionnaire. This was particularly the case at business school H where none of the part-time participants responded despite several attempts on both this author's and the director's part. A better response rate, and perhaps a deeper insight into the



views and experiences of MBA participants, would have been achieved through personal interviewing. To this end, programmes with smaller numbers of participants might have made a more appropriate sample, particularly as very little difference was found between the survey results for small and large programmes (see chapter 8).

Similarly, the results for each different strata of IHE studied were very similar, with no particular age or type of institution performing significantly better or worse than the others. The most significant differences were found between the type of study programme participants were attending, i.e. full or part-time (see chapter 9). Respondents on part-time programmes experienced more problems than their full-time counterparts, and the institutions generally performed worse in respondents' evaluations of their consumer focus strengths and weaknesses. This suggests that the amount of contact a participant has with the institution and the number of other commitments s/he has in his / her life outside the IHE has a significant impact on the MBA experience. The most commonly encountered problems were amongst part-time participants and these were similar across the sample, regardless of the type of IHE or size of programme. The problems were encountered by over half of respondents on any given programme, and mainly concerned with balancing priorities, workload difficulties, and other time issues (see chapter 9). On the full-time programmes, no problem had been encountered by over half of respondents. More attention could, perhaps, have been paid to examining these differences, and including further questions on this in the MBA director interviews.

Having provided this critique of the approach to the research, the chapter now goes on to evaluate the extent to which consumer focus exists in the IHEs studied.

## **10.2 The existence of a consumer focus in IHEs**

The MBA participant survey results were similar across each different type of IHE, with no particular institution performing better or worse than the rest. The greatest difference between the consumer focus scores for the old universities was 0.6, 0.7 between the 1960s universities, 0.6 between the new universities, and 0.3 between the IHEs. The highest scores were also very similar, 3.3 at the old universities, and 3.2 at the other types of institution.

Evidence from the interviews with the MBA directors suggests that attention was being paid to the customer / client relationship each school shared with MBA participants. At business school A, for example, students were able to feedback on service design in committee meetings. The director was also aware that flexibility was required in providing services for

MBA participants, for example, 24 hour IT facilities which, at the time, the school was unable to provide. The director also recognised that the implied facets of the client / customer relationship were not always present due to the complexity of the relationship the school shares with MBA participants. In addition, when recruiting staff, attention was paid to the softer, consumer service-related attributes of the candidate, as well as the harder technical attributes. Performance measures were in place at the school for academic staff, and the importance of consumer focus was communicated throughout the school.

At Business school B, similarly, feedback from MBA participants was also used to improve the services offered to them. More resources had, for example, been allocated to provide a better career service in response to student feedback. In addition, personal tutors were allocated to each MBA participant to provide pastoral care and help with personal issues, suggesting recognition of a more individually focused client relationship. The client aspect of the relationship is further emphasised by the director in his attempts to ensure that staff treat MBA participants as such. The school also undertakes its own internal research, including mystery shopping, to ensure that performance targets for literature requests are met. At the majority of the other institutions studied, similar initiatives existed (e.g. feedback mechanisms, internal research). Business school C, for example, was in the process of recruiting a quality assurance manager at the time the interview took place, whose responsibility included all aspects of the quality of the MBA participant experience (both academic and non-academic). Indeed, most of the directors interviewed exhibited acknowledgement of the consumer / client relationship shared with consumers, but at times they failed to get the message that the school was focused on consumers across to the consumers themselves. This highlights a gap between strategic intention and implementation, and a lack of acknowledgement of the needs of consumer as citizen and the role of HE as a public good.

The exception to this rule was, perhaps, business school G, where a marked lack of consistent leadership has caused a number of staff changes and, consequently, consumer problems. A former member of academic staff stood in for the MBA director in the interview, and informed this author of the problems encountered during her time there. In her view, a total lack of consumer focus existed at the school, and certainly no attempts had been made to recognised that other relationships / obligations existed (i.e. customer / client / citizen). The problems encountered included the following:

- A lack of decision-making and leadership;
- Low staff morale;

- Research active staff losses;
- A lack of focus on quality (of both the student intake and on service provision);
- No distinction being made between the needs of undergraduates and postgraduates;
- No promotion of the understanding that MBA participants are customers / clients of the IHE;
- Feedback opportunities existed but issues were never actioned.

In general, the main problems encountered by respondents were concerned with a lack of time, too much happening in their lives, and the impact these issues had on their families and friends. IHEs can help in a number of ways. Time management training can be provided before the start of the course, and continual support in this area can be provided throughout the duration of the programme. A more flexible approach to course delivery can be adopted. If respondents are, for example, unable to take time off work to attend lectures, the information could be delivered online. The flexibility of course design can also be improved through credit accumulation and extended study periods. Course workloads may also require further consideration to ensure that assessment is evenly distributed over the academic year. IHEs can also ensure that supporting services such as learning resource centres and IT facilities, are flexible, and available when consumers need them. Further, IHEs can help by ensuring that course timetables are available to consumers before the start of term to enable them to plan their time in advance. Estimations of the amount of time required to complete assignments, prepare for lectures, and revise for examinations may also be helpful.

The other problems encountered by respondents included issues associated with returning to studying and the study environment, and expectations of the standards of work required from them. IHEs can help consumers overcome such problems in several ways. They can ensure that the environment is suitable, appropriate and conducive to studying, for example, by ensuring that lecture rooms are of adequate size, and by providing private study areas. This has implications for the planning process in that course managers need to ensure that they do not over-recruit, and that they co-ordinate the availability of private study areas with other course managers. To avoid any ambiguity regarding the expectations of the standards of work required, these should be clearly stated at the outset of the course, and reinforced throughout. Additional training in the preparation of academic assignments, for example, may be required for some consumers.

Understanding the issues that cause problems for consumers enables HE managers to allocate resources accordingly. If, for example, the majority of consumers first heard about a programme via a family member / friend / colleague, and other forms of more expensive advertising were ineffective, resources from the marketing budget could be diverted to improve other areas of the experience such as time management training. Further ways in which a focus on the consumer can benefit IHEs are provided in the concluding section of this chapter.

A number of areas of consumer focus strength resulted from the MBA participant survey. These included a number of staff issues such as their availability, approachability and friendliness, and the allocation of staff to deal with problems. In addition, respondents were generally satisfied with the levels of responsiveness to their needs that had been demonstrated, and the levels of support they had experienced.

Several measures are available to managers of IHEs to enable them to build on these consumer-focus strengths. They can ensure that both new and replacement staff, academic and non-academic, possess the appropriate consumer-focused attributes. This can be further reinforced amongst existing staff by ensuring that they understand the particular needs of different consumer groups, and that they have sympathy with these needs. The extent to which staff are contactable when needed by consumers can be improved, for example, by ensuring that reception areas are attended 24 hours a day to enable consumers to get messages to staff, or by using performance measures to ensure quick responses to academic and non-academic issues. A list of staff roles and responsibilities can also be published, along with a guide showing who to contact in particular situations to ensure that consumers know who to go to with problems / issues. Information on the support services available to consumers, and how to contact them and use them can also be published and made available to staff and consumers.

The MBA survey also highlighted a number of areas of dissatisfaction with the level of consumer focus at the IHEs studied. These included the extent to which respondents' expectations had been met and surpassed, the lack of a documented consumer focused strategy, dissatisfaction with service quality, dissatisfaction with the levels of responsiveness that had been promised but not maintained, and the lack of responsive systems and processes. A number of management initiatives aimed at creating a consumer focused IHE are provided in the following section of this chapter. Specifically, however, the above consumer focus weaknesses can be eliminated through a number of measures. When expectations are set an internal strength and weakness audit can be performed to ensure that

these are realistic and, if possible, able to be surpassed. A consumer focus strategy can be devised through a thorough assessment of consumer wants, needs and expectations. The strategy should be documented and communicated to staff at all levels to promote their understanding of the importance of consumer focus to the IHE, and how it can be achieved. The strategy can also be made available to consumers, provided that its contents do not raise expectations above that which is achievable. An implementation manager or team may be required to ensure that specific measures and initiatives actually happen. This is important as strategy formulation should not simply be an academic exercise, and commitment to the strategy can be lost if it is seen as such.

Systems and processes can be improved through a thorough analysis of those that already exist in the IHE, and their reasons for existence and method of design. The analysis can highlight the extent to which systems and processes are designed around organisational or consumer convenience. The analysis can also include consumer feedback to determine which systems / processes require attention, although this will have to be performed within the restrictions of the HE provider / consumer relationship (see chapter 6), and within budget.

The overall conclusions of this thesis for managers of IHEs are provided below.

1. Deciding what 'business' the institution is in, and, as a consequence, on which consumers to focus, i.e., not getting 'stuck in the middle' as per Porter (op. cit., 1980) deciding on which aspect of the IHE's operation to focus. This also requires managers to define their stakeholders, and prioritise them on the basis of the power they have to exit and take with them vital resources. Governmental suppliers of finance, for example, are different types of customers to student, service-user customers. Their needs must be satisfied by the higher education institution before certain types of other stakeholders can even be attracted to and served by the institution.
2. Seeking out, attracting and satisfying full-fee consumers to offset the reducing contributions of traditional consumers (part time study, international, and postgraduate students represent potentially attractive market segments, for example).
3. Satisfying those important consumers who are increasingly demanding greater levels of productivity and higher levels of service quality.

4. Competing for students and other resource attractors with a widening range of similarly minded 'competitor' institutions in a general market place incorporating some segments where demand is mature or in decline.
5. Linking education programmes evermore closely to work organisations' needs, so that the institution's students might have competitive advantage in the employment arena and, in using this to obtain attractive occupations and/or develop successful careers, might build the image of the institution to make it more attractive to prospective students.
6. Creating global understanding, international perspectives and related programmes of study to ensure that programmes reflect the 'global village' nature of our modern society.
7. Creating global links in order to provide opportunities for learning for the institution's staff and students and for attracting international sources of funds and fund-generating students.
8. Developing a socially responsible organisation and a brand / image that is attractive to powerful stakeholders.
9. Introducing new processes, products and services that facilitate more flexible, high quality, and more productive ways of attending to the needs of consumers.
10. Improving the infrastructure in and around the institution to enable consumers to enjoy a high quality social and emotional life, as well as high standard academic and professional development. Haselgrove (1994) suggests that, although attention is focused on the student experience by external bodies, HE providers in the UK are predominantly interested in a single segment of students' experiences, i.e. their role as learners, and do not routinely seek views on other aspects of their experiences. This is not the case in the US, however, where attention is paid to the 'whole person' according to Pascarella and Terenzini (1991). They state a need to explore why IHEs in the UK take little interest in other segments of the experience such as cognitive skills, psychosocial changes, attitudes and values, moral development and career choice.

Having provided a summary of the key issues facing HE management, the chapter now goes on to provide prescriptions for developing consumer focus in this context.

### **10.3 Prescriptions for managing a consumer focus in HE**

The following actions are recommended for the introduction and development of consumer focus in IHEs.

#### **10.3.1 Market Analysis**

Analysis of the market the institution is in is the first stage in creating a consumer focused HEI. The exercise involves the following.

##### **10.3.1.1 Market segmentation**

Understand the market you are in (or would like to be in), and target the appropriate consumer groups. If, for example, the programme is aimed at experienced managers, avoid targeting recent graduates to avoid problems later on into the programme. Different market segments often have different expectations of what consumer focus is, and of the extent to which they want it to exist. In the fieldwork, significant differences were identified between the needs of full and part-time respondents. Understanding of the segment of the market the HEI is trying to attract enables the development of specific recruitment strategies and the design of relevant consumer focus organisational features. The target market will be different for different programmes, hence this exercise would need to be repeated in each department should management decide that consumer focus is a relevant institution-wide model. Identification of the target market is an iterative process and may need to be revisited throughout the process identified in this chapter.

##### **10.3.1.2 Research the target market**

Research into the needs, perceptions, and expectations of the target market can be undertaken to ensure that the institution's consumer focus is based on real understanding of the market rather than assumptions made by managers of the focus. Such assumptions could be out of step with the expectations of the market (Nightingale, 1983).

##### **10.3.1.3 Determine the relevant relationship model**

Having defined the programme's target market, the type of relationship to be developed with consumers should be defined. This will, to a large extent, depend on the type of relationship the target market expects, which may in turn cause changes to the target market.

The management approach to service and programme design and delivery can also result from defining the type of relationship the IHE has with consumers. The consumer's role as citizen should be acknowledged regardless of the preferred relationship, as consumers always have the implied rights of citizenship. Should the IHE decide to acknowledge only

this relationship, programmes and services can be designed to meet the needs of mass markets, with little to no customisation. This approach may be suitable for ‘pile them high, teach them cheap’ IHEs where a large number of consumers attend the course at least possible cost to the institution.

If consumers are considered clients of the IHE, the IHE becomes a service provider. Programmes and services should be designed to meet the needs of individual consumers, with a high degree of tailoring. This approach is, perhaps, more applicable to smaller programmes that can demand a high market price for their services due to their brand image and the extent to which the service is designed to meet the needs of individuals. The approach is not as suitable for larger programmes unless the IHE has the flexibility and staff to achieve this. Part-time consumers may benefit more from this type of relationship due to the relatively few ‘moments of truth’ experienced (in comparison with their full-time colleagues), and due to the time / priority pressures on them.

The consumer as customer of the IHE implies some tailoring of the programme and service, but based around the needs of market segments as opposed to the individual. This approach may be suitable for large programmes at IHEs with strong brand images, demanding a mid-range price for their services. Where programmes are large enough, it may be cost-effective to introduce new subject options and / or services in response to consumer demands.

#### **10.3.1.4 Define the consumer journey**

If the process followed by the consumer, from initial information search to completing the course, has not been formally identified, this should now be mapped. This enables the identification of the points at which consumers are at risk of being lost to competitors, and the points at which the opportunity to impress the consumer exists. The research also found that the decentralisation of activity, where feasible and cost-effective, improved aspects of the consumer journey such as the speed at which schools were able to respond to applications.

#### **10.3.1.5 Internal audit**

Mapping the programme’s consumer journey can help to promote a better understanding of the school’s strengths and weaknesses, and promotes a better understanding of the school’s limitations in terms of consumer focus. An example audit process is provided in the appendices (see, for example, appendix 2, ‘five steps to successful service management’). This better understanding enables the school to both refine the target market (if necessary), and to manage consumer expectations.



### **10.3.2 Managing the application process**

The above process should provide the HE manager with the necessary tools to improve consumer focus throughout the application process. Several key prescriptions have emerged from the research.

#### **10.3.2.1 Demand management**

A decision on the size of the programme desired by the school will have been made by this stage, and this can be used to formulate the marketing mix for the programme. High volume sales channels should be avoided if, for example, the school does not have the facilities to support large groups.

#### **10.3.2.2 Expectation management**

At least one of the MBA directors emphasised the importance of expectation management during the application process (see business school C's pen portrait in chapter 8). The results of over-promising to engage market interest and / or acceptance, and subsequently failing to deliver on these promises cause dissatisfaction and complaints.

#### **10.3.2.3 Performance indicators**

Performance indicators to monitor the efficiency of measurable aspects of the application process should be developed, and realistic targets for improvement set. Competitors may be more efficient at disseminating information, which could create the risk of losing the prospective consumer. In addition, the initial visit to the HE institution was found to be an important aspect of the decision making process for many respondents in the surveys, with many stating that the visit had helped to confirm that the course was right for them. This could be a key point at which consumers are gained or lost, depending on the initial impression they have of the school / programme and its format and content should be monitored in view of this.

### **10.3.3 Consumer focus during the course**

Once the consumer has accepted a place on the course, the day-to-day management of moments of truth become the emphasis of the consumer focus. Several common characteristics to achieve this have emerged both from the fieldwork, and from the literature review.

#### **10.3.3.1 Senior management buy-in**

The concept of consumer focus requires the understanding and total commitment of senior management, particularly the programme director. Without this, staff further down the IHE will lack the authority and / or involvement in decision-making to implement the measures required for consumer focus improvements. During the visits to each IHE, a difference was noted between the schools where the director had expressly communicated the importance of the concept to front-line staff. At business school H, for example, the director was easily accessible, and front-line staff were extremely pleasant and helpful.

#### **10.3.3.2 Continuous research**

In addition to initial research required when defining the target market, a continuous and periodic programme of research involving existing consumers. The most common form of periodic research in HE is course evaluation, and these should form an integral part of the consumer focus (Brightman et al., 1993). The research will, however, require adaptation to include factors in addition to academic matters. The research suggests that whilst formal procedures are in place to monitor the quality of academic activities, few IHEs have formal procedures to monitor the quality of other activities. Whilst this is likely to be a result of external pressures, feedback from the survey respondents suggest that other issues cause them the most dissatisfaction / problems. Eliciting the views and opinions of consumers also ensures that any consumer focus initiatives are based on their needs rather than the assumptions of management.

#### **10.3.3.3 Service design**

Occasionally, research is either undertaken to fulfil an obligation / requirement, and / or the results are not fed into action plans. Services are then designed without a full understanding of the views and needs of the consumer. An important distinction is required at this point between the types of services research should be used to develop, as the consumer is not always in the best position to determine what the service should be (Maynard, 1982). One such example commonly cited in the qualitative feedback was the difficulty particularly part-time respondents had contacting staff, and the location of information sites that they were never around to see (e.g. bulletin boards in the business school).

#### **10.3.3.4 Staff**

All staff, both administrative and academic, are made aware of the importance of consumer focus (see, for example, Shetty, 1988). Administrative staff, who have high levels of contact with consumers, should be selected on the basis of the appropriateness of their

personal qualities and skills for the role. All staff, including faculty, should receive regular training in both the technical and service aspects of their roles to ensure the continued display of the appropriate values and behaviours.

#### **10.3.4 Alumni**

The relationship with consumers does not end on completion of the programme of study. Alumni have an enormous potential value to the institution, particularly in terms of positive advertising (the fieldwork found that the majority of respondents had first heard about their programme of study through a family member, friend, or colleague). To ensure the continued support of alumni, and positive recommendations to their families / friends and colleagues, a post-course programme of communication can be designed to keep alumni up-to-date with developments at the school, and to provide further services such as job hunting. Such communications can also encourage repeat purchasing, for example, for executive development courses. Alumni can also be sources of leads for recruitment.

#### **10.4 Summary and recommendations for further research**

This chapter has outlined the implications of the new HE operating environment for the UK HE sector. It has provided both the general management implications for the sector, and the specific prescriptions for creating consumer focus in the HE context. Further, rather than simply transfer private sector models to the unusual and complex context of HE, the recommendations have been adapted to ensure feasible implementation.

The benefits that can accrue from managing consumer focus are numerous. In competitive markets, where largely homogeneous products are provided, consumer focus can offer IHEs effective methods of differentiation that are more difficult to emulate than 'harder' factors such as course design and content. The satisfaction experienced by consumers in organisations that are focused on their needs can also work positively for the IHE. A large proportion of respondents in the MBA participant survey described in chapter 9 of this study first heard about the programmes via word of mouth advertising, for example, and this becomes more effective the more memorable the experience for the consumer who is providing this. Furthermore, satisfied ex-consumers may become more loyal and lucrative alumni. Certain problems can also be eradicated through focusing on the consumer in service design and delivery (for example, complaints levels can fall if the service is 'right first time'), saving time and resource in the future. In addition, recognition and rectification of the issues that cause consumer problems can help with resource allocation.

