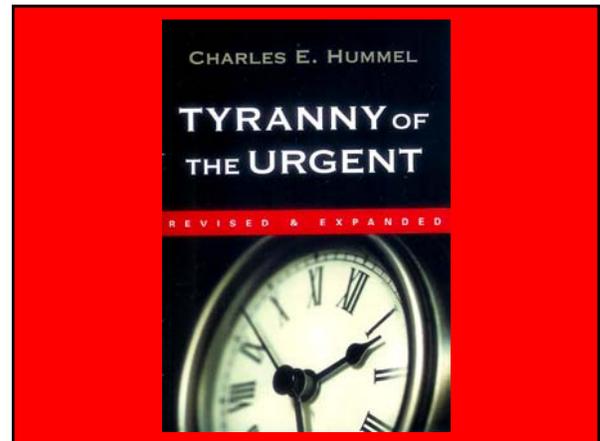


Escaping the
Tyranny of the Urgent!
The Yin and Yang of Education Marketing

Mike Connor, President
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ERB Closing Keynote
San Diego, CA
October 5, 2012



Our greatest danger in life
Is permitting the **urgent** things
To crowd out the **important**.

Charles Hummel
Tyranny of the Urgent

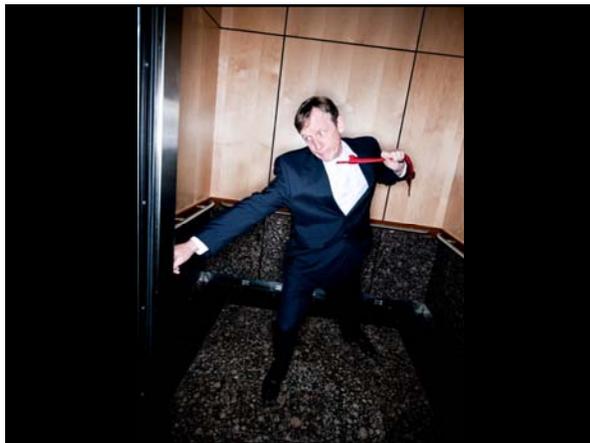
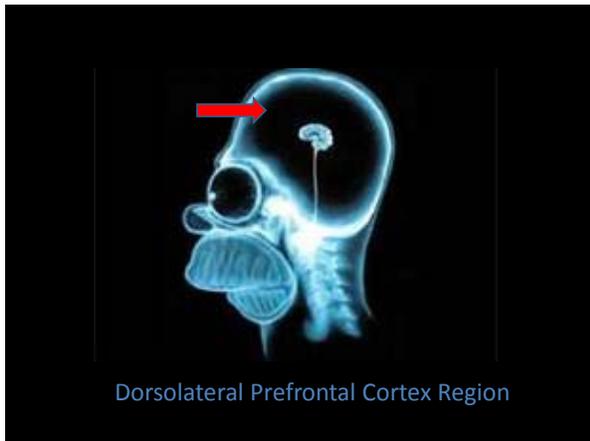
The State of Affairs

“Bidding for your mind . . . all the time.”

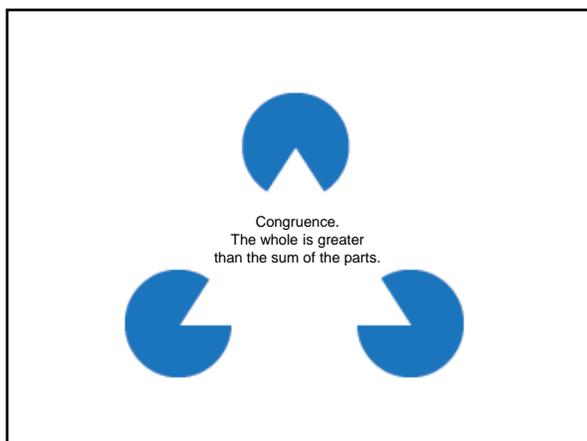
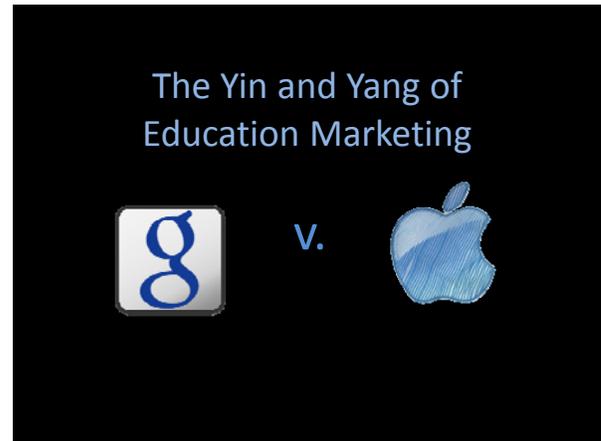
- ✓ 1 Billion Facebook Users—93% of all US internet users
- ✓ 4 Billion You Tube views daily
- ✓ 500 million Twitter Accounts—11 new accounts every second
- ✓ 300 million tweets daily
- ✓ 14-17 year old girls: 187 daily text messages average
- ✓ Millennial Moms: 12%!!

