

A Work Project, presented as part of the requirements for the Award of a Master Degree in Management with major of International Business and strategy from the NOVA – School of Business and Economics.

Appendixes for Nova SBE Internationalization Strategy to Morocco

Yourkey Alber 1950

A Project carried out on the Master in Management Program, under the supervision of:
Professor Elizabete Cardoso

DATE 22/05/2016

Table of Contents

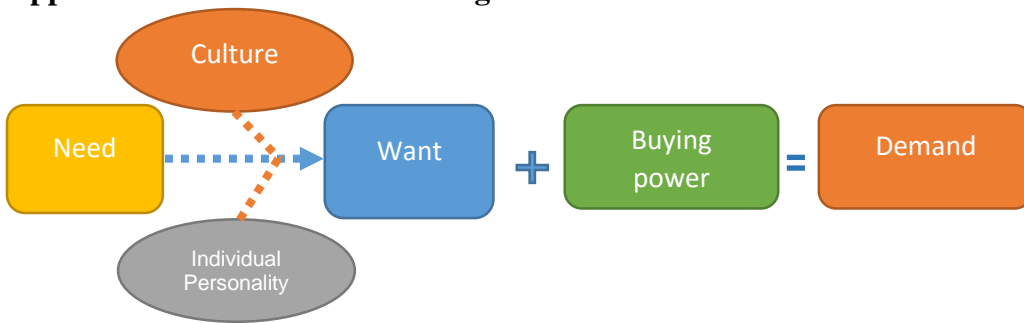
Research Dashboard Link:	2
Appendixes for Nova SBE Internationalization Strategy to Morocco	2
Appendix 1: Kotler and Armstrong Consumer model	2
Appendix 2 Geert Hofstede country culture index (Morocco)	2
Appendix 3: Generations Characteristics	3
Appendix 5: Nova Location	6
Appendix 6: Analysis of Nova Brand in 3B,3E model	6
Appendix 7: Nova programs brand position C-D map Model	7
Master in management	8
International Master of Finance	9
Appendix 8: Tuition fees for top business schools in main destinations	10
Appendix 9: Tuition fees for Moroccan business schools	11
Appendix 10 Moroccan universities governance:	11
Appendix 11: Marketing Research, Moroccan higher education	11
Appendix 12: List of private secondary schools	12
Appendix 13: List of Portuguese and Moroccan corporates, those have business between Morocco and Portugal	12
Appendix 14: Minutes, Men, and Money	13

Research Dashboard Link:

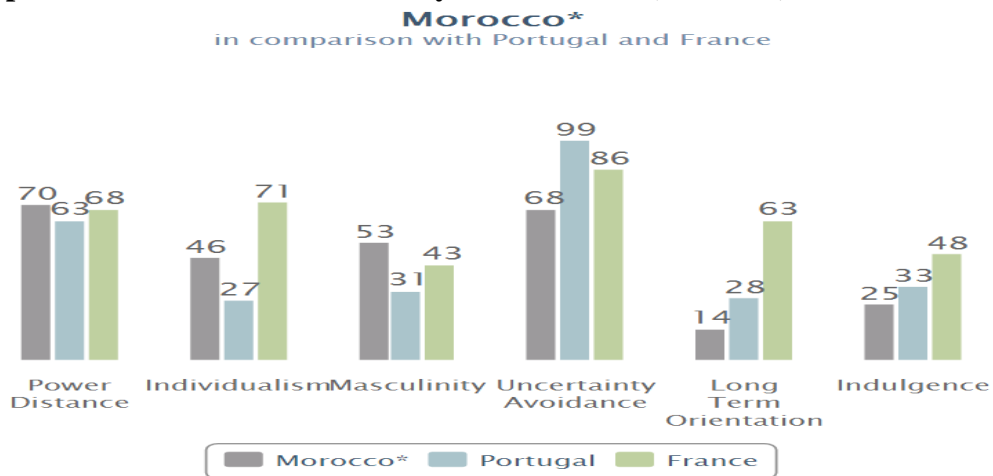
<https://app.powerbi.com/groups/me/dashboards/98a0ac1c-257c-491d-8d77-26738cf8c25e>

Appendixes for Nova SBE Internationalization Strategy to Morocco

Appendix 1: Kotler and Armstrong Consumer model



Appendix 2 Geert Hofstede country culture index (Morocco)