Recognition of the different types of relationships that exist in HE is necessary due to the complexity of the learning experience. Acknowledgement of consumers as customers, clients and citizens can help to guide managers in service design and delivery. There may be certain initiatives that are desirable from a customer / client perspective (such as lowering assessment expectations to improve pass rates), but these may not be desirable from a citizen perspective. Understanding these issues can help the manager to avoid consumer problems relating to this in the future.

Further research could enable a more in-depth examination of the conclusions presented in this thesis. More specific research by type of institution would provide a further insight into the extent to which each type of consumer relationship (customer / client / citizen) exists. In addition, existing systems and processes at IHEs could be examined more closely to assess the extent to which the prescriptions provided in this conclusion are followed. Follow-up interviews with MBA survey respondents would also provide a deeper insight into their perceptions of consumer focus at the schools. A more detailed questionnaire could also be developed and distributed to a larger sample of MBA directors to provide a broader view of approaches to managing a consumer focus. There are also limitations concerning the statistical strength of the MBA survey data due to the relatively small sample sizes at each IHE. A more focused, structured questionnaire could be developed and rolled out to more schools to provide a more representative and statistically valid view of perceptions of consumer focus.

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# Frequencies

## SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	89	64.5	65.9	65.9
	FEMALE	46	33.3	34.1	100.0
	Total	135	97.8	100.0	
Missing	System	3	2.2		
Total		138	100.0		

## AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	1	.7	.7	.7
	25-30	69	50.0	51.5	52.2
	31-40	60	43.5	44.8	97.0
	41-50	3	2.2	2.2	99.3
	51 OR OVER	1	.7	.7	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

## MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	62	44.9	45.9	45.9
	MARRIED/LIVING WITH PARTNER	67	48.6	49.6	95.6
	DIVORCED/SEPARATED	6	4.3	4.4	100.0
	Total	135	97.8	100.0	
Missing	System	3	2.2		
Total		138	100.0		

## NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	62	44.9	50.8	50.8
	2.00	60	43.5	49.2	100.0
	Total	122	88.4	100.0	
Missing	System	16	11.6		
Total		138	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	34	24.6	25.4	25.4
	BACHELOR DEGREE	66	47.8	49.3	74.6
	DIPLOMA/EQUIVALENT	7	5.1	5.2	79.9
	CERTIFICATE/EQUIVALENT	1	.7	.7	80.6
	PROFESSIONAL QUALIFICATION	23	16.7	17.2	97.8
	OTHER	3	2.2	2.2	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	131	94.9	99.2	99.2
	REGISTERED DISABLED	1	.7	.8	100.0
	Total	132	95.7	100.0	
Missing	System	6	4.3		
Total		138	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	22	15.9	16.4	16.4
	FAMILY/FRIEND	48	34.8	35.8	52.2
	EXHIBITION/FAIR	12	8.7	9.0	61.2
	AGENT/ADVISOR	3	2.2	2.2	63.4
	MEDIA ADVERTISEMENT	15	10.9	11.2	74.6
	SPECIALIST PUBLICATION	10	7.2	7.5	82.1
	INTERNET	11	8.0	8.2	90.3
	OTHER	2	1.4	1.5	91.8
	9.00	11	8.0	8.2	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	118	85.5	88.1	88.1
	NO	16	11.6	11.9	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

## FULL-TIME MBA STUDENT EXPERIENCE QUESTIONNAIRE

### *Personal details*

1. Sex                                      Male                                       Female

2. Age

24 or under                       25 – 30                       31 - 40                       41 - 50

51 or over

3. Marital status                      Single                       Married/living with partner                       Divorced /separated                       Widow /widower

4. Nationality (please specify)

5. Qualifications held (please tick the highest level held only)

Masters/other postgraduate                       Bachelor degree                       Diploma /equivalent                       Certificate /equivalent

Professional qualification                       Other (please specify)

6. Are you                                      able bodied                       unregistered disabled                       registered disabled

### *The pre-application process*

7. How did you first hear about the MBA course upon which you have embarked? (please tick one box only)

Prospectus                       Family/friend                       Exhibition/fair                       Agent/advisor

Media advertisement (please specify)                       Specialist publication (please specify)

\_\_\_\_\_                       \_\_\_\_\_

Internet                       Other (please specify)

\_\_\_\_\_                       \_\_\_\_\_



8. Did you request information prior to applying for a place? Yes (go to 8a)  No (go to 9)

8a. How long did the information take to arrive?  
Within 3 days  Within 4 - 7 days  8 - 14 days  Over 14 days

9. Were you aware that HE institutions in the UK are rated in terms of the quality of their teaching and research activities?  
Yes (go to 9a)  No (go to 10)

9a. Did you enquire about the institution's performance in terms of teaching and/or research?  
Yes (go to 9b)  No (go to 10)

9b. Did this influence your decision to apply?  
Yes  No

***The application process***

10. How long did the institution take to reply to your application?  
Within 3 days  Within 4 - 7 days  8 - 14 days  Over 14 days

11. Were you invited to visit the institution during the application process? Yes (go to 11a & 11b)  No (go to 12)

11a. Did you visit: Individually  To attend an open day  Both

11b. Did your visit influence your decision to accept the offer of a place on the MBA course? (Please give reasons for your answer in the space provided)  
Yes  No

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**Attending the institution**

**12a. How many years of study (in total) does it normally take to gain the qualification?**

1 year or under       1 - 2 years       Over 2 years

**12b. Which year of study are you in? (Please specify)**

**13. On embarking on the MBA course, did you encounter any problems in the following areas? (Please tick all that apply)**

- Finding suitable accommodation.....
- Mixing with other students.....
- Returning to full-time study.....
- Financial difficulties.....
- Personal difficulties.....
- Returning to a full-time study *environment*.....
- Language difficulties.....
- Work load.....
- Expectations of the standard of your work.....
- Other (please specify)

**14. Each of the following statements relates to the responsiveness of the school/department to your problems and needs. Please allocate a score of 1 to 4 to each according to the extent to which you agree or disagree. (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree)**

Staff in general are always friendly, positive, helpful and responsive to my needs	1	2	3	4
There are a number of allocated staff members I can approach with my problems and concerns	1	2	3	4
People are usually available and willing to speak to me on request (e.g. subject tutors)	1	2	3	4
The systems and processes in place to help resolve my difficulties/meet my needs are highly responsive and effective	1	2	3	4
The school/department has a documented and well-publicised strategy for ensuring the continued satisfaction and well-being of its MBA students	1	2	3	4
A high level of responsiveness to my needs was promised at the outset, and this has been maintained throughout my experience at the school/department.	1	2	3	4
I am completely satisfied with the standard of service quality being provided by the school/department	1	2	3	4
I am completely satisfied with the level of responsiveness to my needs within the school/department	1	2	3	4
Student support is excellent within the department/school	1	2	3	4
My experiences of the level of responsiveness demonstrated have met, and often surpassed, my expectations	1	2	3	4

**15. Are there any further issues about which you feel strongly in relation to your experience studying for the MBA?** These may be academic-related or non-academic, positive or negative. Please give details of these specific issues in the space provided, or continue on a separate page if necessary.

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**16. Overall, to what extent do you agree with the following statements relating to the service quality and responsiveness of the department/school in general? (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree)**

Completely satisfied, no improvements are necessary	1	2	3	4
Satisfied, but a few minor improvements are necessary	1	2	3	4
Dissatisfied, many minor improvements are necessary	1	2	3	4
Dissatisfied, many major improvements are necessary	1	2	3	4

Thank you for completing this questionnaire. Please return it in the pre-paid envelope provided.

**PART-TIME MBA STUDENT EXPERIENCE QUESTIONNAIRE**

**Personal details**

1. Sex Male  Female

2. Age  
24 or under  25 - 30  31 - 40  41 - 50   
51 or over

3. Marital status Single  Married/living with partner  Divorced /separated  Widow /widower

4. Nationality (please specify)

5. Qualifications held (please tick the highest level held only)  
Masters/other postgraduate  Bachelor degree  Diploma /equivalent  Certificate /equivalent   
Professional qualification  Other (please specify)

6. Are you able bodied  unregistered disabled  registered disabled

**The pre-application process**

7. How did you first hear about the MBA course upon which you have embarked? (please tick one box only)  
Prospectus  Family/friend  Exhibition/fair  Agent/advisor   
Media advertisement (please specify)  Specialist publication (please specify)   
Internet  Other (please specify)

8. Did you request information prior to applying for a place? Yes (go to 8a)  No (go to 9)

8a. How long did the information take to arrive?  
Within 3 days  Within 4 - 7 days  8 -14 days  Over 14 days

9. Were you aware that HE institutions in the UK are rated in terms of the quality of their teaching and research activities? Yes (go to 9a)  No (go to 10)

9a. Did you enquire about the institution's performance in terms of teaching and/or research? Yes (go to 9b)  No (go to 10)

9b. Did this influence your decision to apply? Yes  No

***The application process***

10. How long did the institution take to reply to your application?  
Within 3 days  Within 4 - 7 days  8 - 14 days  Over 14 days

11. Were you invited to visit the institution during the application process? Yes (go to 11a & 11b)  No (go to 12)

11a. Did you visit: Individually  To attend an open day  Both

11b. Did your visit influence your decision to accept the offer of a place on the MBA course? (Please give reasons for your answer in the space provided)  
Yes  No

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**Attending the institution**

**12a. How many years of study (in total) does it normally take to gain the qualification?**

1 year or under

1 - 2 years

Over 2 years

**12b. Which year of study are you in? (Please specify)**

**13. On embarking on the MBA course, did you encounter any problems in the following areas? (Please tick all that apply)**

Finding overnight accommodation.....

Mixing with other students.....

Returning to study part-time.....

Financial difficulties.....

Personal difficulties.....

Taking time off work.....

Returning to a study *environment*.....

Group work difficulties.....

Impact of study on family and friends.....

Balancing priorities.....

Work load.....

Expectations of the standard of your work.....

Other (please specify

**14. Each of the following statements relates to the responsiveness of the school/department to your problems and needs. Please allocate a score of 1 to 4 to each according to the extent to which you agree or disagree. (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree)**

Staff in general are always friendly, positive, helpful and responsive to my needs	1	2	3	4
There are a number of allocated staff members I can approach with my problems and concerns	1	2	3	4
People are usually available and willing to speak to me on request (e.g. subject tutors)	1	2	3	4
The systems and processes in place to help resolve my difficulties/meet my needs are highly responsive and effective	1	2	3	4
The school/department has a documented and well-publicised strategy for ensuring the continued satisfaction and well-being of its MBA students	1	2	3	4
A high level of responsiveness to my needs was promised at the outset, and this has been maintained throughout my experience at the school/department.	1	2	3	4
I am completely satisfied with the standard of service quality being provided by the school/department	1	2	3	4
I am completely satisfied with the level of responsiveness to my needs within the school/department	1	2	3	4
Student support is excellent within the department/school	1	2	3	4
My experiences of the level of responsiveness demonstrated have met, and often surpassed, my expectations	1	2	3	4

**15. Are there any further issues about which you feel strongly in relation to your experience studying for the MBA?** These may be academic-related or non-academic, positive or negative. Please give details of these specific issues in the space provided, or continue on a separate page if necessary.

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16. Overall, to what extent do you agree with the following statements relating to the service quality and responsiveness of the department/school in general? (4=strongly agree; 3=agree; 2=disagree; 1=strongly disagree)

Completely satisfied, no improvements are necessary	1	2	3	4
Satisfied, but a few minor improvements are necessary	1	2	3	4
Dissatisfied, many minor improvements are necessary	1	2	3	4
Dissatisfied, many major improvements are necessary	1	2	3	4

Thank you for completing this questionnaire. Please return it in the pre-paid envelope provided.

## **APPENDIX 2**

### **Models reviewed in chapter 4**

## Appendix 2: Models reviewed in chapter 4

### Five steps to successful service management

**STEP 1: The Service Audit**

Systematic collection of information and data on entire service system
Analysis of effectiveness of organisation/customer points of contact
Measure customer satisfaction
Identify strengths and weaknesses in satisfying customer needs/expectations

**STEP 2: Strategy Development**

Hold a strategy meeting away from the work location with staff from all levels
Encourage free expression of ideas and opinions and reflection on information

**Determine:**

<input type="checkbox"/> what business the organisation is in;
<input type="checkbox"/> who the organisation's customers are
<input type="checkbox"/> what the needs and expectations of the customers are
<input type="checkbox"/> how the wanted/expected service can be delivered
<input type="checkbox"/> how strengths can be built on and weaknesses eliminated

**STEP 3: Preach and Teach the Service**

Create total commitment to the new culture by:
<input type="checkbox"/> communicating expectations emphasising the importance of service quality
<input type="checkbox"/> developing a programme to train staff in providing the service expected
<input type="checkbox"/> making service orientation the new corporate value

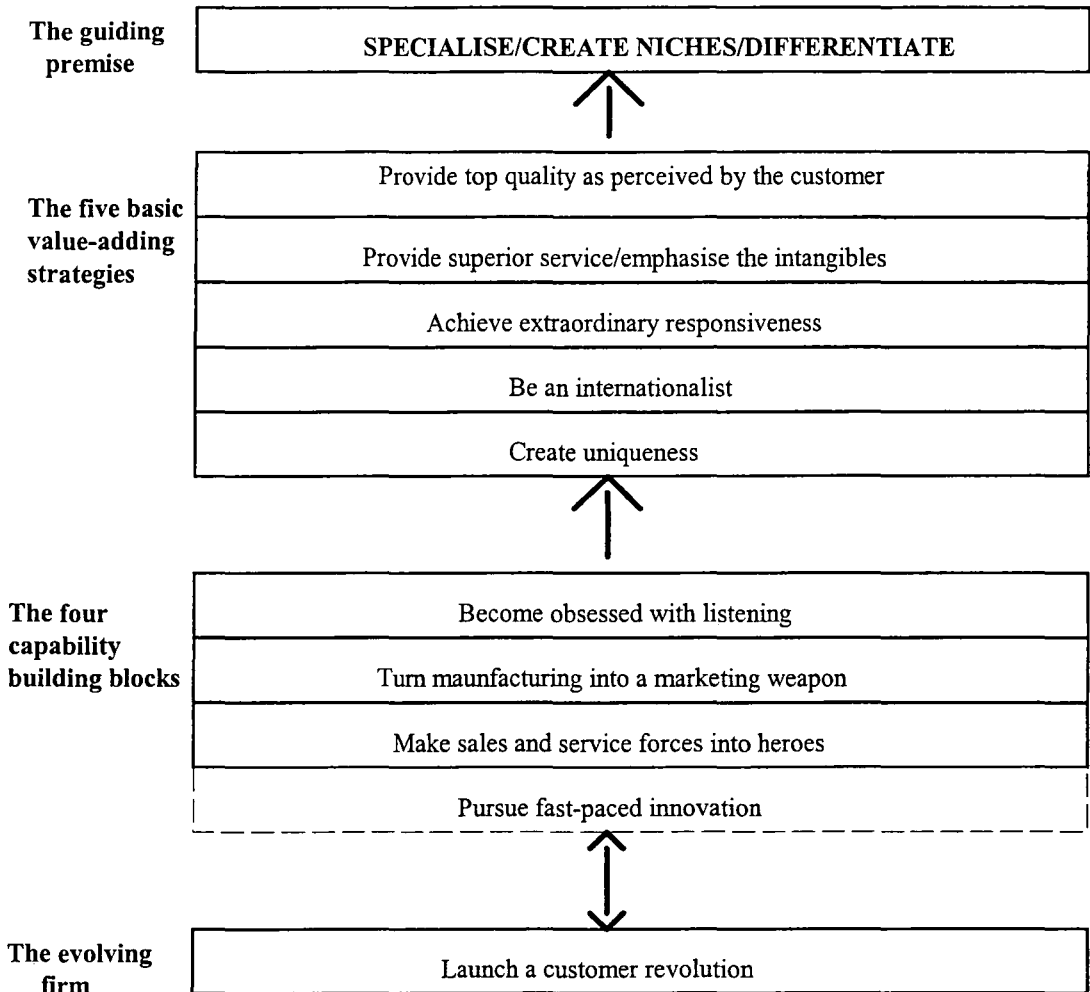
**STEP 4: Release creativity at the front-line**

Give front-line staff responsibility in operationalising the vision
Involve staff in focus groups for information on customer preferences
Allow front-line staff latitude in solving individual customer problems

**STEP 5: Keep commitment to the service alive**

Keep enthusiastic, service-oriented, committed and motivated staff satisfied:
<input type="checkbox"/> remove structures which inhibit employees' ability to implement the vision
<input type="checkbox"/> design develop procedures, rule and systems to be customer-friendly
<input type="checkbox"/> permanently adopt the 5 steps - make service orientation a way of life

## Creating total customer responsiveness



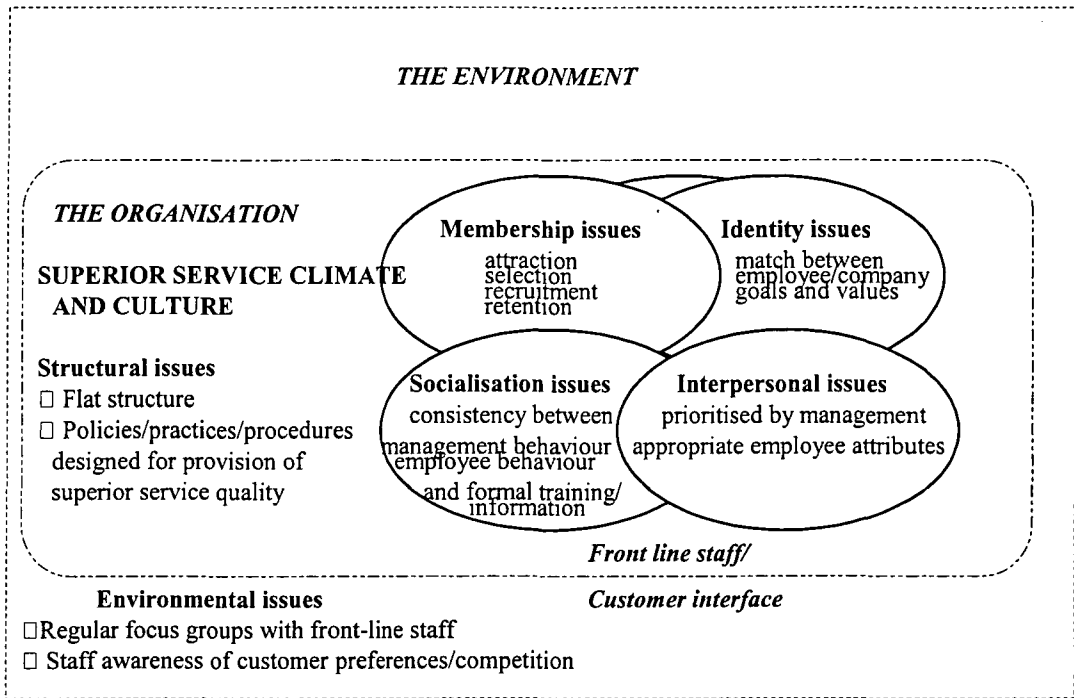
Source: Peters (1988)

## New strategies for today's customer driven organisation



Source: Carlzon, 1987

**Notes on climate and culture**



Source: Schneider (1986)