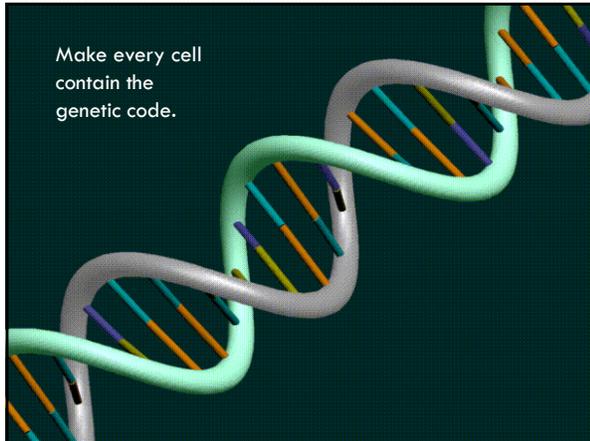
ADT





- Agenda**
1. The *Yin and Yang* of Education Marketing
 2. What Great Marketing Looks Like
 3. Discovering Brand, Identity, and Value
 4. Communicating Value
 5. Framing the Curriculum
 6. Forecasting Future Enrollment
 7. Managing Change





**THE HEAD
IN MARKETING**

The 6Ws

The Role for the Head of School
and Principals/Division Heads:



Model marketing and
Lead the brand!



Brand x 6Ws

*Who we are...Who we are not.
What we stand for... What we won't stand for.
Why what we stand for matters.
Where we're headed.*

6 Key Statements everyone must own.
Brand is the quality of how everyone does their work daily.
3,000 touchpoints per family per year.

TEACHERS IN MARKETING

It's all about teaching and learning.
Teachers hold all the credibility cards.

Why great teachers make great “marketers”

- If you’re a great teacher, you are continually:
 - **Seeking to improve** the way you teach and grow professionally
 - **Finding ways to communicate** your subject to a student in a way they will find compelling—so they will BUY it!
 - **Determining how** to make the subject relevant to them, depending on how they learn.
 - **Continually communicating** with parents in a way they will find motivating and helpful (so they’ll help you reach your goal of giving their child the best education possible).

What families and students need to know about teachers.

1. Why did you choose to teach here?
2. What do you enjoy most about teaching?
3. What motivated you to become a teacher?
4. Who are your mentors? What experiences or people had the most influence on you and why?
5. What do you want my child to get from having known you?
6. What is the most important life lesson you want my child to learn in x course/activity?
7. What do current and past parents and alums tell you about the impact you made?



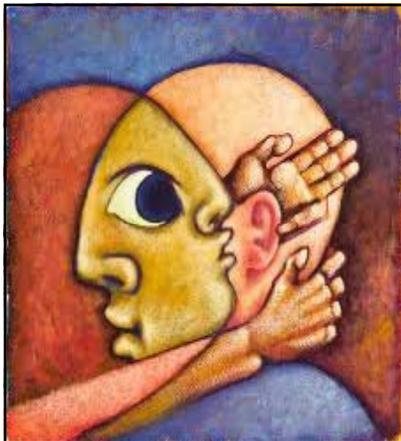
What families and students need to know about teachers.



8. What interests you outside the classroom? What are you passionate about?
9. What are your favorite moments with a student?
10. How do you get the results you want each student to achieve?
11. How do you help them learn how to learn?
12. How do you keep current with the subject areas you cover and apply the latest learning research?

3

Discovering Brand, Identity,
and Value



**Image /Brand
Identity Audit**

**GET TO
WHAT IS
VALUED**

**External
Marketing
Starts with
Listening for
Value**

Mission vs. Image

Mission is who *you* think you are and what *you* think you do.