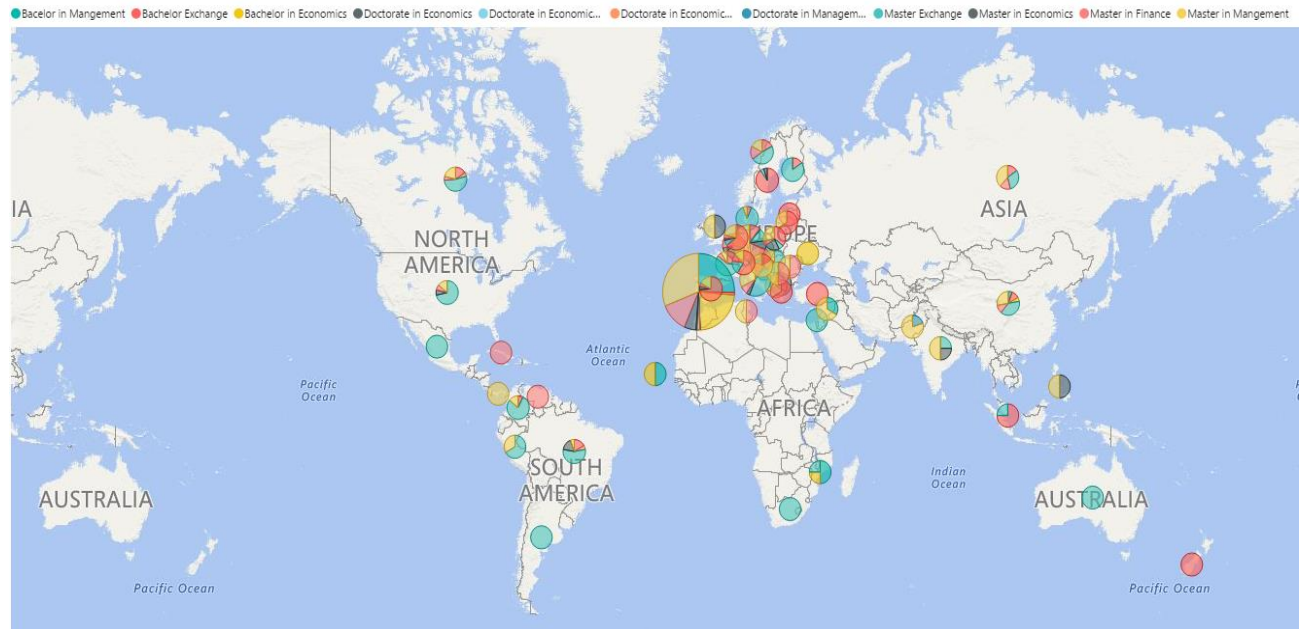
Appendix 3: Generations Characteristics

Characteristics	Generation X Post boomers	Generation Y Millennials	Generation Z I-gen
Born	1965-1984	1985-1995	After 1995
Working space	Round-table style Relax ambiance	Cafe-Style Music & Multi-modal	Lounge room style Multi-stimulus
Training Preferences/ format	Formal - Monologue Case studies - Practical - Applications	Programmed Engagement (dialogue) Development Multi-sensory	Blended learning Interactive eLearning User- driven Self-taught
The education Image	Important tool to reach the goal	expensive but necessary	Academization (reduce the rigid rules) Self-paced e-learning
Sales & Marketing	Direct / Targeted media Below-the-line	Viral / Electronic Media Through Friends	Interactive campaigns Positive brand association
Influencers in decisions	Pragmatic Practitioners	Experiential advisors Peers	User-generated Forums
Financial Values	Medium-term Goals Credit savvy Life-stage debt Worst that their parents' financial situation	Short-term wants Credit dependent Life-style debt	Impulse purchases E-shopping Life-long deb
Aspiration	Work-life Balance	Freedom and flexibility	Security and stability
Involvement in the Digital world	Digital immigrants	Digital Natives	Technoholics or "screenagers"

Communication preference	email and text messaging	online and mobile (texting)	Facetime
Intention	After witnessing many wars and crisis, they whole intention is all about setting the world to rights	Sociologists, being comfortable sharing their entire life online, Independent - self-regarding generation (me generation) worried about the future digital entrepreneurs, work with companies not for	Deep desire to make the world a better place, with feeling of global community. Multilingual It is all about the experience Career multitaskers, moving seamlessly between organizations and pop-up businesses
Landmark events	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids; rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Refugees crisis Produce own media Cloud computing/Big Data Wiki-leaks

(Vogel, 2015), (Reshape, Sherbin, & Sumberg, 2009), (McCrindle, 2014)(Williams & Page, 2011), (Wallop, 2014)

Appendix 4: Nova SBE global Footprint 2014



Appendix 5: Nova Location



Source: <http://rankings.ft.com/businessschoolrankings/map>

Appendix 6: Analysis of Nova Brand in 3B,3E model

“A brand is a living entity – and it is enriched or undermined cumulatively over time, the product of a thousand small gestures” – Michael Eisner, former CEO of Disney

Analyzing Nova SBE brand using 3Bs (Business, Brand, Behavior) and 3Es (Efficiency, Effectiveness, Experience) model that developed by prof. Nadar Tavassoli (Tavassoli 2011) to achieve brand traction and value creation building a reputable “brand” is critical for Nova SBE’s vision. Since the beginning Nova SBE started to provide the degrees in economics and management those were not exist (properly) in the country, providing efficient services (degrees) the efficiency in the offerings. Later about ten years ago, Nova SBE have started to increase the customer value through its internationalization development, building a solid brand locally (and it is in processes to increase the brand recognition internationally), gaining effectiveness in the proposed programs. With adding the subservices (career service, gamification, modules, clubs, nice interact and social engagement, networking and

more international exposure) those generate delightful Experience and will keep Nova SBE brand image in the top of students minds. Mentioning Nova SBE's brand which the logo is part of it logo "both the visual images and the words on the logo are carefully and painstakingly selected to define in the most accurate way what the university about" (Maringe et al. 2008) and the slogan is "Shaping Powerful Minds" the essential part of it.