**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	33	23.9	28.7	28.7
	4 - 7 DAYS	55	39.9	47.8	76.5
	8 - 14 DAYS	21	15.2	18.3	94.8
	15 DAYS OR OVER	6	4.3	5.2	100.0
	Total	115	83.3	100.0	
Missing	System	23	16.7		
Total		138	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	74	53.6	56.5	56.5
	NO	56	40.6	42.7	99.2
	11.00	1	.7	.8	100.0
	Total	131	94.9	100.0	
Missing	System	7	5.1		
Total		138	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	61	44.2	73.5	73.5
	NO	22	15.9	26.5	100.0
	Total	83	60.1	100.0	
Missing	System	55	39.9		
Total		138	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	60	43.5	85.7	85.7
	NO	10	7.2	14.3	100.0
	Total	70	50.7	100.0	
Missing	System	68	49.3		
Total		138	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	16	11.6	12.3	12.3
	4 - 7 DAYS	46	33.3	35.4	47.7
	8 - 14 DAYS	37	26.8	28.5	76.2
	15 DAYS OR OVER	31	22.5	23.8	100.0
	Total	130	94.2	100.0	
Missing	System	8	5.8		
Total		138	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	12.3	12.7	12.7
	no	117	84.8	87.3	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	12.3	12.7	12.7
	no	117	84.8	87.3	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	49	35.5	36.6	36.6
	no	85	61.6	63.4	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	20.3	20.9	20.9
	no	106	76.8	79.1	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	26	18.8	19.5	19.5
	no	107	77.5	80.5	100.0
	Total	133	96.4	100.0	
Missing	System	5	3.6		
Total		138	100.0		



**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	29	21.0	43.9	43.9
	no	37	26.8	56.1	100.0
	Total	66	47.8	100.0	
Missing	System	72	52.2		
Total		138	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	38	27.5	28.4	28.4
	no	96	69.6	71.6	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	16	11.6	24.2	24.2
	no	50	36.2	75.8	100.0
	Total	66	47.8	100.0	
Missing	System	72	52.2		
Total		138	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	37	26.8	56.1	56.1
	no	29	21.0	43.9	100.0
	Total	66	47.8	100.0	
Missing	System	72	52.2		
Total		138	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	36	26.1	54.5	54.5
	no	30	21.7	45.5	100.0
	Total	66	47.8	100.0	
Missing	System	72	52.2		
Total		138	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	9.4	19.1	19.1
	no	55	39.9	80.9	100.0
	Total	68	49.3	100.0	
Missing	System	70	50.7		
Total		138	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	82	59.4	61.2	61.2
	no	52	37.7	38.8	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	23.9	24.6	24.6
	no	100	72.5	74.6	99.3
	22.00	1	.7	.7	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	10.9	11.2	11.2
	no	119	86.2	88.8	100.0
	Total	134	97.1	100.0	
Missing	System	4	2.9		
Total		138	100.0		

## Descriptives

### Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	133	2.8571
ALLOCATED STAFF TO DEAL WITH PROBLEMS	132	2.8712
STAFF AVAILABLE AND WILLING TO TALK	131	2.9695
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	130	2.3000
DOCUMENTED STRATEGY EXISTS	130	2.1923
RESPONSIVENESS PROMISED AND MAINTAINED	124	2.3145
SATISFIED WITH SERVICE QUALITY	131	2.3435
SATISFIED WITH RESPONSIVENESS LEVEL	128	2.4531
LEVEL OF SUPPORT IS EXCELLENT	127	2.3543
EXPECTATIONS MET AND SURPASSED	127	2.2362
COMPLETELY SATISFIED, NO CHANGES NECESSARY	120	1.8417
SATISFIED, FEW MINOR CHANGES NECESSARY	119	2.6218
DISSATISFIED, MANY MINOR CHANGES NECESSARY	112	2.5714
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	117	2.1197
Valid N (listwise)	103	

# Frequencies

## SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	50	67.6	67.6	67.6
	FEMALE	24	32.4	32.4	100.0
	Total	74	100.0	100.0	

## AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	6	8.1	8.1	8.1
	25-30	34	45.9	45.9	54.1
	31-40	31	41.9	41.9	95.9
	41-50	3	4.1	4.1	100.0
	Total	74	100.0	100.0	

## MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	40	54.1	54.8	54.8
	MARRIED/LIVING WITH PARTNER	32	43.2	43.8	98.6
	WIDOW/WIDOWER	1	1.4	1.4	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
Total		74	100.0		

## NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	56.8	60.9	60.9
	2.00	27	36.5	39.1	100.0
	Total	69	93.2	100.0	
Missing	System	5	6.8		
Total		74	100.0		

## QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	28	37.8	37.8	37.8
	BACHELOR DEGREE	39	52.7	52.7	90.5
	DIPLOMA/EQUIVALENT	2	2.7	2.7	93.2
	PROFESSIONAL QUALIFICATION	5	6.8	6.8	100.0
	Total	74	100.0	100.0	

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	73	98.6	100.0	100.0
Missing	System	1	1.4		
Total		74	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	8	10.8	10.8	10.8
	FAMILY/FRIEND	25	33.8	33.8	44.6
	EXHIBITION/FAIR	7	9.5	9.5	54.1
	AGENT/ADVISOR	2	2.7	2.7	56.8
	MEDIA	6	8.1	8.1	64.9
	ADVERTISEMENT	6	8.1	8.1	73.0
	SPECIALIST PUBLICATION	6	8.1	8.1	73.0
	INTERNET	1	1.4	1.4	74.3
	OTHER	13	17.6	17.6	91.9
	9.00	6	8.1	8.1	100.0
Total		74	100.0	100.0	

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	59	79.7	80.8	80.8
	NO	14	18.9	19.2	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
Total		74	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	19	25.7	35.2	35.2
	4 - 7 DAYS	17	23.0	31.5	66.7
	8 - 14 DAYS	9	12.2	16.7	83.3
	15 DAYS OR OVER	8	10.8	14.8	98.1
	5.00	1	1.4	1.9	100.0
	Total	54	73.0	100.0	
Missing	System	20	27.0		
Total		74	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	58	78.4	79.5	79.5
	NO	15	20.3	20.5	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
Total		74	100.0		

**Business School B Output**

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	30	40.5	49.2	49.2
	NO	31	41.9	50.8	100.0
	Total	61	82.4	100.0	
Missing	System	13	17.6		
Total		74	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	28	37.8	84.8	84.8
	NO	5	6.8	15.2	100.0
	Total	33	44.6	100.0	
Missing	System	41	55.4		
Total		74	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	3	4.1	4.7	4.7
	4 - 7 DAYS	19	25.7	29.7	34.4
	8 - 14 DAYS	15	20.3	23.4	57.8
	15 DAYS OR OVER	27	36.5	42.2	100.0
	Total	64	86.5	100.0	
Missing	System	10	13.5		
Total		74	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	53	71.6	72.6	72.6
	NO	20	27.0	27.4	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
Total		74	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	12	16.2	22.6	22.6
	GROUP	26	35.1	49.1	71.7
	BOTH	15	20.3	28.3	100.0
	Total	53	71.6	100.0	
Missing	System	21	28.4		
Total		74	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	42	97.7	100.0	100.0
Missing	System	1	2.3		
Total		43	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	11	25.6	25.6	25.6
	FAMILY/FRIEND	4	9.3	9.3	34.9
	AGENT/ADVISOR	3	7.0	7.0	41.9
	MEDIA	6	14.0	14.0	55.8
	ADVERTISEMENT				
	SPECIALIST	2	4.7	4.7	60.5
	PUBLICATION				
	OTHER	13	30.2	30.2	90.7
	9.00	4	9.3	9.3	100.0
Total		43	100.0	100.0	

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	35	81.4	81.4	81.4
	NO	8	18.6	18.6	100.0
Total		43	100.0	100.0	

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	11	25.6	31.4	31.4
	4 - 7 DAYS	18	41.9	51.4	82.9
	8 - 14 DAYS	5	11.6	14.3	97.1
	15 DAYS OR OVER	1	2.3	2.9	100.0
	Total	35	81.4	100.0	
Missing	System	8	18.6		
Total		43	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	32	74.4	76.2	76.2
	NO	10	23.3	23.8	100.0
	Total	42	97.7	100.0	
Missing	System	1	2.3		
Total		43	100.0		



# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	31	72.1	72.1	72.1
	FEMALE	12	27.9	27.9	100.0
	Total	43	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	3	7.0	7.0	7.0
	25-30	17	39.5	39.5	46.5
	31-40	18	41.9	41.9	88.4
	41-50	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	10	23.3	23.3	23.3
	MARRIED/LIVING WITH PARTNER	32	74.4	74.4	97.7
	DIVORCED/SEPARATED	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	28	65.1	73.7	73.7
	2.00	10	23.3	26.3	100.0
	Total	38	88.4	100.0	
Missing	System	5	11.6		
Total		43	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	11	25.6	26.2	26.2
	BACHELOR DEGREE	17	39.5	40.5	66.7
	DIPLOMA/EQUIVALENT	2	4.7	4.8	71.4
	CERTIFICATE/EQUIVALENT	3	7.0	7.1	78.6
	PROFESSIONAL QUALIFICATION	9	20.9	21.4	100.0
	Total	42	97.7	100.0	
Missing	System	1	2.3		
Total		43	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	74	3.2297
ALLOCATED STAFF TO DEAL WITH PROBLEMS	74	3.2973
STAFF AVAILABLE AND WILLING TO TALK	74	3.3108
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	72	2.7778
DOCUMENTED STRATEGY EXISTS	69	2.5072
RESPONSIVENESS PROMISED AND MAINTAINED	71	2.5634
SATISFIED WITH SERVICE QUALITY	72	2.6528
SATISFIED WITH RESPONSIVENESS LEVEL	72	2.7639
LEVEL OF SUPPORT IS EXCELLENT	73	2.7945
EXPECTATIONS MET AND SURPASSED	71	2.5211
COMPLETELY SATISFIED, NO CHANGES NECESSARY	70	2.1571
SATISFIED, FEW MINOR CHANGES NECESSARY	70	3.1429
DISSATISFIED, MANY MINOR CHANGES NECESSARY	68	2.1618
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	66	1.7576
Valid N (listwise)	59	

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	16.2	52.2	52.2
	no	11	14.9	47.8	100.0
	Total	23	31.1	100.0	
Missing	System	51	68.9		
Total		74	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	12.2	17.6	17.6
	no	42	56.8	82.4	100.0
	Total	51	68.9	100.0	
Missing	System	23	31.1		
Total		74	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	34	45.9	45.9	45.9
	no	40	54.1	54.1	100.0
	Total	74	100.0	100.0	

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	16.2	16.2	16.2
	no	62	83.8	83.8	100.0
	Total	74	100.0	100.0	

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	10.8	10.8	10.8
	no	66	89.2	89.2	100.0
	Total	74	100.0	100.0	

### Financial problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	17.6	17.6	17.6
	no	61	82.4	82.4	100.0
	Total	74	100.0	100.0	

### Personal problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	14.9	14.9	14.9
	no	63	85.1	85.1	100.0
	Total	74	100.0	100.0	

### Problems taking time off work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	13.5	43.5	43.5
	no	13	17.6	56.5	100.0
	Total	23	31.1	100.0	
Missing	System	51	68.9		
Total		74	100.0		

### Problems returning to study environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	9.5	30.4	30.4
	no	16	21.6	69.6	100.0
	Total	23	31.1	100.0	
Missing	System	51	68.9		
Total		74	100.0		

### Problems with group work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	4.1	13.0	13.0
	no	20	27.0	87.0	100.0
	Total	23	31.1	100.0	
Missing	System	51	68.9		
Total		74	100.0		

### Problems with impact on family and friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	13.5	43.5	43.5
	no	13	17.6	56.5	100.0
	Total	23	31.1	100.0	
Missing	System	51	68.9		
Total		74	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	43	58.1	81.1	81.1
	NO	10	13.5	18.9	100.0
	Total	53	71.6	100.0	
Missing	System	21	28.4		
Total		74	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	50	67.6	68.5	68.5
	1 - 2 years	3	4.1	4.1	72.6
	over 2 years	20	27.0	27.4	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
Total		74	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	56	75.7	76.7	76.7
	2.00	14	18.9	19.2	95.9
	3.00	3	4.1	4.1	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
Total		74	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	18.9	18.9	18.9
	no	60	81.1	81.1	100.0
	Total	74	100.0	100.0	

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	12.2	12.2	12.2
	no	65	87.8	87.8	100.0
	Total	74	100.0	100.0	

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	37.8	37.8	37.8
	no	46	62.2	62.2	100.0
	Total	74	100.0	100.0	

**Business School C Output**

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	14	32.6	37.8	37.8
	NO	23	53.5	62.2	100.0
	Total	37	86.0	100.0	
Missing	System	6	14.0		
Total		43	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	15	34.9	71.4	71.4
	NO	6	14.0	28.6	100.0
	Total	21	48.8	100.0	
Missing	System	22	51.2		
Total		43	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	4	9.3	10.0	10.0
	4 - 7 DAYS	8	18.6	20.0	30.0
	8 - 14 DAYS	14	32.6	35.0	65.0
	15 DAYS OR OVER	14	32.6	35.0	100.0
	Total	40	93.0	100.0	
Missing	System	3	7.0		
Total		43	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	26	60.5	60.5	60.5
	NO	17	39.5	39.5	100.0
	Total	43	100.0	100.0	

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	26	60.5	96.3	96.3
	BOTH	1	2.3	3.7	100.0
	Total	27	62.8	100.0	
Missing	System	16	37.2		
Total		43	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	15	34.9	51.7	51.7
	NO	14	32.6	48.3	100.0
	Total	29	67.4	100.0	
Missing	System	14	32.6		
Total		43	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	12	27.9	27.9	27.9
	1 - 2 years	2	4.7	4.7	32.6
	over 2 years	29	67.4	67.4	100.0
Total		43	100.0	100.0	

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	21	48.8	51.2	51.2
	2.00	10	23.3	24.4	75.6
	3.00	9	20.9	22.0	97.6
	5.00	1	2.3	2.4	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	43	100.0	100.0	100.0

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	7.0	7.0	7.0
	no	40	93.0	93.0	100.0
	Total	43	100.0	100.0	

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	19	44.2	44.2	44.2
	no	24	55.8	55.8	100.0
	Total	43	100.0	100.0	



**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	9.3	9.3	9.3
	no	39	90.7	90.7	100.0
	Total	43	100.0	100.0	

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	16.3	16.3	16.3
	no	36	83.7	83.7	100.0
	Total	43	100.0	100.0	

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	27.9	40.0	40.0
	no	18	41.9	60.0	100.0
	Total	30	69.8	100.0	
Missing	System	13	30.2		
Total		43	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	20.9	20.9	20.9
	no	34	79.1	79.1	100.0
	Total	43	100.0	100.0	

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	7.0	10.0	10.0
	no	27	62.8	90.0	100.0
	Total	30	69.8	100.0	
Missing	System	13	30.2		
Total		43	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	39.5	56.7	56.7
	no	13	30.2	43.3	100.0
	Total	30	69.8	100.0	
Missing	System	13	30.2		
Total		43	100.0		

### Problems balancing priorities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	23	53.5	76.7	76.7
	no	7	16.3	23.3	100.0
	Total	30	69.8	100.0	
Missing	System	13	30.2		
Total		43	100.0		

### Problem with language?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	7.0	23.1	23.1
	no	10	23.3	76.9	100.0
	Total	13	30.2	100.0	
Missing	System	30	69.8		
Total		43	100.0		

### Problems with work load

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	55.8	55.8	55.8
	no	19	44.2	44.2	100.0
	Total	43	100.0	100.0	

### Problems with expectations of standard of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	27.9	27.9	27.9
	no	31	72.1	72.1	100.0
	Total	43	100.0	100.0	

### Other problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	9.3	9.3	9.3
	no	39	90.7	90.7	100.0
	Total	43	100.0	100.0	

## Descriptives

### Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	40	2.8750
ALLOCATED STAFF TO DEAL WITH PROBLEMS	43	2.6512
STAFF AVAILABLE AND WILLING TO TALK	42	2.6667
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	42	2.3095
DOCUMENTED STRATEGY EXISTS	43	2.1628
RESPONSIVENESS PROMISED AND MAINTAINED	39	2.4359
SATISFIED WITH SERVICE QUALITY	43	2.3256
SATISFIED WITH RESPONSIVENESS LEVEL	42	2.3810
LEVEL OF SUPPORT IS EXCELLENT	39	2.3590
EXPECTATIONS MET AND SURPASSED	43	2.2093
COMPLETELY SATISFIED, NO CHANGES NECESSARY	41	2.0732
SATISFIED, FEW MINOR CHANGES NECESSARY	40	2.5250
DISSATISFIED, MANY MINOR CHANGES NECESSARY	40	2.5000
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	38	2.0263
Valid N (listwise)	32	

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	8	36.4	36.4	36.4
	FEMALE	14	63.6	63.6	100.0
	Total	22	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	5	22.7	22.7	22.7
	25-30	8	36.4	36.4	59.1
	31-40	4	18.2	18.2	77.3
	41-50	4	18.2	18.2	95.5
	51 OR OVER	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	8	36.4	38.1	38.1
	MARRIED/LIVING WITH PARTNER	11	50.0	52.4	90.5
	DIVORCED/SEPARATED	2	9.1	9.5	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	63.6	70.0	70.0
	2.00	6	27.3	30.0	100.0
	Total	20	90.9	100.0	
Missing	System	2	9.1		
Total		22	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	5	22.7	22.7	22.7
	BACHELOR DEGREE	10	45.5	45.5	68.2
	DIPLOMA/EQUIVALENT	4	18.2	18.2	86.4
	PROFESSIONAL QUALIFICATION	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**Business School D Output**

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	16	61.5	61.5	61.5
	FEMALE	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	4	15.4	15.4	15.4
	31-40	17	65.4	65.4	80.8
	41-50	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	3	11.5	11.5	11.5
	MARRIED/LIVING WITH PARTNER	21	80.8	80.8	92.3
	DIVORCED/SEPARATED	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	69.2	100.0	100.0
Missing	System	8	30.8		
	Total	26	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	3	11.5	12.0	12.0
	BACHELOR DEGREE	5	19.2	20.0	32.0
	DIPLOMA/EQUIVALENT	3	11.5	12.0	44.0
	CERTIFICATE/EQUIVALENT	4	15.4	16.0	60.0
	PROFESSIONAL QUALIFICATION	10	38.5	40.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
	Total	26	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	22	2.8182
ALLOCATED STAFF TO DEAL WITH PROBLEMS	22	2.5455
STAFF AVAILABLE AND WILLING TO TALK	22	3.0000
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	22	2.3636
DOCUMENTED STRATEGY EXISTS	22	1.7727
RESPONSIVENESS PROMISED AND MAINTAINED	22	2.0909
SATISFIED WITH SERVICE QUALITY	22	2.3182
SATISFIED WITH RESPONSIVENESS LEVEL	22	2.2273
LEVEL OF SUPPORT IS EXCELLENT	22	2.2727
EXPECTATIONS MET AND SURPASSED	22	2.1818
COMPLETELY SATISFIED, NO CHANGES NECESSARY	20	1.9500
SATISFIED, FEW MINOR CHANGES NECESSARY	19	2.6316
DISSATISFIED, MANY MINOR CHANGES NECESSARY	20	2.7000
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	18	2.5000
Valid N (listwise)	18	

### Problems with work load

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	77.3	77.3	77.3
	no	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

### Problems with expectations of standard of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	36.4	36.4	36.4
	no	14	63.6	63.6	100.0
	Total	22	100.0	100.0	