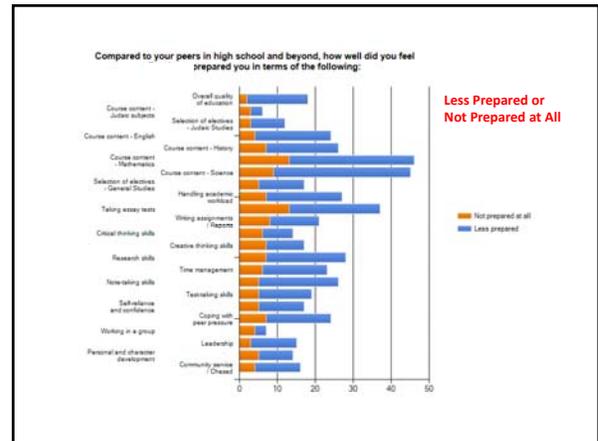
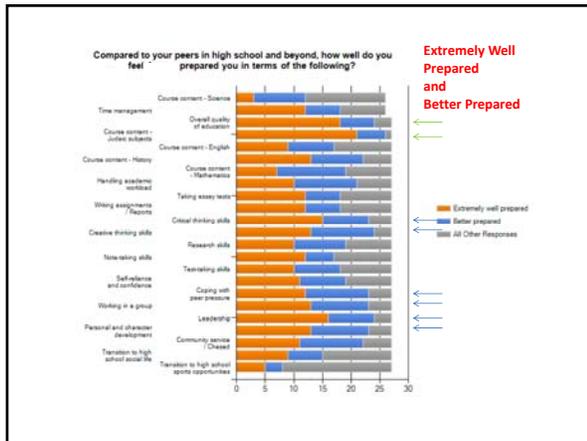
Image is who *they* think you are and what *they* think you do.

You can't see the label from inside the bottle.



Who are "they?"
Examples: Constituency Segments

- Community influencers and referrers: building alliances
- Attended but did not reenroll
- Pre-Inquirers**
- Those who left but came back
- Inquired but did not visit
- Matriculating schools
- Visited but did not apply
- College admission officers
- Applied but did not complete
- Source or Feeder Schools
- Accepted but did not enroll
- Alumni—how did our school make a difference?**
- Others?



St. Michael's graduates, currently in high school, college, or in the early stages of career describe themselves:

- 99% satisfied with overall **quality of education**
- 97% claim St. Michael's had high standards and expectations;
- 96% very high or high satisfaction with **student experience**
- 93%** Thought that **St. Michael's better prepared them for high school than their peers from other schools**
- 93% agreed that the St. Michael's promotes ethical responsibility and good moral choices
- 92% promotes individual responsibility and responsibility for others
- 92%+ expressed very high or high satisfaction with **social studies, critical thinking, language arts, writing, organization skills, personal and character development**

Perception is the Currency of an Image Audit

If perceptions are positive, then the School has an opportunity to reinforce the positive perceptions.

If negative perceptions are not true, the School needs to communicate more effectively.

If negative perceptions are true, program or service changes may be needed. The School should *communicate* the improvements.

Image Audits take courage!

No need to be defensive.
Objective knowledge = power.

If “customers” are happy, great.
Let’s make the positives even better.

Not happy?
we need to know about it **now**.

Invite feedback.
People respect you for it
and your stature is raised simply by asking.

4

Communicating Value

Communicating Value



“When you pay
this much money,
you expect something
extraordinary.”

The Question for Value:

SO WHAT?

Why is it important?
Why should I care?
Why is it significant?
Why does it matter?
What is in it for me? My family? My child?
Why should I buy this from you?

Elements of a Customer-Centric
Value Proposition

When value is not understood, price decides.
You demonstrate value when you can **prove** you are:

1. Demonstrating you make a difference in those whose lives you touch (**ROI**).
2. Providing unique solutions to an individual’s needs (**Customer intimacy, connection, convenience**).
3. Stewarding resources and running an efficient organization (**Cost-conscious**).
4. Pushing the envelope of good educational practice (**Innovative**).

5

Framing the Curriculum:
Preparing students for the world they
will inherit
6Cs

 **Communicating Academic Value Through the Arts**



“More than rigor, management discipline, integrity or even vision -- successfully navigating an increasing complex world will require **creativity**.”

Survey of 1,500 Chief Executive Officers from 60 countries and 33 industries worldwide

The Creativity Crisis
Newsweek July 10, 2010

- 2010 IBM poll of 1,500 CEOs identified **creativity as the No. 1 “leadership competency” of the future.**
- Creativity tests designed 50 years ago: correlation to lifetime accomplishment was more than three times stronger for childhood creativity than childhood IQ.
- The arts don't own creativity.

The Rub

- American creativity/problem solving scores are falling.
- K-6 decline most serious.
- **Creativity is not about freedom from concrete facts.**
- Creativity and problem-solving depends on **left brain** divergent thinking and **right brain** convergent thinking

The Payoff

- Study of 1,500 middle schoolers found that:
 1. *Those high in creativity had more confidence about their future and ability to succeed.*
 2. *They were sure that their ability to come up with alternatives would aid them, no matter what problems would arise.*

Frame your curriculum by the skills students will need to succeed in the world they will inherit.