### Other problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	4.5	4.5	4.5
	no	21	95.5	95.5	100.0
	Total	22	100.0	100.0	



**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	13.6	25.0	25.0
	no	9	40.9	75.0	100.0
	Total	12	54.5	100.0	
Missing	System	10	45.5		
Total		22	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	31.8	31.8	31.8
	no	15	68.2	68.2	100.0
	Total	22	100.0	100.0	

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	12	54.5	100.0	100.0
Missing	System	10	45.5		
Total		22	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	36.4	66.7	66.7
	no	4	18.2	33.3	100.0
	Total	12	54.5	100.0	
Missing	System	10	45.5		
Total		22	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	36.4	66.7	66.7
	no	4	18.2	33.3	100.0
	Total	12	54.5	100.0	
Missing	System	10	45.5		
Total		22	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	22.7	50.0	50.0
	no	5	22.7	50.0	100.0
	Total	10	45.5	100.0	
Missing	System	12	54.5		
Total		22	100.0		

### Year of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	45.5	45.5	45.5
	2.00	9	40.9	40.9	86.4
	3.00	2	9.1	9.1	95.5
	4.00	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

### Problem with accommodation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	9.1	9.1	9.1
	no	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

### Problem with mixing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	9.1	9.1	9.1
	no	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

### Problem returning to study part time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	22.7	22.7	22.7
	no	17	77.3	77.3	100.0
	Total	22	100.0	100.0	

### Financial problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	22.7	22.7	22.7
	no	17	77.3	77.3	100.0
	Total	22	100.0	100.0	

### Personal problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	31.8	31.8	31.8
	no	15	68.2	68.2	100.0
	Total	22	100.0	100.0	

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	3	13.6	50.0	50.0
	NO	3	13.6	50.0	100.0
	Total	6	27.3	100.0	
Missing	System	16	72.7		
Total		22	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	5	22.7	22.7	22.7
	4 - 7 DAYS	6	27.3	27.3	50.0
	8 - 14 DAYS	6	27.3	27.3	77.3
	15 DAYS OR OVER	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	10	45.5	45.5	45.5
	NO	12	54.5	54.5	100.0
	Total	22	100.0	100.0	

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	5	22.7	55.6	55.6
	GROUP	4	18.2	44.4	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	1	4.5	11.1	11.1
	NO	8	36.4	88.9	100.0
	Total	9	40.9	100.0	
Missing	System	13	59.1		
Total		22	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 2 years	14	63.6	63.6	63.6
	over 2 years	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

### DISABILITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	21	95.5	100.0	100.0
Missing	System	1	4.5		
Total		22	100.0		

### INITIAL AWARENESS OF COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	7	31.8	31.8	31.8
	FAMILY/FRIEND	9	40.9	40.9	72.7
	AGENT/ADVISOR	1	4.5	4.5	77.3
	OTHER	4	18.2	18.2	95.5
	9.00	1	4.5	4.5	100.0
Total		22	100.0	100.0	

### INITIAL INFORMATION REQUESTED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	19	86.4	86.4	86.4
	NO	3	13.6	13.6	100.0
Total		22	100.0	100.0	

### TIME TAKEN FOR INFO TO ARRIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	5	22.7	26.3	26.3
	4 - 7 DAYS	11	50.0	57.9	84.2
	8 - 14 DAYS	2	9.1	10.5	94.7
	15 DAYS OR OVER	1	4.5	5.3	100.0
	Total	19	86.4	100.0	
Missing	System	3	13.6		
Total		22	100.0		

### AWARE OF QAT/RAE EXERCISES?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	9	40.9	40.9	40.9
	NO	13	59.1	59.1	100.0
Total		22	100.0	100.0	

### PERFORMANCE ENQUIRY MADE?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	3	13.6	30.0	30.0
	NO	7	31.8	70.0	100.0
	Total	10	45.5	100.0	
Missing	System	12	54.5		
Total		22	100.0		

**Business School E Output**

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	16	41.0	55.2	55.2
	NO	13	33.3	44.8	100.0
	Total	29	74.4	100.0	
Missing	System	10	25.6		
Total		39	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	over 2 years	39	100.0	100.0	100.0

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	35.9	36.8	36.8
	2.00	9	23.1	23.7	60.5
	3.00	15	38.5	39.5	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	39	100.0	100.0	100.0

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	5.1	5.1	5.1
	no	37	94.9	94.9	100.0
	Total	39	100.0	100.0	

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	46.2	46.2	46.2
	no	21	53.8	53.8	100.0
	Total	39	100.0	100.0	

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	10.3	10.3	10.3
	no	35	89.7	89.7	100.0
	Total	39	100.0	100.0	

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	1	2.6	5.3	5.3
	NO	18	46.2	94.7	100.0
	Total	19	48.7	100.0	
Missing	System	20	51.3		
Total		39	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	1	2.6	14.3	14.3
	NO	6	15.4	85.7	100.0
	Total	7	17.9	100.0	
Missing	System	32	82.1		
Total		39	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	8	20.5	21.1	21.1
	4 - 7 DAYS	8	20.5	21.1	42.1
	8 - 14 DAYS	16	41.0	42.1	84.2
	15 DAYS OR OVER	6	15.4	15.8	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	29	74.4	74.4	74.4
	NO	10	25.6	25.6	100.0
	Total	39	100.0	100.0	

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	13	33.3	44.8	44.8
	GROUP	13	33.3	44.8	89.7
	BOTH	3	7.7	10.3	100.0
	Total	29	74.4	100.0	
Missing	System	10	25.6		
Total		39	100.0		

### DISABILITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	34	87.2	100.0	100.0
Missing	System	5	12.8		
Total		39	100.0		

### INITIAL AWARENESS OF COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	21	53.8	53.8	53.8
	FAMILY/FRIEND	6	15.4	15.4	69.2
	EXHIBITION/FAIR	1	2.6	2.6	71.8
	AGENT/ADVISOR	1	2.6	2.6	74.4
	MEDIA				
	ADVERTISEMENT	4	10.3	10.3	84.6
	OTHER	6	15.4	15.4	100.0
Total		39	100.0	100.0	

### INITIAL INFORMATION REQUESTED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	31	79.5	79.5	79.5
	NO	8	20.5	20.5	100.0
Total		39	100.0	100.0	

### TIME TAKEN FOR INFO TO ARRIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	11	28.2	36.7	36.7
	4 - 7 DAYS	14	35.9	46.7	83.3
	8 - 14 DAYS	4	10.3	13.3	96.7
	15 DAYS OR OVER	1	2.6	3.3	100.0
	Total	30	76.9	100.0	
Missing	System	9	23.1		
Total		39	100.0		

### AWARE OF QAT/RAE EXERCISES?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	16	41.0	42.1	42.1
	NO	22	56.4	57.9	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		



# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	26	66.7	66.7	66.7
	FEMALE	13	33.3	33.3	100.0
	Total	39	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	10	25.6	25.6	25.6
	31-40	18	46.2	46.2	71.8
	41-50	10	25.6	25.6	97.4
	51 OR OVER	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	7	17.9	17.9	17.9
	MARRIED/LIVING WITH PARTNER	31	79.5	79.5	97.4
	DIVORCED/SEPARATED	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	82.1	94.1	94.1
	2.00	2	5.1	5.9	100.0
	Total	34	87.2	100.0	
Missing	System	5	12.8		
Total		39	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	5	12.8	12.8	12.8
	BACHELOR DEGREE	9	23.1	23.1	35.9
	DIPLOMA/EQUIVALENT	10	25.6	25.6	61.5
	CERTIFICATE/EQUIVALENT	1	2.6	2.6	64.1
	PROFESSIONAL QUALIFICATION	14	35.9	35.9	100.0
	Total	39	100.0	100.0	

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	26	3.2308
ALLOCATED STAFF TO DEAL WITH PROBLEMS	26	2.9231
STAFF AVAILABLE AND WILLING TO TALK	26	2.9615
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	26	2.6154
DOCUMENTED STRATEGY EXISTS	25	2.3200
RESPONSIVENESS PROMISED AND MAINTAINED	26	2.6154
SATISFIED WITH SERVICE QUALITY	26	2.6154
SATISFIED WITH RESPONSIVENESS LEVEL	26	2.9231
LEVEL OF SUPPORT IS EXCELLENT	26	2.6923
EXPECTATIONS MET AND SURPASSED	26	2.3462
COMPLETELY SATISFIED, NO CHANGES NECESSARY	22	2.1364
SATISFIED, FEW MINOR CHANGES NECESSARY	24	3.1667
DISSATISFIED, MANY MINOR CHANGES NECESSARY	22	2.1364
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	21	1.4762
Valid N (listwise)	21	

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	69.2	72.0	72.0
	no	7	26.9	28.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	53.8	56.0	56.0
	no	11	42.3	44.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	16	61.5	64.0	64.0
	no	9	34.6	36.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	19.2	20.0	20.0
	no	20	76.9	80.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	96.2	100.0	100.0
Missing	System	1	3.8		
Total		26	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	15.4	16.0	16.0
	no	21	80.8	84.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	15.4	16.0	16.0
	no	21	80.8	84.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	34.6	36.0	36.0
	no	16	61.5	64.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	38.5	40.0	40.0
	no	15	57.7	60.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	11.5	12.0	12.0
	no	22	84.6	88.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	7	26.9	33.3	33.3
	NO	14	53.8	66.7	100.0
	Total	21	80.8	100.0	
Missing	System	5	19.2		
Total		26	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	over 2 years	25	96.2	100.0	100.0
Missing	System	1	3.8		
Total		26	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	50.0	56.5	56.5
	2.00	8	30.8	34.8	91.3
	3.00	2	7.7	8.7	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
Total		26	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	96.2	100.0	100.0
Missing	System	1	3.8		
Total		26	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	3.8	4.0	4.0
	no	24	92.3	96.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	50.0	52.0	52.0
	no	12	46.2	48.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

### DISABILITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	25	96.2	96.2	96.2
	UNREGISTERED DISABLED	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

### INITIAL AWARENESS OF COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	10	38.5	38.5	38.5
	FAMILY/FRIEND	6	23.1	23.1	61.5
	EXHIBITION/FAIR	1	3.8	3.8	65.4
	MEDIA ADVERTISEMENT	4	15.4	15.4	80.8
	OTHER	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

### INITIAL INFORMATION REQUESTED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	23	88.5	95.8	95.8
	NO	1	3.8	4.2	100.0
	Total	24	92.3	100.0	
Missing	System	2	7.7		
Total		26	100.0		

### TIME TAKEN FOR INFO TO ARRIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	8	30.8	36.4	36.4
	4 - 7 DAYS	10	38.5	45.5	81.8
	8 - 14 DAYS	4	15.4	18.2	100.0
	Total	22	84.6	100.0	
Missing	System	4	15.4		
Total		26	100.0		

### AWARE OF QAT/RAE EXERCISES?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	10	38.5	41.7	41.7
	NO	14	53.8	58.3	100.0
	Total	24	92.3	100.0	
Missing	System	2	7.7		
Total		26	100.0		

**Business School F Output**

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	7	26.9	33.3	33.3
	NO	14	53.8	66.7	100.0
	Total	21	80.8	100.0	
Missing	System	5	19.2		
Total		26	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	over 2 years	25	96.2	100.0	100.0
Missing	System	1	3.8		
Total		26	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	50.0	56.5	56.5
	2.00	8	30.8	34.8	91.3
	3.00	2	7.7	8.7	100.0
	Total	23	88.5	100.0	
Missing	System	3	11.5		
Total		26	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	96.2	100.0	100.0
Missing	System	1	3.8		
Total		26	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	3.8	4.0	4.0
	no	24	92.3	96.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	50.0	52.0	52.0
	no	12	46.2	48.0	100.0
	Total	25	96.2	100.0	
Missing	System	1	3.8		
Total		26	100.0		



**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	25	96.2	96.2	96.2
	UNREGISTERED DISABLED	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	10	38.5	38.5	38.5
	FAMILY/FRIEND	6	23.1	23.1	61.5
	EXHIBITION/FAIR	1	3.8	3.8	65.4
	MEDIA ADVERTISEMENT	4	15.4	15.4	80.8
	OTHER	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	23	88.5	95.8	95.8
	NO	1	3.8	4.2	100.0
	Total	24	92.3	100.0	
Missing	System	2	7.7		
Total		26	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	8	30.8	36.4	36.4
	4 - 7 DAYS	10	38.5	45.5	81.8
	8 - 14 DAYS	4	15.4	18.2	100.0
	Total	22	84.6	100.0	
Missing	System	4	15.4		
Total		26	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	10	38.5	41.7	41.7
	NO	14	53.8	58.3	100.0
	Total	24	92.3	100.0	
Missing	System	2	7.7		
Total		26	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	23.1	23.1	23.1
	no	29	74.4	74.4	97.4
	11.00	1	2.6	2.6	100.0
	Total	39	100.0	100.0	

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	28.2	28.2	28.2
	no	28	71.8	71.8	100.0
	Total	39	100.0	100.0	

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	30.8	30.8	30.8
	no	27	69.2	69.2	100.0
	Total	39	100.0	100.0	

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	12.8	12.8	12.8
	no	34	87.2	87.2	100.0
	Total	39	100.0	100.0	

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	26	66.7	66.7	66.7
	no	13	33.3	33.3	100.0
	Total	39	100.0	100.0	

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	22	56.4	56.4	56.4
	no	17	43.6	43.6	100.0
	Total	39	100.0	100.0	

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	29	74.4	74.4	74.4
	no	10	25.6	25.6	100.0
	Total	39	100.0	100.0	

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	35.9	35.9	35.9
	no	25	64.1	64.1	100.0
	Total	39	100.0	100.0	

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	15.4	15.4	15.4
	no	33	84.6	84.6	100.0
	Total	39	100.0	100.0	

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	29	70.7	70.7	70.7
	FEMALE	12	29.3	29.3	100.0
	Total	41	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	3	7.3	7.3	7.3
	25-30	13	31.7	31.7	39.0
	31-40	18	43.9	43.9	82.9
	41-50	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	9	22.0	22.0	22.0
	MARRIED/LIVING WITH PARTNER	31	75.6	75.6	97.6
	DIVORCED/SEPARATED	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	31	75.6	86.1	86.1
	2.00	5	12.2	13.9	100.0
	Total	36	87.8	100.0	
Missing	System	5	12.2		
Total		41	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	2	4.9	4.9	4.9
	BACHELOR DEGREE	10	24.4	24.4	29.3
	DIPLOMA/EQUIVALENT	10	24.4	24.4	53.7
	CERTIFICATE/EQUIVALENT	6	14.6	14.6	68.3
	PROFESSIONAL QUALIFICATION	13	31.7	31.7	100.0
	Total	41	100.0	100.0	

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	39	95.1	100.0	100.0
Missing	System	2	4.9		
Total		41	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	14	34.1	34.1	34.1
	FAMILY/FRIEND	20	48.8	48.8	82.9
	EXHIBITION/FAIR	1	2.4	2.4	85.4
	MEDIA	1	2.4	2.4	87.8
	ADVERTISEMENT	1	2.4	2.4	90.2
	SPECIALIST PUBLICATION	1	2.4	2.4	90.2
	OTHER	4	9.8	9.8	100.0
Total		41	100.0	100.0	

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	32	78.0	82.1	82.1
	NO	7	17.1	17.9	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	8	19.5	25.0	25.0
	4 - 7 DAYS	17	41.5	53.1	78.1
	8 - 14 DAYS	5	12.2	15.6	93.8
	15 DAYS OR OVER	2	4.9	6.3	100.0
	Total	32	78.0	100.0	
Missing	System	9	22.0		
Total		41	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	17	41.5	43.6	43.6
	NO	22	53.7	56.4	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	6	14.6	33.3	33.3
	NO	12	29.3	66.7	100.0
	Total	18	43.9	100.0	
Missing	System	23	56.1		
Total		41	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	6	14.6	66.7	66.7
	NO	3	7.3	33.3	100.0
	Total	9	22.0	100.0	
Missing	System	32	78.0		
Total		41	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	6	14.6	16.2	16.2
	4 - 7 DAYS	6	14.6	16.2	32.4
	8 - 14 DAYS	14	34.1	37.8	70.3
	15 DAYS OR OVER	11	26.8	29.7	100.0
	Total	37	90.2	100.0	
Missing	System	4	9.8		
Total		41	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	27	65.9	69.2	69.2
	NO	12	29.3	30.8	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	26	63.4	96.3	96.3
	BOTH	1	2.4	3.7	100.0
	Total	27	65.9	100.0	
Missing	System	14	34.1		
Total		41	100.0		

**Business School G Output**

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	5	38.5	83.3	83.3
	NO	1	7.7	16.7	100.0
	Total	6	46.2	100.0	
Missing	System	7	53.8		
Total		13	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	1	7.7	8.3	8.3
	8 - 14 DAYS	6	46.2	50.0	58.3
	15 DAYS OR OVER	5	38.5	41.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	2	15.4	18.2	18.2
	NO	9	69.2	81.8	100.0
	Total	11	84.6	100.0	
Missing	System	2	15.4		
Total		13	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GROUP	2	15.4	100.0	100.0
Missing	System	11	84.6		
Total		13	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	1	7.7	100.0	100.0
Missing	System	12	92.3		
Total		13	100.0		

**How many years of study to gain qual.?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year or under	12	92.3	100.0	100.0
Missing	System	1	7.7		
Total		13	100.0		



**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FAMILY/FRIEND	9	69.2	75.0	75.0
	AGENT/ADVISOR	1	7.7	8.3	83.3
	INTERNET	1	7.7	8.3	91.7
	Employer	1	7.7	8.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	11	84.6	91.7	91.7
	NO	1	7.7	8.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 - 7 DAYS	5	38.5	45.5	45.5
	8 - 14 DAYS	5	38.5	45.5	90.9
	15 DAYS OR OVER	1	7.7	9.1	100.0
	Total	11	84.6	100.0	
Missing	System	2	15.4		
Total		13	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	7	53.8	58.3	58.3
	NO	5	38.5	41.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	5	38.5	62.5	62.5
	NO	3	23.1	37.5	100.0
	Total	8	61.5	100.0	
Missing	System	5	38.5		
Total		13	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	6	46.2	46.2	46.2
	FEMALE	7	53.8	53.8	100.0
	Total	13	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	6	46.2	46.2	46.2
	25-30	6	46.2	46.2	92.3
	31-40	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	12	92.3	92.3	92.3
	MARRIED/LIVING WITH PARTNER	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	1	7.7	7.7	7.7
	Overseas	12	92.3	92.3	100.0
	Total	13	100.0	100.0	

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	3	23.1	23.1	23.1
	BACHELOR DEGREE	10	76.9	76.9	100.0
	Total	13	100.0	100.0	

### DISABILITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	12	92.3	92.3	92.3
	UNREGISTERED DISABLED	1	7.7	7.7	100.0
	Total	13	100.0	100.0	

## Descriptives

### Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	41	3.0488
ALLOCATED STAFF TO DEAL WITH PROBLEMS	41	3.1707
STAFF AVAILABLE AND WILLING TO TALK	41	2.9024
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	40	2.6250
DOCUMENTED STRATEGY EXISTS	39	2.4872
RESPONSIVENESS PROMISED AND MAINTAINED	40	2.4250
SATISFIED WITH SERVICE QUALITY	41	2.4390
SATISFIED WITH RESPONSIVENESS LEVEL	40	2.4750
LEVEL OF SUPPORT IS EXCELLENT	41	2.6341
EXPECTATIONS MET AND SURPASSED	40	2.2250
COMPLETELY SATISFIED, NO CHANGES NECESSARY	36	1.7222
SATISFIED, FEW MINOR CHANGES NECESSARY	40	2.7500
DISSATISFIED, MANY MINOR CHANGES NECESSARY	35	2.5143
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	36	2.2778
Valid N (listwise)	33	

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	16	39.0	41.0	41.0
	no	23	56.1	59.0	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	2.4	2.6	2.6
	no	38	92.7	97.4	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	2.4	3.0	3.0
	no	32	78.0	97.0	100.0
	Total	33	80.5	100.0	
Missing	System	8	19.5		
Total		41	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	20	48.8	60.6	60.6
	no	13	31.7	39.4	100.0
	Total	33	80.5	100.0	
Missing	System	8	19.5		
Total		41	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	41.5	51.5	51.5
	no	16	39.0	48.5	100.0
	Total	33	80.5	100.0	
Missing	System	8	19.5		
Total		41	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	4.9	33.3	33.3
	no	4	9.8	66.7	100.0
	Total	6	14.6	100.0	
Missing	System	35	85.4		
Total		41	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	27	65.9	69.2	69.2
	no	12	29.3	30.8	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	24.4	25.6	25.6
	no	29	70.7	74.4	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	22.0	23.1	23.1
	no	30	73.2	76.9	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	19.5	20.5	20.5
	no	31	75.6	79.5	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	19.5	24.2	24.2
	no	25	61.0	75.8	100.0
	Total	33	80.5	100.0	
Missing	System	8	19.5		
Total		41	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	24.4	25.6	25.6
	no	29	70.7	74.4	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	8	19.5	28.6	28.6
	NO	20	48.8	71.4	100.0
	Total	28	68.3	100.0	
Missing	System	13	31.7		
Total		41	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	6	14.6	15.4	15.4
	over 2 years	33	80.5	84.6	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	36.6	38.5	38.5
	2.00	9	22.0	23.1	61.5
	3.00	15	36.6	38.5	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	4.9	5.1	5.1
	no	37	90.2	94.9	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	2.4	2.6	2.6
	no	38	92.7	97.4	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

**Business School H Output**



**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	90	53.9	55.9	55.9
	NO	71	42.5	44.1	100.0
	Total	161	96.4	100.0	
Missing	System	6	3.6		
Total		167	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	37	22.2	43.0	43.0
	GROUP	31	18.6	36.0	79.1
	BOTH	18	10.8	20.9	100.0
	Total	86	51.5	100.0	
Missing	System	81	48.5		
Total		167	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	56	33.5	66.7	66.7
	NO	28	16.8	33.3	100.0
	Total	84	50.3	100.0	
Missing	System	83	49.7		
Total		167	100.0		

**How many years of study to gain qual.?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year or under	151	90.4	92.1	92.1
	1 - 2 years	13	7.8	7.9	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**YEARIN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	163	97.6	99.4	99.4
	2.00	1	.6	.6	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	31	18.6	23.8	23.8
	4 - 7 DAYS	46	27.5	35.4	59.2
	8 - 14 DAYS	37	22.2	28.5	87.7
	15 DAYS OR OVER	15	9.0	11.5	99.2
	5.00	1	.6	.8	100.0
	Total	130	77.8	100.0	
Missing	System	37	22.2		
Total		167	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	102	61.1	64.2	64.2
	NO	56	33.5	35.2	99.4
	11.00	1	.6	.6	100.0
	Total	159	95.2	100.0	
Missing	System	8	4.8		
Total		167	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	67	40.1	60.9	60.9
	NO	43	25.7	39.1	100.0
	Total	110	65.9	100.0	
Missing	System	57	34.1		
Total		167	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	68	40.7	89.5	89.5
	NO	8	4.8	10.5	100.0
	Total	76	45.5	100.0	
Missing	System	91	54.5		
Total		167	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	10	6.0	6.3	6.3
	4 - 7 DAYS	37	22.2	23.4	29.7
	8 - 14 DAYS	43	25.7	27.2	57.0
	15 DAYS OR OVER	68	40.7	43.0	100.0
	Total	158	94.6	100.0	
Missing	System	9	5.4		
Total		167	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	51	30.5	30.7	30.7
	BACHELOR DEGREE	99	59.3	59.6	90.4
	DIPLOMA/EQUIVALENT	5	3.0	3.0	93.4
	CERTIFICATE/EQUIVALENT	2	1.2	1.2	94.6
	PROFESSIONAL QUALIFICATION	9	5.4	5.4	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

### DISABILITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	162	97.0	98.2	98.2
	UNREGISTERED DISABLED	2	1.2	1.2	99.4
	REGISTERED DISABLED	1	.6	.6	100.0
	Total	165	98.8	100.0	
Missing	System	2	1.2		
Total		167	100.0		

### INITIAL AWARENESS OF COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	21	12.6	12.8	12.8
	FAMILY/FRIEND	63	37.7	38.4	51.2
	EXHIBITION/FAIR	11	6.6	6.7	57.9
	AGENT/ADVISOR	8	4.8	4.9	62.8
	MEDIA	7	4.2	4.3	67.1
	ADVERTISEMENT	7	4.2	4.3	67.1
	SPECIALIST PUBLICATION	12	7.2	7.3	74.4
	INTERNET	9	5.4	5.5	79.9
	Employer	11	6.6	6.7	86.6
	other	22	13.2	13.4	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

### INITIAL INFORMATION REQUESTED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	134	80.2	82.2	82.2
	NO	29	17.4	17.8	100.0
	Total	163	97.6	100.0	
Missing	System	4	2.4		
Total		167	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	98	58.7	58.7	58.7
	FEMALE	69	41.3	41.3	100.0
	Total	167	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	26	15.6	15.6	15.6
	25-30	83	49.7	49.7	65.3
	31-40	55	32.9	32.9	98.2
	41-50	3	1.8	1.8	100.0
	Total	167	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	102	61.1	61.8	61.8
	MARRIED/LIVING WITH PARTNER	60	35.9	36.4	98.2
	DIVORCED/SEPARATED	3	1.8	1.8	100.0
	Total	165	98.8	100.0	
Missing	System	2	1.2		
Total		167	100.0		

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	58	34.7	36.9	36.9
	Overseas	99	59.3	63.1	100.0
	Total	157	94.0	100.0	
Missing	System	10	6.0		
Total		167	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	12	3.0833
ALLOCATED STAFF TO DEAL WITH PROBLEMS	12	2.7500
STAFF AVAILABLE AND WILLING TO TALK	12	3.0000
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	12	2.4167
DOCUMENTED STRATEGY EXISTS	11	2.7273
RESPONSIVENESS PROMISED AND MAINTAINED	11	2.9091
SATISFIED WITH SERVICE QUALITY	12	2.5000
SATISFIED WITH RESPONSIVENESS LEVEL	12	2.8333
LEVEL OF SUPPORT IS EXCELLENT	12	2.7500
EXPECTATIONS MET AND SURPASSED	12	2.5000
COMPLETELY SATISFIED, NO CHANGES NECESSARY	10	2.0000
SATISFIED, FEW MINOR CHANGES NECESSARY	12	3.1667
DISSATISFIED, MANY MINOR CHANGES NECESSARY	10	2.2000
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	9	1.4444
Valid N (listwise)	9	

**Problem with study environment?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	7.7	8.3	8.3
	no	11	84.6	91.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	30.8	33.3	33.3
	no	8	61.5	66.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem with workload?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	30.8	33.3	33.3
	no	8	61.5	66.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem with expectations of standards?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	46.2	50.0	50.0
	no	6	46.2	50.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	23.1	25.0	25.0
	no	9	69.2	75.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**YEARIN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	92.3	100.0	100.0
Missing	System	1	7.7		
Total		13	100.0		

**Problem with accom.?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	7.7	8.3	8.3
	no	11	84.6	91.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem mixing?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	7.7	8.3	8.3
	no	11	84.6	91.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem returning to study?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	23.1	25.0	25.0
	no	9	69.2	75.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Financial problems?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	30.8	33.3	33.3
	no	8	61.5	66.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Personal problems?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	15.4	16.7	16.7
	no	10	76.9	83.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Full-time Output**



**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	90	53.9	55.9	55.9
	NO	71	42.5	44.1	100.0
	Total	161	96.4	100.0	
Missing	System	6	3.6		
Total		167	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	37	22.2	43.0	43.0
	GROUP	31	18.6	36.0	79.1
	BOTH	18	10.8	20.9	100.0
	Total	86	51.5	100.0	
Missing	System	81	48.5		
Total		167	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	56	33.5	66.7	66.7
	NO	28	16.8	33.3	100.0
	Total	84	50.3	100.0	
Missing	System	83	49.7		
Total		167	100.0		

**How many years of study to gain qual.?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year or under	151	90.4	92.1	92.1
	1 - 2 years	13	7.8	7.9	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**YEARIN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	163	97.6	99.4	99.4
	2.00	1	.6	.6	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	31	18.6	23.8	23.8
	4 - 7 DAYS	46	27.5	35.4	59.2
	8 - 14 DAYS	37	22.2	28.5	87.7
	15 DAYS OR OVER	15	9.0	11.5	99.2
	5.00	1	.6	.8	100.0
	Total	130	77.8	100.0	
Missing	System	37	22.2		
Total		167	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	102	61.1	64.2	64.2
	NO	56	33.5	35.2	99.4
	11.00	1	.6	.6	100.0
	Total	159	95.2	100.0	
Missing	System	8	4.8		
Total		167	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	67	40.1	60.9	60.9
	NO	43	25.7	39.1	100.0
	Total	110	65.9	100.0	
Missing	System	57	34.1		
Total		167	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	68	40.7	89.5	89.5
	NO	8	4.8	10.5	100.0
	Total	76	45.5	100.0	
Missing	System	91	54.5		
Total		167	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	10	6.0	6.3	6.3
	4 - 7 DAYS	37	22.2	23.4	29.7
	8 - 14 DAYS	43	25.7	27.2	57.0
	15 DAYS OR OVER	68	40.7	43.0	100.0
	Total	158	94.6	100.0	
Missing	System	9	5.4		
Total		167	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	51	30.5	30.7	30.7
	BACHELOR DEGREE	99	59.3	59.6	90.4
	DIPLOMA/EQUIVALENT	5	3.0	3.0	93.4
	CERTIFICATE/EQUIVALENT	2	1.2	1.2	94.6
	PROFESSIONAL QUALIFICATION	9	5.4	5.4	100.0
	Total	166	99.4	100.0	
Missing	System	1	.6		
Total		167	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	162	97.0	98.2	98.2
	UNREGISTERED DISABLED	2	1.2	1.2	99.4
	REGISTERED DISABLED	1	.6	.6	100.0
	Total	165	98.8	100.0	
Missing	System	2	1.2		
Total		167	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	21	12.6	12.8	12.8
	FAMILY/FRIEND	63	37.7	38.4	51.2
	EXHIBITION/FAIR	11	6.6	6.7	57.9
	AGENT/ADVISOR	8	4.8	4.9	62.8
	MEDIA	7	4.2	4.3	67.1
	ADVERTISEMENT	7	4.2	4.3	67.1
	SPECIALIST PUBLICATION	12	7.2	7.3	74.4
	INTERNET	9	5.4	5.5	79.9
	Employer	11	6.6	6.7	86.6
	other	22	13.2	13.4	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	134	80.2	82.2	82.2
	NO	29	17.4	17.8	100.0
	Total	163	97.6	100.0	
Missing	System	4	2.4		
Total		167	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	98	58.7	58.7	58.7
	FEMALE	69	41.3	41.3	100.0
	Total	167	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	26	15.6	15.6	15.6
	25-30	83	49.7	49.7	65.3
	31-40	55	32.9	32.9	98.2
	41-50	3	1.8	1.8	100.0
	Total	167	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	102	61.1	61.8	61.8
	MARRIED/LIVING WITH PARTNER	60	35.9	36.4	98.2
	DIVORCED/SEPARATED	3	1.8	1.8	100.0
	Total	165	98.8	100.0	
Missing	System	2	1.2		
Total		167	100.0		

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	58	34.7	36.9	36.9
	Overseas	99	59.3	63.1	100.0
	Total	157	94.0	100.0	
Missing	System	10	6.0		
Total		167	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	12	3.0833
ALLOCATED STAFF TO DEAL WITH PROBLEMS	12	2.7500
STAFF AVAILABLE AND WILLING TO TALK	12	3.0000
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	12	2.4167
DOCUMENTED STRATEGY EXISTS	11	2.7273
RESPONSIVENESS PROMISED AND MAINTAINED	11	2.9091
SATISFIED WITH SERVICE QUALITY	12	2.5000
SATISFIED WITH RESPONSIVENESS LEVEL	12	2.8333
LEVEL OF SUPPORT IS EXCELLENT	12	2.7500
EXPECTATIONS MET AND SURPASSED	12	2.5000
COMPLETELY SATISFIED, NO CHANGES NECESSARY	10	2.0000
SATISFIED, FEW MINOR CHANGES NECESSARY	12	3.1667
DISSATISFIED, MANY MINOR CHANGES NECESSARY	10	2.2000
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	9	1.4444
Valid N (listwise)	9	

**Problem with study environment?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	7.7	8.3	8.3
	no	11	84.6	91.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	30.8	33.3	33.3
	no	8	61.5	66.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem with workload?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	30.8	33.3	33.3
	no	8	61.5	66.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem with expectations of standards?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	46.2	50.0	50.0
	no	6	46.2	50.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	23.1	25.0	25.0
	no	9	69.2	75.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**YEARIN**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	92.3	100.0	100.0
Missing	System	1	7.7		
Total		13	100.0		

**Problem with accom.?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	7.7	8.3	8.3
	no	11	84.6	91.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem mixing?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	7.7	8.3	8.3
	no	11	84.6	91.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Problem returning to study?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	23.1	25.0	25.0
	no	9	69.2	75.0	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Financial problems?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	30.8	33.3	33.3
	no	8	61.5	66.7	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Personal problems?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	15.4	16.7	16.7
	no	10	76.9	83.3	100.0
	Total	12	92.3	100.0	
Missing	System	1	7.7		
Total		13	100.0		

**Part-time Output**



**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	178	99.4	100.0	100.0
Missing	System	1	.6		
Total		179	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	6.1	6.2	6.2
	no	167	93.3	93.8	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	85	47.5	47.8	47.8
	no	93	52.0	52.2	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	13.4	13.5	13.5
	no	154	86.0	86.5	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	37	20.7	20.9	20.9
	no	139	77.7	78.5	99.4
	11.00	1	.6	.6	100.0
	Total	177	98.9	100.0	
Missing	System	2	1.1		
Total		179	100.0		

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	66	36.9	37.1	37.1
	no	112	62.6	62.9	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	145	81.0	81.9	81.9
	NO	32	17.9	18.1	100.0
	Total	177	98.9	100.0	
Missing	System	2	1.1		
Total		179	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	60	33.5	41.4	41.4
	GROUP	63	35.2	43.4	84.8
	BOTH	22	12.3	15.2	100.0
	Total	145	81.0	100.0	
Missing	System	34	19.0		
Total		179	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	79	44.1	53.0	53.0
	NO	70	39.1	47.0	100.0
	Total	149	83.2	100.0	
Missing	System	30	16.8		
Total		179	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 2 years	67	37.4	37.6	37.6
	over 2 years	111	62.0	62.4	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	75	41.9	43.6	43.6
	2.00	66	36.9	38.4	82.0
	3.00	29	16.2	16.9	98.8
	4.00	1	.6	.6	99.4
	5.00	1	.6	.6	100.0
	Total		172	96.1	100.0
Missing	System	7	3.9		
Total		179	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	49	27.4	32.7	32.7
	4 - 7 DAYS	82	45.8	54.7	87.3
	8 - 14 DAYS	15	8.4	10.0	97.3
	15 DAYS OR OVER	4	2.2	2.7	100.0
	Total	150	83.8	100.0	
Missing	System	29	16.2		
Total		179	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	96	53.6	54.5	54.5
	NO	80	44.7	45.5	100.0
	Total	176	98.3	100.0	
Missing	System	3	1.7		
Total		179	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	48	26.8	42.1	42.1
	NO	66	36.9	57.9	100.0
	Total	114	63.7	100.0	
Missing	System	65	36.3		
Total		179	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	44	24.6	57.9	57.9
	NO	32	17.9	42.1	100.0
	Total	76	42.5	100.0	
Missing	System	103	57.5		
Total		179	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	30	16.8	18.1	18.1
	4 - 7 DAYS	53	29.6	31.9	50.0
	8 - 14 DAYS	59	33.0	35.5	85.5
	15 DAYS OR OVER	24	13.4	14.5	100.0
	Total	166	92.7	100.0	
Missing	System	13	7.3		
Total		179	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	34	19.0	19.2	19.2
	BACHELOR DEGREE	59	33.0	33.3	52.5
	DIPLOMA/EQUIVALENT	22	12.3	12.4	65.0
	CERTIFICATE/EQUIVALENT	7	3.9	4.0	68.9
	PROFESSIONAL QUALIFICATION	52	29.1	29.4	98.3
	OTHER	3	1.7	1.7	100.0
	Total	177	98.9	100.0	
Missing	System	2	1.1		
Total		179	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	169	94.4	99.4	99.4
	UNREGISTERED DISABLED	1	.6	.6	100.0
	Total	170	95.0	100.0	
Missing	System	9	5.0		
Total		179	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	56	31.3	31.3	31.3
	FAMILY/FRIEND	48	26.8	26.8	58.1
	EXHIBITION/FAIR	7	3.9	3.9	62.0
	AGENT/ADVISOR	3	1.7	1.7	63.7
	MEDIA ADVERTISEMENT	24	13.4	13.4	77.1
	SPECIALIST PUBLICATION	2	1.1	1.1	78.2
	INTERNET	5	2.8	2.8	81.0
	OTHER	34	19.0	19.0	100.0
	Total	179	100.0	100.0	

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	155	86.6	87.6	87.6
	NO	22	12.3	12.4	100.0
	Total	177	98.9	100.0	
Missing	System	2	1.1		
Total		179	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	120	67.0	67.0	67.0
	FEMALE	59	33.0	33.0	100.0
	Total	179	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	1	.6	.6	.6
	25-30	65	36.3	36.5	37.1
	31-40	84	46.9	47.2	84.3
	41-50	25	14.0	14.0	98.3
	51 OR OVER	3	1.7	1.7	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	41	22.9	22.9	22.9
	MARRIED/LIVING WITH PARTNER	129	72.1	72.1	95.0
	DIVORCED/SEPARATED	9	5.0	5.0	100.0
	Total	179	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	127	70.9	83.6	83.6
	2.00	25	14.0	16.4	100.0
	Total	152	84.9	100.0	
Missing	System	27	15.1		
Total		179	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	164	3.0183
ALLOCATED STAFF TO DEAL WITH PROBLEMS	164	2.9329
STAFF AVAILABLE AND WILLING TO TALK	164	3.0549
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	162	2.4753
DOCUMENTED STRATEGY EXISTS	158	2.3544
RESPONSIVENESS PROMISED AND MAINTAINED	157	2.4522
SATISFIED WITH SERVICE QUALITY	164	2.4451
SATISFIED WITH RESPONSIVENESS LEVEL	163	2.5706
LEVEL OF SUPPORT IS EXCELLENT	161	2.5901
EXPECTATIONS MET AND SURPASSED	160	2.3938
COMPLETELY SATISFIED, NO CHANGES NECESSARY	149	1.9597
SATISFIED, FEW MINOR CHANGES NECESSARY	153	2.8889
DISSATISFIED, MANY MINOR CHANGES NECESSARY	145	2.4138
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	142	1.9366
Valid N (listwise)	134	