6

Forecasting Enrollment
Converting Leads to Inquiries

You for Sale: Mapping, and Sharing, the Consumer Genome

Justin Bolle for The New York Times
By NATASHA SINGER
Published: June 16, 2012



It peers deeper into American life than the F.B.I. or the I.R.S., or those prying digital eyes at Facebook and Google. If you are an American adult, the odds are that it knows things like your age, race, sex, weight, height, marital status, education level, politics, buying habits, household health worries, vacation dreams — and on and on.

Predictive Modeling (Enrollment Feasibility Study)

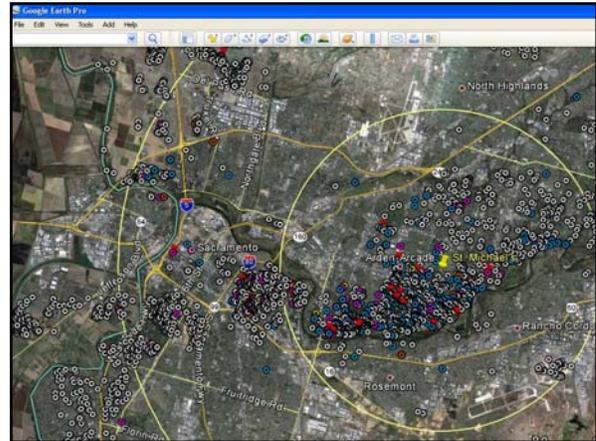
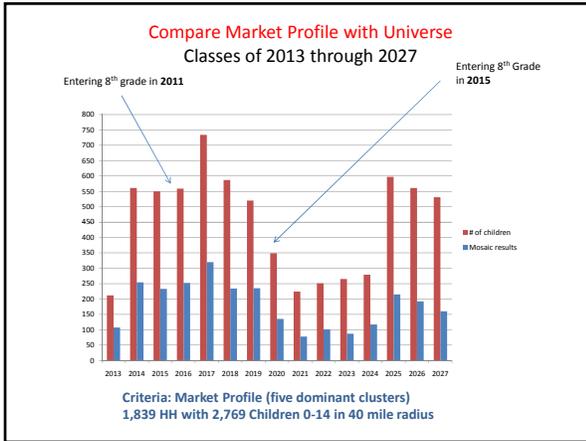
Identify and increase mission-appropriate inquiries

- **Demographics:** how many, how much \$, projected growth
- **Psycho-demographics:** All of the above, including lifestyle, attitudes, interests, opinions, values

PSYCHO-DEMOGRAPHIC RESEARCH AND PREDICTIVE MODELING

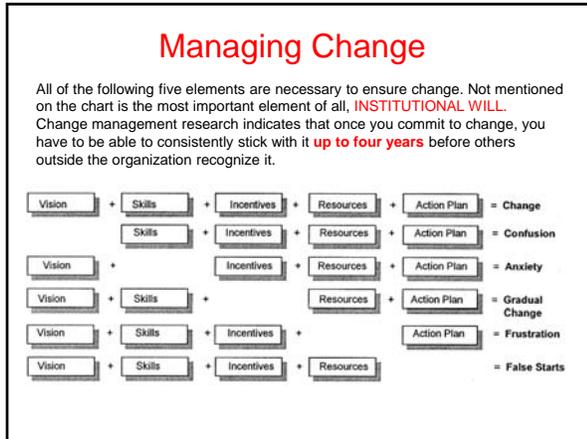
Identify prospects who share your values, interests, and priorities and are most likely to respond to you.

- 1. Market Profile:** Based on current and recent enrollment, Households are placed into one of 71 "clusters" that describes similar households, including those who have similar income, level of education, and buying habits.
- 2.** Narrow down this group to include only those 3-7 clusters that represent the most significant proportion of the School's population.
- 3.** Plot the intersection between these qualified prospects, your current families, teachers, board members, and alumni **to bring your entire institution to bear on converting these prospects** to inquiries and move them to enrollment.

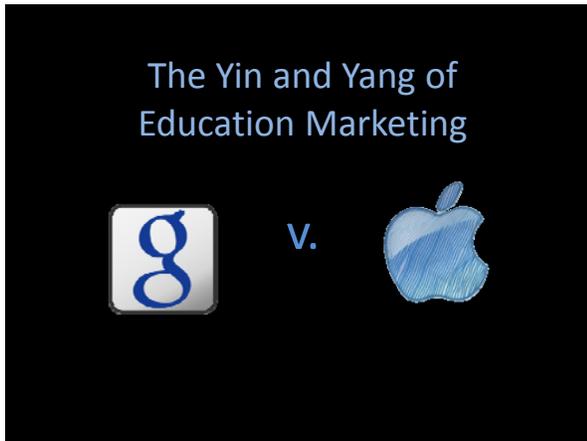


7

Managing Change



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