**Problem with study environment?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	19.8	20.1	20.1
	no	131	78.4	79.9	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	38	22.8	23.2	23.2
	no	126	75.4	76.8	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Problem with workload?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	74	44.3	45.1	45.1
	no	90	53.9	54.9	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Problem with expectations of standards?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	46	27.5	28.0	28.0
	no	118	70.7	72.0	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	22	13.2	13.4	13.4
	no	142	85.0	86.6	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Problem with accom.?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	32	19.2	19.5	19.5
	no	132	79.0	80.5	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Problem mixing?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	14.4	14.6	14.6
	no	140	83.8	85.4	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Problem returning to study?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	42	25.1	25.6	25.6
	no	122	73.1	74.4	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Financial problems?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	40	24.0	24.4	24.4
	no	124	74.3	75.6	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		

**Personal problems?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	30	18.0	18.3	18.3
	no	134	80.2	81.7	100.0
	Total	164	98.2	100.0	
Missing	System	3	1.8		
Total		167	100.0		



**Small Programme Output**

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	2.9	2.9	2.9
	no	99	95.2	97.1	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	6.7	6.9	6.9
	no	95	91.3	93.1	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	40	38.5	39.2	39.2
	no	62	59.6	60.8	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	16.3	16.7	16.7
	no	85	81.7	83.3	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	20	19.2	19.6	19.6
	no	82	78.8	80.4	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	57	54.8	57.0	57.0
	NO	43	41.3	43.0	100.0
	Total	100	96.2	100.0	
Missing	System	4	3.8		
Total		104	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	42	40.4	71.2	71.2
	GROUP	15	14.4	25.4	96.6
	BOTH	2	1.9	3.4	100.0
	Total	59	56.7	100.0	
Missing	System	45	43.3		
Total		104	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	24	23.1	40.0	40.0
	NO	36	34.6	60.0	100.0
	Total	60	57.7	100.0	
Missing	System	44	42.3		
Total		104	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	24	23.1	23.5	23.5
	1 - 2 years	16	15.4	15.7	39.2
	over 2 years	62	59.6	60.8	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	56	53.8	57.1	57.1
	2.00	27	26.0	27.6	84.7
	3.00	13	12.5	13.3	98.0
	4.00	1	1.0	1.0	99.0
	5.00	1	1.0	1.0	100.0
	Total		98	94.2	100.0
Missing	System	6	5.8		
Total		104	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	24	23.1	27.6	27.6
	4 - 7 DAYS	44	42.3	50.6	78.2
	8 - 14 DAYS	16	15.4	18.4	96.6
	15 DAYS OR OVER	3	2.9	3.4	100.0
	Total	87	83.7	100.0	
Missing	System	17	16.3		
Total		104	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	58	55.8	58.0	58.0
	NO	42	40.4	42.0	100.0
	Total	100	96.2	100.0	
Missing	System	4	3.8		
Total		104	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	25	24.0	36.8	36.8
	NO	43	41.3	63.2	100.0
	Total	68	65.4	100.0	
Missing	System	36	34.6		
Total		104	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	25	24.0	58.1	58.1
	NO	18	17.3	41.9	100.0
	Total	43	41.3	100.0	
Missing	System	61	58.7		
Total		104	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	13	12.5	13.4	13.4
	4 - 7 DAYS	23	22.1	23.7	37.1
	8 - 14 DAYS	34	32.7	35.1	72.2
	15 DAYS OR OVER	27	26.0	27.8	100.0
	Total	97	93.3	100.0	
Missing	System	7	6.7		
Total		104	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	22	21.2	21.6	21.6
	BACHELOR DEGREE	42	40.4	41.2	62.7
	DIPLOMA/EQUIVALENT	9	8.7	8.8	71.6
	CERTIFICATE/EQUIVALENT	7	6.7	6.9	78.4
	PROFESSIONAL QUALIFICATION	22	21.2	21.6	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	100	96.2	98.0	98.0
	UNREGISTERED DISABLED	2	1.9	2.0	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	28	26.9	27.2	27.2
	FAMILY/FRIEND	28	26.9	27.2	54.4
	EXHIBITION/FAIR	1	1.0	1.0	55.3
	AGENT/ADVISOR	5	4.8	4.9	60.2
	MEDIA				
	ADVERTISEMENT	10	9.6	9.7	69.9
	SPECIALIST PUBLICATION	2	1.9	1.9	71.8
	INTERNET	1	1.0	1.0	72.8
	OTHER	23	22.1	22.3	95.1
	9.00	5	4.8	4.9	100.0
	Total	103	99.0	100.0	
Missing	System	1	1.0		
Total		104	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	88	84.6	87.1	87.1
	NO	13	12.5	12.9	100.0
	Total	101	97.1	100.0	
Missing	System	3	2.9		
Total		104	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	61	58.7	58.7	58.7
	FEMALE	43	41.3	41.3	100.0
	Total	104	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	14	13.5	13.5	13.5
	25-30	35	33.7	33.7	47.1
	31-40	40	38.5	38.5	85.6
	41-50	14	13.5	13.5	99.0
	51 OR OVER	1	1.0	1.0	100.0
	Total	104	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	33	31.7	32.0	32.0
	MARRIED/LIVING WITH PARTNER	65	62.5	63.1	95.1
	DIVORCED/SEPARATED	5	4.8	4.9	100.0
	Total	103	99.0	100.0	
Missing	System	1	1.0		
Total		104	100.0		

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	61	58.7	68.5	68.5
	2.00	28	26.9	31.5	100.0
	Total	89	85.6	100.0	
Missing	System	15	14.4		
Total		104	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	174	2.9483
ALLOCATED STAFF TO DEAL WITH PROBLEMS	177	2.8701
STAFF AVAILABLE AND WILLING TO TALK	174	2.8793
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	174	2.4195
DOCUMENTED STRATEGY EXISTS	174	2.2011
RESPONSIVENESS PROMISED AND MAINTAINED	166	2.3976
SATISFIED WITH SERVICE QUALITY	174	2.4253
SATISFIED WITH RESPONSIVENESS LEVEL	172	2.5233
LEVEL OF SUPPORT IS EXCELLENT	169	2.4379
EXPECTATIONS MET AND SURPASSED	171	2.2047
COMPLETELY SATISFIED, NO CHANGES NECESSARY	160	2.0250
SATISFIED, FEW MINOR CHANGES NECESSARY	158	2.7405
DISSATISFIED, MANY MINOR CHANGES NECESSARY	151	2.4106
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	151	1.9536
Valid N (listwise)	129	

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	49	27.4	27.5	27.5
	no	129	72.1	72.5	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	9.5	9.6	9.6
	no	161	89.9	90.4	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		



**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	56	31.3	31.5	31.5
	no	122	68.2	68.5	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	15.6	15.7	15.7
	no	150	83.8	84.3	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	109	60.9	61.2	61.2
	no	69	38.5	38.8	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	107	59.8	60.1	60.1
	no	71	39.7	39.9	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	125	69.8	70.2	70.2
	no	53	29.6	29.8	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		



**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	11.4	11.5	11.5
	no	253	87.5	88.5	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	29	10.0	10.1	10.1
	no	257	88.9	89.9	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	105	36.3	36.7	36.7
	no	181	62.6	63.3	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	54	18.7	18.9	18.9
	no	232	80.3	81.1	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	54	18.7	18.9	18.9
	no	230	79.6	80.7	99.6
	11.00	1	.3	.4	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	217	75.1	76.1	76.1
	NO	68	23.5	23.9	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	83	28.7	39.3	39.3
	GROUP	83	28.7	39.3	78.7
	BOTH	45	15.6	21.3	100.0
	Total	211	73.0	100.0	
Missing	System	78	27.0		
Total		289	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	132	45.7	61.4	61.4
	NO	83	28.7	38.6	100.0
	Total	215	74.4	100.0	
Missing	System	74	25.6		
Total		289	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	123	42.6	43.2	43.2
	1 - 2 years	68	23.5	23.9	67.0
	over 2 years	94	32.5	33.0	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	190	65.7	67.1	67.1
	2.00	60	20.8	21.2	88.3
	3.00	33	11.4	11.7	100.0
	Total	283	97.9	100.0	
Missing	System	6	2.1		
Total		289	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	71	24.6	30.7	30.7
	4 - 7 DAYS	103	35.6	44.6	75.3
	8 - 14 DAYS	39	13.5	16.9	92.2
	15 DAYS OR OVER	17	5.9	7.4	99.6
	5.00	1	.3	.4	100.0
	Total	231	79.9	100.0	
Missing	System	58	20.1		
Total		289	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	165	57.1	58.7	58.7
	NO	115	39.8	40.9	99.6
	11.00	1	.3	.4	100.0
	Total	281	97.2	100.0	
Missing	System	8	2.8		
Total		289	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	98	33.9	54.1	54.1
	NO	83	28.7	45.9	100.0
	Total	181	62.6	100.0	
Missing	System	108	37.4		
Total		289	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	95	32.9	79.8	79.8
	NO	24	8.3	20.2	100.0
	Total	119	41.2	100.0	
Missing	System	170	58.8		
Total		289	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	33	11.4	12.3	12.3
	4 - 7 DAYS	79	27.3	29.4	41.6
	8 - 14 DAYS	82	28.4	30.5	72.1
	15 DAYS OR OVER	75	26.0	27.9	100.0
	Total	269	93.1	100.0	
Missing	System	20	6.9		
Total		289	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	69	23.9	24.0	24.0
	BACHELOR DEGREE	124	42.9	43.1	67.0
	DIPLOMA/EQUIVALENT	29	10.0	10.1	77.1
	CERTIFICATE/EQUIVALENT	8	2.8	2.8	79.9
	PROFESSIONAL QUALIFICATION	55	19.0	19.1	99.0
	OTHER	3	1.0	1.0	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	277	95.8	99.6	99.6
	REGISTERED DISABLED	1	.3	.4	100.0
	Total	278	96.2	100.0	
Missing	System	11	3.8		
Total		289	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	65	22.5	22.6	22.6
	FAMILY/FRIEND	99	34.3	34.4	56.9
	EXHIBITION/FAIR	21	7.3	7.3	64.2
	AGENT/ADVISOR	6	2.1	2.1	66.3
	MEDIA				
	ADVERTISEMENT	26	9.0	9.0	75.3
	SPECIALIST PUBLICATION	17	5.9	5.9	81.3
	INTERNET	12	4.2	4.2	85.4
	OTHER	25	8.7	8.7	94.1
	9.00	17	5.9	5.9	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	240	83.0	84.2	84.2
	NO	45	15.6	15.8	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

# Frequencies

## Frequency Table

### SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	194	67.1	67.1	67.1
FEMALE	95	32.9	32.9	100.0
Total	289	100.0	100.0	

### AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 24 OR UNDER	10	3.5	3.5	3.5
25-30	126	43.6	43.8	47.2
31-40	127	43.9	44.1	91.3
41-50	23	8.0	8.0	99.3
51 OR OVER	2	.7	.7	100.0
Total	288	99.7	100.0	
Missing System	1	.3		
Total	289	100.0		

### MARITAL STATUS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SINGLE	118	40.8	41.0	41.0
MARRIED/LIVING WITH PARTNER	161	55.7	55.9	96.9
DIVORCED/SEPARATED	8	2.8	2.8	99.7
WIDOW/WIDOWER	1	.3	.3	100.0
Total	288	99.7	100.0	
Missing System	1	.3		
Total	289	100.0		

### NATIONALITY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	167	57.8	64.0	64.0
2.00	94	32.5	36.0	100.0
Total	261	90.3	100.0	
Missing System	28	9.7		
Total	289	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	100	2.9800
ALLOCATED STAFF TO DEAL WITH PROBLEMS	103	2.7087
STAFF AVAILABLE AND WILLING TO TALK	102	2.8529
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	102	2.4118
DOCUMENTED STRATEGY EXISTS	101	2.1782
RESPONSIVENESS PROMISED AND MAINTAINED	98	2.4592
SATISFIED WITH SERVICE QUALITY	103	2.4175
SATISFIED WITH RESPONSIVENESS LEVEL	102	2.5392
LEVEL OF SUPPORT IS EXCELLENT	99	2.4747
EXPECTATIONS MET AND SURPASSED	103	2.2718
COMPLETELY SATISFIED, NO CHANGES NECESSARY	93	2.0538
SATISFIED, FEW MINOR CHANGES NECESSARY	95	2.7895
DISSATISFIED, MANY MINOR CHANGES NECESSARY	92	2.4239
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	86	1.9302
Valid N (listwise)	80	



**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	11.5	34.3	34.3
	no	23	22.1	65.7	100.0
	Total	35	33.7	100.0	
Missing	System	69	66.3		
Total		104	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	61	58.7	59.8	59.8
	no	41	39.4	40.2	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	31	29.8	30.4	30.4
	no	71	68.3	69.6	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	7.7	7.8	7.8
	no	94	90.4	92.2	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	23.1	35.8	35.8
	no	43	41.3	64.2	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	27	26.0	26.5	26.5
	no	75	72.1	73.5	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	5.8	9.0	9.0
	no	61	58.7	91.0	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	43	41.3	64.2	64.2
	no	24	23.1	35.8	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	45	43.3	67.2	67.2
	no	22	21.2	32.8	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		

**Output by Age of Institution: Old Universities**

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	11.4	11.5	11.5
	no	253	87.5	88.5	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	29	10.0	10.1	10.1
	no	257	88.9	89.9	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	105	36.3	36.7	36.7
	no	181	62.6	63.3	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	54	18.7	18.9	18.9
	no	232	80.3	81.1	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	54	18.7	18.9	18.9
	no	230	79.6	80.7	99.6
	11.00	1	.3	.4	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	217	75.1	76.1	76.1
	NO	68	23.5	23.9	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	83	28.7	39.3	39.3
	GROUP	83	28.7	39.3	78.7
	BOTH	45	15.6	21.3	100.0
	Total	211	73.0	100.0	
Missing	System	78	27.0		
Total		289	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	132	45.7	61.4	61.4
	NO	83	28.7	38.6	100.0
	Total	215	74.4	100.0	
Missing	System	74	25.6		
Total		289	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	123	42.6	43.2	43.2
	1 - 2 years	68	23.5	23.9	67.0
	over 2 years	94	32.5	33.0	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	190	65.7	67.1	67.1
	2.00	60	20.8	21.2	88.3
	3.00	33	11.4	11.7	100.0
	Total	283	97.9	100.0	
Missing	System	6	2.1		
Total		289	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	71	24.6	30.7	30.7
	4 - 7 DAYS	103	35.6	44.6	75.3
	8 - 14 DAYS	39	13.5	16.9	92.2
	15 DAYS OR OVER	17	5.9	7.4	99.6
	5.00	1	.3	.4	100.0
	Total	231	79.9	100.0	
Missing	System	58	20.1		
Total		289	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	165	57.1	58.7	58.7
	NO	115	39.8	40.9	99.6
	11.00	1	.3	.4	100.0
	Total	281	97.2	100.0	
Missing	System	8	2.8		
Total		289	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	98	33.9	54.1	54.1
	NO	83	28.7	45.9	100.0
	Total	181	62.6	100.0	
Missing	System	108	37.4		
Total		289	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	95	32.9	79.8	79.8
	NO	24	8.3	20.2	100.0
	Total	119	41.2	100.0	
Missing	System	170	58.8		
Total		289	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	33	11.4	12.3	12.3
	4 - 7 DAYS	79	27.3	29.4	41.6
	8 - 14 DAYS	82	28.4	30.5	72.1
	15 DAYS OR OVER	75	26.0	27.9	100.0
	Total	269	93.1	100.0	
Missing	System	20	6.9		
Total		289	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	69	23.9	24.0	24.0
	BACHELOR DEGREE	124	42.9	43.1	67.0
	DIPLOMA/EQUIVALENT	29	10.0	10.1	77.1
	CERTIFICATE/EQUIVALENT	8	2.8	2.8	79.9
	PROFESSIONAL QUALIFICATION	55	19.0	19.1	99.0
	OTHER	3	1.0	1.0	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	277	95.8	99.6	99.6
	REGISTERED DISABLED	1	.3	.4	100.0
	Total	278	96.2	100.0	
Missing	System	11	3.8		
Total		289	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	65	22.5	22.6	22.6
	FAMILY/FRIEND	99	34.3	34.4	56.9
	EXHIBITION/FAIR	21	7.3	7.3	64.2
	AGENT/ADVISOR	6	2.1	2.1	66.3
	MEDIA				
	ADVERTISEMENT	26	9.0	9.0	75.3
	SPECIALIST PUBLICATION	17	5.9	5.9	81.3
	INTERNET	12	4.2	4.2	85.4
	OTHER	25	8.7	8.7	94.1
	9.00	17	5.9	5.9	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	240	83.0	84.2	84.2
	NO	45	15.6	15.8	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	194	67.1	67.1	67.1
	FEMALE	95	32.9	32.9	100.0
	Total	289	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	10	3.5	3.5	3.5
	25-30	126	43.6	43.8	47.2
	31-40	127	43.9	44.1	91.3
	41-50	23	8.0	8.0	99.3
	51 OR OVER	2	.7	.7	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	118	40.8	41.0	41.0
	MARRIED/LIVING WITH PARTNER	161	55.7	55.9	96.9
	DIVORCED/SEPARATED	8	2.8	2.8	99.7
	WIDOW/WIDOWER	1	.3	.3	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	167	57.8	64.0	64.0
	2.00	94	32.5	36.0	100.0
	Total	261	90.3	100.0	
Missing	System	28	9.7		
Total		289	100.0		



# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	100	2.9800
ALLOCATED STAFF TO DEAL WITH PROBLEMS	103	2.7087
STAFF AVAILABLE AND WILLING TO TALK	102	2.8529
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	102	2.4118
DOCUMENTED STRATEGY EXISTS	101	2.1782
RESPONSIVENESS PROMISED AND MAINTAINED	98	2.4592
SATISFIED WITH SERVICE QUALITY	103	2.4175
SATISFIED WITH RESPONSIVENESS LEVEL	102	2.5392
LEVEL OF SUPPORT IS EXCELLENT	99	2.4747
EXPECTATIONS MET AND SURPASSED	103	2.2718
COMPLETELY SATISFIED, NO CHANGES NECESSARY	93	2.0538
SATISFIED, FEW MINOR CHANGES NECESSARY	95	2.7895
DISSATISFIED, MANY MINOR CHANGES NECESSARY	92	2.4239
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	86	1.9302
Valid N (listwise)	80	

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	11.5	34.3	34.3
	no	23	22.1	65.7	100.0
	Total	35	33.7	100.0	
Missing	System	69	66.3		
Total		104	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	61	58.7	59.8	59.8
	no	41	39.4	40.2	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	31	29.8	30.4	30.4
	no	71	68.3	69.6	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	7.7	7.8	7.8
	no	94	90.4	92.2	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	23.1	35.8	35.8
	no	43	41.3	64.2	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	27	26.0	26.5	26.5
	no	75	72.1	73.5	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	5.8	9.0	9.0
	no	61	58.7	91.0	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	43	41.3	64.2	64.2
	no	24	23.1	35.8	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	45	43.3	67.2	67.2
	no	22	21.2	32.8	100.0
	Total	67	64.4	100.0	
Missing	System	37	35.6		
Total		104	100.0		



**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	58	20.1	36.0	36.0
	no	103	35.6	64.0	100.0
	Total	161	55.7	100.0	
Missing	System	128	44.3		
Total		289	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	67	23.2	28.5	28.5
	no	168	58.1	71.5	100.0
	Total	235	81.3	100.0	
Missing	System	54	18.7		
Total		289	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	25	8.7	15.5	15.5
	no	136	47.1	84.5	100.0
	Total	161	55.7	100.0	
Missing	System	128	44.3		
Total		289	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	93	32.2	57.8	57.8
	no	68	23.5	42.2	100.0
	Total	161	55.7	100.0	
Missing	System	128	44.3		
Total		289	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	87	30.1	54.0	54.0
	no	74	25.6	46.0	100.0
	Total	161	55.7	100.0	
Missing	System	128	44.3		
Total		289	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	33	11.4	11.5	11.5
	no	253	87.5	88.5	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	29	10.0	10.1	10.1
	no	257	88.9	89.9	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	105	36.3	36.7	36.7
	no	181	62.6	63.3	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	54	18.7	18.9	18.9
	no	232	80.3	81.1	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	54	18.7	18.9	18.9
	no	230	79.6	80.7	99.6
	11.00	1	.3	.4	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	217	75.1	76.1	76.1
	NO	68	23.5	23.9	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	83	28.7	39.3	39.3
	GROUP	83	28.7	39.3	78.7
	BOTH	45	15.6	21.3	100.0
	Total	211	73.0	100.0	
Missing	System	78	27.0		
Total		289	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	132	45.7	61.4	61.4
	NO	83	28.7	38.6	100.0
	Total	215	74.4	100.0	
Missing	System	74	25.6		
Total		289	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	123	42.6	43.2	43.2
	1 - 2 years	68	23.5	23.9	67.0
	over 2 years	94	32.5	33.0	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	190	65.7	67.1	67.1
	2.00	60	20.8	21.2	88.3
	3.00	33	11.4	11.7	100.0
	Total	283	97.9	100.0	
Missing	System	6	2.1		
Total		289	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	71	24.6	30.7	30.7
	4 - 7 DAYS	103	35.6	44.6	75.3
	8 - 14 DAYS	39	13.5	16.9	92.2
	15 DAYS OR OVER	17	5.9	7.4	99.6
	5.00	1	.3	.4	100.0
	Total	231	79.9	100.0	
Missing	System	58	20.1		
Total		289	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	165	57.1	58.7	58.7
	NO	115	39.8	40.9	99.6
	11.00	1	.3	.4	100.0
	Total	281	97.2	100.0	
Missing	System	8	2.8		
Total		289	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	98	33.9	54.1	54.1
	NO	83	28.7	45.9	100.0
	Total	181	62.6	100.0	
Missing	System	108	37.4		
Total		289	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	95	32.9	79.8	79.8
	NO	24	8.3	20.2	100.0
	Total	119	41.2	100.0	
Missing	System	170	58.8		
Total		289	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	33	11.4	12.3	12.3
	4 - 7 DAYS	79	27.3	29.4	41.6
	8 - 14 DAYS	82	28.4	30.5	72.1
	15 DAYS OR OVER	75	26.0	27.9	100.0
	Total	269	93.1	100.0	
Missing	System	20	6.9		
Total		289	100.0		



**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	69	23.9	24.0	24.0
	BACHELOR DEGREE	124	42.9	43.1	67.0
	DIPLOMA/EQUIVALENT	29	10.0	10.1	77.1
	CERTIFICATE/EQUIVALENT	8	2.8	2.8	79.9
	PROFESSIONAL QUALIFICATION	55	19.0	19.1	99.0
	OTHER	3	1.0	1.0	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	277	95.8	99.6	99.6
	REGISTERED DISABLED	1	.3	.4	100.0
	Total	278	96.2	100.0	
Missing	System	11	3.8		
Total		289	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	65	22.5	22.6	22.6
	FAMILY/FRIEND	99	34.3	34.4	56.9
	EXHIBITION/FAIR	21	7.3	7.3	64.2
	AGENT/ADVISOR	6	2.1	2.1	66.3
	MEDIA ADVERTISEMENT	26	9.0	9.0	75.3
	SPECIALIST PUBLICATION	17	5.9	5.9	81.3
	INTERNET	12	4.2	4.2	85.4
	OTHER	25	8.7	8.7	94.1
	9.00	17	5.9	5.9	100.0
	Total	288	99.7	100.0	
Missing	System	1	.3		
Total		289	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	240	83.0	84.2	84.2
	NO	45	15.6	15.8	100.0
	Total	285	98.6	100.0	
Missing	System	4	1.4		
Total		289	100.0		

# Frequencies

## Frequency Table

### SEX

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	194	67.1	67.1
	FEMALE	95	32.9	100.0
	Total	289	100.0	100.0

### AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	10	3.5	3.5
	25-30	126	43.6	47.2
	31-40	127	43.9	91.3
	41-50	23	8.0	99.3
	51 OR OVER	2	.7	100.0
	Total	288	99.7	100.0
Missing	System	1	.3	
Total		289	100.0	

### MARITAL STATUS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	118	40.8	41.0
	MARRIED/LIVING WITH PARTNER	161	55.7	96.9
	DIVORCED/SEPARATED	8	2.8	99.7
	WIDOW/WIDOWER	1	.3	100.0
	Total	288	99.7	100.0
Missing	System	1	.3	
Total		289	100.0	

### NATIONALITY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	167	57.8	64.0
	2.00	94	32.5	100.0
	Total	261	90.3	100.0
Missing	System	28	9.7	
Total		289	100.0	

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	100	2.9800
ALLOCATED STAFF TO DEAL WITH PROBLEMS	103	2.7087
STAFF AVAILABLE AND WILLING TO TALK	102	2.8529
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	102	2.4118
DOCUMENTED STRATEGY EXISTS	101	2.1782
RESPONSIVENESS PROMISED AND MAINTAINED	98	2.4592
SATISFIED WITH SERVICE QUALITY	103	2.4175
SATISFIED WITH RESPONSIVENESS LEVEL	102	2.5392
LEVEL OF SUPPORT IS EXCELLENT	99	2.4747
EXPECTATIONS MET AND SURPASSED	103	2.2718
COMPLETELY SATISFIED, NO CHANGES NECESSARY	93	2.0538
SATISFIED, FEW MINOR CHANGES NECESSARY	95	2.7895
DISSATISFIED, MANY MINOR CHANGES NECESSARY	92	2.4239
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	86	1.9302
Valid N (listwise)	80	

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	11.5	34.3	34.3
	no	23	22.1	65.7	100.0
	Total	35	33.7	100.0	
Missing	System	69	66.3		
Total		104	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	61	58.7	59.8	59.8
	no	41	39.4	40.2	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	31	29.8	30.4	30.4
	no	71	68.3	69.6	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	7.7	7.8	7.8
	no	94	90.4	92.2	100.0
	Total	102	98.1	100.0	
Missing	System	2	1.9		
Total		104	100.0		



**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	16	13.7	24.2	24.2
	no	50	42.7	75.8	100.0
	Total	66	56.4	100.0	
Missing	System	51	43.6		
Total		117	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	5.1	11.3	11.3
	no	47	40.2	88.7	100.0
	Total	53	45.3	100.0	
Missing	System	64	54.7		
Total		117	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	27	23.1	50.9	50.9
	no	26	22.2	49.1	100.0
	Total	53	45.3	100.0	
Missing	System	64	54.7		
Total		117	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	35	29.9	66.0	66.0
	no	18	15.4	34.0	100.0
	Total	53	45.3	100.0	
Missing	System	64	54.7		
Total		117	100.0		

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	10.3	18.8	18.8
	no	52	44.4	81.3	100.0
	Total	64	54.7	100.0	
Missing	System	53	45.3		
Total		117	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	58	49.6	49.6	49.6
	no	59	50.4	50.4	100.0
	Total	117	100.0	100.0	

**Problem with accommodation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	14	12.0	12.0	12.0
no	103	88.0	88.0	100.0
Total	117	100.0	100.0	

**Problem with mixing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	12	10.3	10.3	10.3
no	105	89.7	89.7	100.0
Total	117	100.0	100.0	

**Problem returning to study part time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	47	40.2	40.2	40.2
no	70	59.8	59.8	100.0
Total	117	100.0	100.0	

**Financial problems**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	17	14.5	14.5	14.5
no	100	85.5	85.5	100.0
Total	117	100.0	100.0	

**Personal problems**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	18	15.4	15.4	15.4
no	99	84.6	84.6	100.0
Total	117	100.0	100.0	

**Problems taking time off work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	22	18.8	41.5	41.5
no	31	26.5	58.5	100.0
Total	53	45.3	100.0	
Missing System	64	54.7		
Total	117	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	79	67.5	68.1	68.1
	NO	37	31.6	31.9	100.0
	Total	116	99.1	100.0	
Missing	System	1	.9		
Total		117	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	38	32.5	47.5	47.5
	GROUP	26	22.2	32.5	80.0
	BOTH	16	13.7	20.0	100.0
	Total	80	68.4	100.0	
Missing	System	37	31.6		
Total		117	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	58	49.6	70.7	70.7
	NO	24	20.5	29.3	100.0
	Total	82	70.1	100.0	
Missing	System	35	29.9		
Total		117	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	62	53.0	53.4	53.4
	1 - 2 years	5	4.3	4.3	57.8
	over 2 years	49	41.9	42.2	100.0
	Total	116	99.1	100.0	
Missing	System	1	.9		
Total		117	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	77	65.8	67.5	67.5
	2.00	24	20.5	21.1	88.6
	3.00	12	10.3	10.5	99.1
	5.00	1	.9	.9	100.0
	Total	114	97.4	100.0	
Missing	System	3	2.6		
Total		117	100.0		



**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	30	25.6	33.7	33.7
	4 - 7 DAYS	35	29.9	39.3	73.0
	8 - 14 DAYS	14	12.0	15.7	88.8
	15 DAYS OR OVER	9	7.7	10.1	98.9
	5.00	1	.9	1.1	100.0
	Total	89	76.1	100.0	
Missing	System	28	23.9		
Total		117	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	90	76.9	78.3	78.3
	NO	25	21.4	21.7	100.0
	Total	115	98.3	100.0	
Missing	System	2	1.7		
Total		117	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	44	37.6	44.9	44.9
	NO	54	46.2	55.1	100.0
	Total	98	83.8	100.0	
Missing	System	19	16.2		
Total		117	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	43	36.8	79.6	79.6
	NO	11	9.4	20.4	100.0
	Total	54	46.2	100.0	
Missing	System	63	53.8		
Total		117	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	7	6.0	6.7	6.7
	4 - 7 DAYS	27	23.1	26.0	32.7
	8 - 14 DAYS	29	24.8	27.9	60.6
	15 DAYS OR OVER	41	35.0	39.4	100.0
	Total	104	88.9	100.0	
Missing	System	13	11.1		
Total		117	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	39	33.3	33.6	33.6
	BACHELOR DEGREE	56	47.9	48.3	81.9
	DIPLOMA/EQUIVALENT	4	3.4	3.4	85.3
	CERTIFICATE/EQUIVALENT	3	2.6	2.6	87.9
	PROFESSIONAL QUALIFICATION	14	12.0	12.1	100.0
	Total	116	99.1	100.0	
Missing	System	1	.9		
Total		117	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	115	98.3	100.0	100.0
Missing	System	2	1.7		
Total		117	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	19	16.2	16.2	16.2
	FAMILY/FRIEND	29	24.8	24.8	41.0
	EXHIBITION/FAIR	7	6.0	6.0	47.0
	AGENT/ADVISOR	5	4.3	4.3	51.3
	MEDIA				
	ADVERTISEMENT	12	10.3	10.3	61.5
	SPECIALIST				
	PUBLICATION	8	6.8	6.8	68.4
	INTERNET	1	.9	.9	69.2
	OTHER	26	22.2	22.2	91.5
	9.00	10	8.5	8.5	100.0
Total		117	100.0	100.0	

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	94	80.3	81.0	81.0
	NO	22	18.8	19.0	100.0
	Total	116	99.1	100.0	
Missing	System	1	.9		
Total		117	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	81	69.2	69.2	69.2
	FEMALE	36	30.8	30.8	100.0
	Total	117	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	9	7.7	7.7	7.7
	25-30	51	43.6	43.6	51.3
	31-40	49	41.9	41.9	93.2
	41-50	8	6.8	6.8	100.0
	Total	117	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	50	42.7	43.1	43.1
	MARRIED/LIVING WITH PARTNER	64	54.7	55.2	98.3
	DIVORCED/SEPARATED	1	.9	.9	99.1
	WIDOW/WIDOWER	1	.9	.9	100.0
	Total	116	99.1	100.0	
Missing	System	1	.9		
Total		117	100.0		

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	70	59.8	65.4	65.4
	2.00	37	31.6	34.6	100.0
	Total	107	91.5	100.0	
Missing	System	10	8.5		
Total		117	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	286	3.0140
ALLOCATED STAFF TO DEAL WITH PROBLEMS	285	3.0386
STAFF AVAILABLE AND WILLING TO TALK	284	3.0246
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	280	2.5036
DOCUMENTED STRATEGY EXISTS	276	2.3297
RESPONSIVENESS PROMISED AND MAINTAINED	272	2.4007
SATISFIED WITH SERVICE QUALITY	282	2.4539
SATISFIED WITH RESPONSIVENESS LEVEL	278	2.5540
LEVEL OF SUPPORT IS EXCELLENT	277	2.5415
EXPECTATIONS MET AND SURPASSED	274	2.3066
COMPLETELY SATISFIED, NO CHANGES NECESSARY	260	1.9385
SATISFIED, FEW MINOR CHANGES NECESSARY	263	2.8327
DISSATISFIED, MANY MINOR CHANGES NECESSARY	247	2.4049
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	252	1.9921
Valid N (listwise)	221	

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	8.3	19.2	19.2
	no	101	34.9	80.8	100.0
	Total	125	43.3	100.0	
Missing	System	164	56.7		
Total		289	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	172	59.5	60.1	60.1
	no	114	39.4	39.9	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	75	26.0	26.2	26.2
	no	210	72.7	73.4	99.7
	22.00	1	.3	.3	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	30	10.4	10.5	10.5
	no	256	88.6	89.5	100.0
	Total	286	99.0	100.0	
Missing	System	3	1.0		
Total		289	100.0		

**Institutes of HE**

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	37	58.7	60.7	60.7
	NO	24	38.1	39.3	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	31	49.2	86.1	86.1
	GROUP	4	6.3	11.1	97.2
	BOTH	1	1.6	2.8	100.0
	Total	36	57.1	100.0	
Missing	System	27	42.9		
Total		63	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	9	14.3	24.3	24.3
	NO	28	44.4	75.7	100.0
	Total	37	58.7	100.0	
Missing	System	26	41.3		
Total		63	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	6	9.5	9.8	9.8
	1 - 2 years	14	22.2	23.0	32.8
	over 2 years	41	65.1	67.2	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	25	39.7	41.0	41.0
	2.00	18	28.6	29.5	70.5
	3.00	17	27.0	27.9	98.4
	4.00	1	1.6	1.6	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	13	20.6	25.5	25.5
	4 - 7 DAYS	28	44.4	54.9	80.4
	8 - 14 DAYS	7	11.1	13.7	94.1
	15 DAYS OR OVER	3	4.8	5.9	100.0
	Total	51	81.0	100.0	
Missing	System	12	19.0		
Total		63	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	26	41.3	42.6	42.6
	NO	35	55.6	57.4	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	9	14.3	32.1	32.1
	NO	19	30.2	67.9	100.0
	Total	28	44.4	100.0	
Missing	System	35	55.6		
Total		63	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	9	14.3	60.0	60.0
	NO	6	9.5	40.0	100.0
	Total	15	23.8	100.0	
Missing	System	48	76.2		
Total		63	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	11	17.5	18.6	18.6
	4 - 7 DAYS	12	19.0	20.3	39.0
	8 - 14 DAYS	20	31.7	33.9	72.9
	15 DAYS OR OVER	16	25.4	27.1	100.0
	Total	59	93.7	100.0	
Missing	System	4	6.3		
Total		63	100.0		



**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	7	11.1	11.1	11.1
	BACHELOR DEGREE	20	31.7	31.7	42.9
	DIPLOMA/EQUIVALENT	14	22.2	22.2	65.1
	CERTIFICATE/EQUIVALENT	6	9.5	9.5	74.6
	PROFESSIONAL QUALIFICATION	16	25.4	25.4	100.0
	Total	63	100.0	100.0	

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	60	95.2	100.0	100.0
Missing	System	3	4.8		
Total		63	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	21	33.3	33.3	33.3
	FAMILY/FRIEND	29	46.0	46.0	79.4
	EXHIBITION/FAIR	1	1.6	1.6	81.0
	AGENT/ADVISOR	1	1.6	1.6	82.5
	MEDIA	1	1.6	1.6	84.1
	ADVERTISEMENT	1	1.6	1.6	85.7
	SPECIALIST PUBLICATION	1	1.6	1.6	85.7
	OTHER	8	12.7	12.7	98.4
	9.00	1	1.6	1.6	100.0
	Total	63	100.0	100.0	

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	51	81.0	83.6	83.6
	NO	10	15.9	16.4	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	37	58.7	58.7	58.7
	FEMALE	26	41.3	41.3	100.0
	Total	63	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24 OR UNDER	8	12.7	12.7	12.7
	25-30	21	33.3	33.3	46.0
	31-40	22	34.9	34.9	81.0
	41-50	11	17.5	17.5	98.4
	51 OR OVER	1	1.6	1.6	100.0
	Total	63	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	17	27.0	27.4	27.4
	MARRIED/LIVING WITH PARTNER	42	66.7	67.7	95.2
	DIVORCED/SEPARATED	3	4.8	4.8	100.0
	Total	62	98.4	100.0	
Missing	System	1	1.6		
Total		63	100.0		

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	45	71.4	80.4	80.4
	2.00	11	17.5	19.6	100.0
	Total	56	88.9	100.0	
Missing	System	7	11.1		
Total		63	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	145	2.8621
ALLOCATED STAFF TO DEAL WITH PROBLEMS	144	2.8611
STAFF AVAILABLE AND WILLING TO TALK	143	2.9510
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	142	2.3310
DOCUMENTED STRATEGY EXISTS	141	2.2411
RESPONSIVENESS PROMISED AND MAINTAINED	135	2.3630
SATISFIED WITH SERVICE QUALITY	142	2.3451
SATISFIED WITH RESPONSIVENESS LEVEL	140	2.4857
LEVEL OF SUPPORT IS EXCELLENT	138	2.3478
EXPECTATIONS MET AND SURPASSED	138	2.2246
COMPLETELY SATISFIED, NO CHANGES NECESSARY	126	1.8333
SATISFIED, FEW MINOR CHANGES NECESSARY	126	2.6508
DISSATISFIED, MANY MINOR CHANGES NECESSARY	118	2.5678
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	122	2.0820
Valid N (listwise)	108	

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	10.1	18.8	18.8
	no	61	41.2	76.3	95.0
	3.00	2	1.4	2.5	97.5
	4.00	2	1.4	2.5	100.0
	Total	80	54.1	100.0	
Missing	System	68	45.9		
Total		148	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	85	57.4	58.2	58.2
	no	58	39.2	39.7	97.9
	3.00	1	.7	.7	98.6
	4.00	2	1.4	1.4	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	36	24.3	24.7	24.7
	no	104	70.3	71.2	95.9
	3.00	3	2.0	2.1	97.9
	4.00	2	1.4	1.4	99.3
	22.00	1	.7	.7	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	16	10.8	11.0	11.0
	no	127	85.8	87.0	97.9
	3.00	3	2.0	2.1	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	30	20.3	42.3	42.3
	no	41	27.7	57.7	100.0
	Total	71	48.0	100.0	
Missing	System	77	52.0		
Total		148	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	40	27.0	27.4	27.4
	no	106	71.6	72.6	100.0
	Total	146	98.6	100.0	
Missing	System	2	1.4		
Total		148	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	12.2	25.4	25.4
	no	53	35.8	74.6	100.0
	Total	71	48.0	100.0	
Missing	System	77	52.0		
Total		148	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	40	27.0	56.3	56.3
	no	31	20.9	43.7	100.0
	Total	71	48.0	100.0	
Missing	System	77	52.0		
Total		148	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	38	25.7	53.5	53.5
	no	33	22.3	46.5	100.0
	Total	71	48.0	100.0	
Missing	System	77	52.0		
Total		148	100.0		

Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	338	2.9822
ALLOCATED STAFF TO DEAL WITH PROBLEMS	341	2.9003
STAFF AVAILABLE AND WILLING TO TALK	338	2.9645
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	336	2.4464
DOCUMENTED STRATEGY EXISTS	332	2.2741
RESPONSIVENESS PROMISED AND MAINTAINED	323	2.4241
SATISFIED WITH SERVICE QUALITY	338	2.4349
SATISFIED WITH RESPONSIVENESS LEVEL	335	2.5463
LEVEL OF SUPPORT IS EXCELLENT	330	2.5121
EXPECTATIONS MET AND SURPASSED	331	2.2961
COMPLETELY SATISFIED, NO CHANGES NECESSARY	309	1.9935
SATISFIED, FEW MINOR CHANGES NECESSARY	311	2.8135
DISSATISFIED, MANY MINOR CHANGES NECESSARY	296	2.4122
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	293	1.9454
Valid N (listwise)	263	



### Problem with language?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	38	11.0	23.2	23.2
	no	126	36.4	76.8	100.0
	Total	164	47.4	100.0	
Missing	System	182	52.6		
Total		346	100.0		

### Problems with work load

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	199	57.5	58.2	58.2
	no	143	41.3	41.8	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

### Problems with expectations of standard of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	95	27.5	27.8	27.8
	no	247	71.4	72.2	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

### Other problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	39	11.3	11.4	11.4
	no	303	87.6	88.6	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

## Descriptives

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	66	19.1	37.1	37.1
	no	112	32.4	62.9	100.0
	Total	178	51.4	100.0	
Missing	System	168	48.6		
Total		346	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	89	25.7	26.0	26.0
	no	253	73.1	74.0	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	8.1	15.7	15.7
	no	150	43.4	84.3	100.0
	Total	178	51.4	100.0	
Missing	System	168	48.6		
Total		346	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	109	31.5	61.2	61.2
	no	69	19.9	38.8	100.0
	Total	178	51.4	100.0	
Missing	System	168	48.6		
Total		346	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	107	30.9	60.1	60.1
	no	71	20.5	39.9	100.0
	Total	178	51.4	100.0	
Missing	System	168	48.6		
Total		346	100.0		



**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	32	9.2	9.4	9.4
	no	310	89.6	90.6	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	35	10.1	10.2	10.2
	no	307	88.7	89.8	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	127	36.7	37.1	37.1
	no	215	62.1	62.9	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	64	18.5	18.7	18.7
	no	278	80.3	81.3	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	67	19.4	19.6	19.6
	no	273	78.9	80.1	99.7
	11.00	1	.3	.3	100.0
	Total	341	98.6	100.0	
Missing	System	5	1.4		
Total		346	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	235	67.9	69.5	69.5
	NO	103	29.8	30.5	100.0
	Total	338	97.7	100.0	
Missing	System	8	2.3		
Total		346	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	97	28.0	42.0	42.0
	GROUP	94	27.2	40.7	82.7
	BOTH	40	11.6	17.3	100.0
	Total	231	66.8	100.0	
Missing	System	115	33.2		
Total		346	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	135	39.0	57.9	57.9
	NO	98	28.3	42.1	100.0
	Total	233	67.3	100.0	
Missing	System	113	32.7		
Total		346	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	151	43.6	44.2	44.2
	1 - 2 years	80	23.1	23.4	67.5
	over 2 years	111	32.1	32.5	100.0
	Total	342	98.8	100.0	
Missing	System	4	1.2		
Total		346	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	238	68.8	70.8	70.8
	2.00	67	19.4	19.9	90.8
	3.00	29	8.4	8.6	99.4
	4.00	1	.3	.3	99.7
	5.00	1	.3	.3	100.0
	Total	336	97.1	100.0	
Missing	System	10	2.9		
Total		346	100.0		

**TIME TAKEN FOR INFO TO ARRIVE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	80	23.1	28.6	28.6
	4 - 7 DAYS	128	37.0	45.7	74.3
	8 - 14 DAYS	52	15.0	18.6	92.9
	15 DAYS OR OVER	19	5.5	6.8	99.6
	5.00	1	.3	.4	100.0
	Total	280	80.9	100.0	
Missing	System	66	19.1		
Total		346	100.0		

**AWARE OF QAT/RAE EXERCISES?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	198	57.2	59.1	59.1
	NO	136	39.3	40.6	99.7
	11.00	1	.3	.3	100.0
	Total	335	96.8	100.0	
Missing	System	11	3.2		
Total		346	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	115	33.2	51.3	51.3
	NO	109	31.5	48.7	100.0
	Total	224	64.7	100.0	
Missing	System	122	35.3		
Total		346	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	112	32.4	73.7	73.7
	NO	40	11.6	26.3	100.0
	Total	152	43.9	100.0	
Missing	System	194	56.1		
Total		346	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	40	11.6	12.3	12.3
	4 - 7 DAYS	90	26.0	27.8	40.1
	8 - 14 DAYS	102	29.5	31.5	71.6
	15 DAYS OR OVER	92	26.6	28.4	100.0
	Total	324	93.6	100.0	
Missing	System	22	6.4		
Total		346	100.0		

**QUALIFICATIONS HELD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	85	24.6	24.8	24.8
	BACHELOR DEGREE	158	45.7	46.1	70.8
	DIPLOMA/EQUIVALENT	27	7.8	7.9	78.7
	CERTIFICATE/EQUIVALENT	9	2.6	2.6	81.3
	PROFESSIONAL QUALIFICATION	61	17.6	17.8	99.1
	OTHER	3	.9	.9	100.0
	Total	343	99.1	100.0	
Missing	System	3	.9		
Total		346	100.0		

**DISABILITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	331	95.7	98.8	98.8
	UNREGISTERED DISABLED	3	.9	.9	99.7
	REGISTERED DISABLED	1	.3	.3	100.0
	Total	335	96.8	100.0	
Missing	System	11	3.2		
Total		346	100.0		

**INITIAL AWARENESS OF COURSE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	77	22.3	22.4	22.4
	FAMILY/FRIEND	111	32.1	32.4	54.8
	EXHIBITION/FAIR	18	5.2	5.2	60.1
	AGENT/ADVISOR	11	3.2	3.2	63.3
	MEDIA ADVERTISEMENT	31	9.0	9.0	72.3
	SPECIALIST PUBLICATION	14	4.0	4.1	76.4
	INTERNET	14	4.0	4.1	80.5
	OTHER	45	13.0	13.1	93.6
	9.00	22	6.4	6.4	100.0
	Total	343	99.1	100.0	
Missing	System	3	.9		
Total		346	100.0		

**INITIAL INFORMATION REQUESTED?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	289	83.5	85.0	85.0
	NO	51	14.7	15.0	100.0
	Total	340	98.3	100.0	
Missing	System	6	1.7		
Total		346	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	42	64.6	64.6	64.6
	FEMALE	23	35.4	35.4	100.0
	Total	65	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	14	21.5	21.5	21.5
	31-40	35	53.8	53.8	75.4
	41-50	15	23.1	23.1	98.5
	51 OR OVER	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	10	15.4	15.4	15.4
	MARRIED/LIVING WITH PARTNER	52	80.0	80.0	95.4
	DIVORCED/SEPARATED	3	4.6	4.6	100.0
	Total	65	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	50	76.9	96.2	96.2
	2.00	2	3.1	3.8	100.0
	Total	52	80.0	100.0	
Missing	System	13	20.0		
	Total	65	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	8	12.3	12.5	12.5
	BACHELOR DEGREE	14	21.5	21.9	34.4
	DIPLOMA/EQUIVALENT	13	20.0	20.3	54.7
	CERTIFICATE/EQUIVALENT	5	7.7	7.8	62.5
	PROFESSIONAL QUALIFICATION	24	36.9	37.5	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
	Total	65	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	64	3.1563
ALLOCATED STAFF TO DEAL WITH PROBLEMS	64	2.9531
STAFF AVAILABLE AND WILLING TO TALK	64	2.8594
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	64	2.5781
DOCUMENTED STRATEGY EXISTS	63	2.3175
RESPONSIVENESS PROMISED AND MAINTAINED	63	2.4603
SATISFIED WITH SERVICE QUALITY	64	2.5313
SATISFIED WITH RESPONSIVENESS LEVEL	64	2.7188
LEVEL OF SUPPORT IS EXCELLENT	62	2.6290
EXPECTATIONS MET AND SURPASSED	62	2.2742
COMPLETELY SATISFIED, NO CHANGES NECESSARY	56	2.0893
SATISFIED, FEW MINOR CHANGES NECESSARY	58	3.0862
DISSATISFIED, MANY MINOR CHANGES NECESSARY	54	2.1852
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	54	1.6111
Valid N (listwise)	47	

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	44	67.7	68.8	68.8
	no	20	30.8	31.3	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	36	55.4	56.3	56.3
	no	28	43.1	43.8	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	45	69.2	70.3	70.3
	no	19	29.2	29.7	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	19	29.2	29.7	29.7
	no	45	69.2	70.3	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	9.2	9.4	9.4
	no	58	89.2	90.6	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

### Financial problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	12.3	12.5	12.5
	no	56	86.2	87.5	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

### Personal problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	13	20.0	20.3	20.3
	no	50	76.9	78.1	98.4
	11.00	1	1.5	1.6	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

### Problems taking time off work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	20	30.8	31.3	31.3
	no	44	67.7	68.8	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

### Problems returning to study environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	22	33.8	34.4	34.4
	no	42	64.6	65.6	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

### Problems with group work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	12.3	12.5	12.5
	no	56	86.2	87.5	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		



**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	23	35.4	46.0	46.0
	NO	27	41.5	54.0	100.0
	Total	50	76.9	100.0	
Missing	System	15	23.1		
Total		65	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	over 2 years	64	98.5	100.0	100.0
Missing	System	1	1.5		
Total		65	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	27	41.5	44.3	44.3
	2.00	17	26.2	27.9	72.1
	3.00	17	26.2	27.9	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
Total		65	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	64	98.5	100.0	100.0
Missing	System	1	1.5		
Total		65	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	4.6	4.7	4.7
	no	61	93.8	95.3	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	31	47.7	48.4	48.4
	no	33	50.8	51.6	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

**PERFORMANCE ENQUIRY MADE?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	4	6.2	12.5	12.5
	NO	28	43.1	87.5	100.0
	Total	32	49.2	100.0	
Missing	System	33	50.8		
Total		65	100.0		

**DID ENQUIRY INFLUENCE DECISION TO APPLY?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	3	4.6	17.6	17.6
	NO	14	21.5	82.4	100.0
	Total	17	26.2	100.0	
Missing	System	48	73.8		
Total		65	100.0		

**APPLICATION REPLY TIME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	11	16.9	18.0	18.0
	4 - 7 DAYS	17	26.2	27.9	45.9
	8 - 14 DAYS	24	36.9	39.3	85.2
	15 DAYS OR OVER	9	13.8	14.8	100.0
	Total	61	93.8	100.0	
Missing	System	4	6.2		
Total		65	100.0		

**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	48	73.8	76.2	76.2
	NO	15	23.1	23.8	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	24	36.9	48.0	48.0
	GROUP	22	33.8	44.0	92.0
	BOTH	4	6.2	8.0	100.0
	Total	50	76.9	100.0	
Missing	System	15	23.1		
Total		65	100.0		

### DISABILITIES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABLE BODIED	59	90.8	98.3	98.3
	UNREGISTERED DISABLED	1	1.5	1.7	100.0
	Total	60	92.3	100.0	
Missing	System	5	7.7		
Total		65	100.0		

### INITIAL AWARENESS OF COURSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PROSPECTUS	31	47.7	47.7	47.7
	FAMILY/FRIEND	12	18.5	18.5	66.2
	EXHIBITION/FAIR	2	3.1	3.1	69.2
	AGENT/ADVISOR	1	1.5	1.5	70.8
	MEDIA ADVERTISEMENT	8	12.3	12.3	83.1
	OTHER	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

### INITIAL INFORMATION REQUESTED?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	54	83.1	85.7	85.7
	NO	9	13.8	14.3	100.0
	Total	63	96.9	100.0	
Missing	System	2	3.1		
Total		65	100.0		

### TIME TAKEN FOR INFO TO ARRIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WITHIN 3 DAYS	19	29.2	36.5	36.5
	4 - 7 DAYS	24	36.9	46.2	82.7
	8 - 14 DAYS	8	12.3	15.4	98.1
	15 DAYS OR OVER	1	1.5	1.9	100.0
	Total	52	80.0	100.0	
Missing	System	13	20.0		
Total		65	100.0		

### AWARE OF QAT/RAE EXERCISES?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	26	40.0	41.9	41.9
	NO	36	55.4	58.1	100.0
	Total	62	95.4	100.0	
Missing	System	3	4.6		
Total		65	100.0		

# Frequencies

## Frequency Table

### SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	42	64.6	64.6	64.6
	FEMALE	23	35.4	35.4	100.0
	Total	65	100.0	100.0	

### AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	14	21.5	21.5	21.5
	31-40	35	53.8	53.8	75.4
	41-50	15	23.1	23.1	98.5
	51 OR OVER	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

### MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	10	15.4	15.4	15.4
	MARRIED/LIVING WITH PARTNER	52	80.0	80.0	95.4
	DIVORCED/SEPARATED	3	4.6	4.6	100.0
	Total	65	100.0	100.0	

### NATIONALITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	50	76.9	96.2	96.2
	2.00	2	3.1	3.8	100.0
	Total	52	80.0	100.0	
Missing	System	13	20.0		
Total		65	100.0		

### QUALIFICATIONS HELD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MASTERS/OTHER PG	8	12.3	12.5	12.5
	BACHELOR DEGREE	14	21.5	21.9	34.4
	DIPLOMA/EQUIVALENT	13	20.0	20.3	54.7
	CERTIFICATE/EQUIVALENT	5	7.7	7.8	62.5
	PROFESSIONAL QUALIFICATION	24	36.9	37.5	100.0
	Total	64	98.5	100.0	
Missing	System	1	1.5		
Total		65	100.0		

# Descriptives

## Descriptive Statistics

	N	Mean
RESPONSIVE AND FRIENDLY STAFF	63	2.9683
ALLOCATED STAFF TO DEAL WITH PROBLEMS	63	2.9524
STAFF AVAILABLE AND WILLING TO TALK	63	2.9365
RESPONSIVE SYSTEMS AND PROCESS IN PLACE	62	2.5323
DOCUMENTED STRATEGY EXISTS	61	2.2295
RESPONSIVENESS PROMISED AND MAINTAINED	62	2.3065
SATISFIED WITH SERVICE QUALITY	63	2.3968
SATISFIED WITH RESPONSIVENESS LEVEL	62	2.3871
LEVEL OF SUPPORT IS EXCELLENT	63	2.5079
EXPECTATIONS MET AND SURPASSED	62	2.2097
COMPLETELY SATISFIED, NO CHANGES NECESSARY	56	1.8036
SATISFIED, FEW MINOR CHANGES NECESSARY	59	2.7119
DISSATISFIED, MANY MINOR CHANGES NECESSARY	55	2.5818
COMPLETELY DISSATISFIED, MANY MAJOR CHANGES NECESSARY	54	2.3519
Valid N (listwise)	51	

**Problem with language?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	11.1	43.8	43.8
	no	9	14.3	56.3	100.0
	Total	16	25.4	100.0	
Missing	System	47	74.6		
Total		63	100.0		

**Problems with work load**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	44	69.8	72.1	72.1
	no	17	27.0	27.9	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Problems with expectations of standard of work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	24	38.1	39.3	39.3
	no	37	58.7	60.7	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Other problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	3.2	3.3	3.3
	no	59	93.7	96.7	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Problems taking time off work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	17.5	24.4	24.4
	no	34	54.0	75.6	100.0
	Total	45	71.4	100.0	
Missing	System	18	28.6		
Total		63	100.0		

**Problems returning to study environment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	17	27.0	27.9	27.9
	no	44	69.8	72.1	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Problems with group work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	1.6	2.2	2.2
	no	44	69.8	97.8	100.0
	Total	45	71.4	100.0	
Missing	System	18	28.6		
Total		63	100.0		

**Problems with impact on family and friends**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	44.4	62.2	62.2
	no	17	27.0	37.8	100.0
	Total	45	71.4	100.0	
Missing	System	18	28.6		
Total		63	100.0		

**Problems balancing priorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	25	39.7	55.6	55.6
	no	20	31.7	44.4	100.0
	Total	45	71.4	100.0	
Missing	System	18	28.6		
Total		63	100.0		

**Problem with accommodation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	6.3	6.6	6.6
	no	57	90.5	93.4	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Problem with mixing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	4.8	4.9	4.9
	no	58	92.1	95.1	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Problem returning to study part time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	23.8	24.6	24.6
	no	46	73.0	75.4	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Financial problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	22.2	23.0	23.0
	no	47	74.6	77.0	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Personal problems**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	23.8	24.6	24.6
	no	46	73.0	75.4	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		



**INVITED TO VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	37	58.7	60.7	60.7
	NO	24	38.1	39.3	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**GROUP/INDIVIDUAL VISIT?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	INDIVIDUAL	31	49.2	86.1	86.1
	GROUP	4	6.3	11.1	97.2
	BOTH	1	1.6	2.8	100.0
	Total	36	57.1	100.0	
Missing	System	27	42.9		
Total		63	100.0		

**DID VISIT INFLUENCE DECISION?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	9	14.3	24.3	24.3
	NO	28	44.4	75.7	100.0
	Total	37	58.7	100.0	
Missing	System	26	41.3		
Total		63	100.0		

**Total number of years to gain MBA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	6	9.5	9.8	9.8
	1 - 2 years	14	22.2	23.0	32.8
	over 2 years	41	65.1	67.2	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Year of study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	25	39.7	41.0	41.0
	2.00	18	28.6	29.5	70.5
	3.00	17	27.0	27.9	98.4
	4.00	1	1.6	1.6	100.0
	Total	61	96.8	100.0	
Missing	System	2	3.2		
Total		63	100.0		

**Overall Results**