Appendix 7: Nova programs brand position C-D map Model

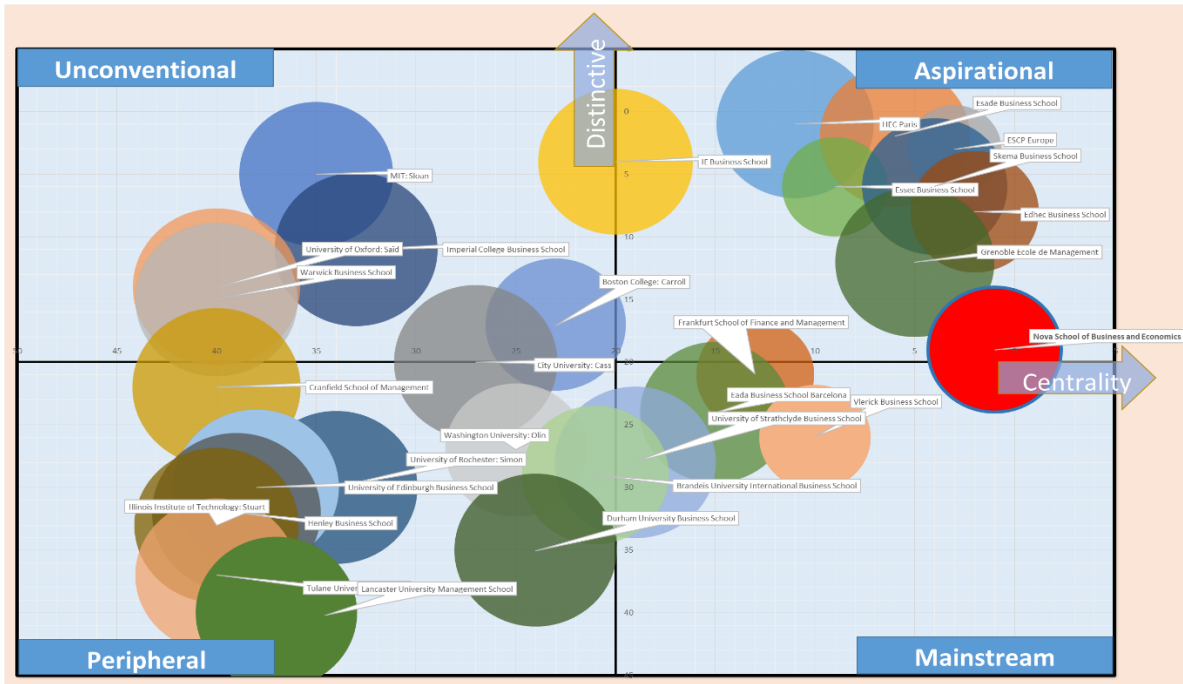
Base on Harvard business school research and two business cases (Cars & Beers) about mapping brand strategy (C-D map) (Dawar & Bagga, 2015), assuming that the International course experienceⁱ within the business school represents its Centrality and the Ranking of the business school represents its Distinctiveness. This model assume that with increasing the centrality the sales increase, while by increasing the Distinctiveness the prices will be higher which may decrease the sales (or being very picky) is that increase the margins. After plugging the model for master in management using the recent FT ranking figures (for top 40 Schools). We conclude that Nova SBE placed in Main Stream iiBrand position in the top 40 business school globally, what shows Nova should invest to increase its distinctness (Ranking) to shift to the Aspirationaliii brand position, while the bubble size is the volume of enrolments (master in management in our example). The limitations of this model are, first, it did not consider the constraints of universities' capacity while looking to the number

ⁱ Weighted average for four factors that measure international exposure during the master program by FT.

ⁱⁱ Mainstream brands build their central position through careful engineering and product development to align with (or even shape) popular tastes and through heavy advertising to make the brand synonymous with the category.

ⁱⁱⁱ Aspirational, because aspirational brands are both central and distinctive, companies can take advantage of high sales volumes and premium pricing.

International Master of Finance



Appendix 8: Tuition fees for top business schools in main destinations

Master in management Ranking 2015	School name	Country	Programme name	Maximum course fee (EUR)
14	Mannheim Business School	Germany	Mannheim Master in Management	540.00
66	University of Cologne Faculty of Management	Germany	MSc in Business Administration	982.00
55	IAE Aix-en-Provence Aix-Marseille University GSM	France	MSc in Management	4255.00
51	Essca School of Management	France	Essca Master in Management	9190.00
31	Nova School of Business and Economics	Portugal	International Masters in Management	9500.00
33	Télécom Business School	France	Master in Management	12400.00
59	Católica Lisbon School of Business and Economics	Portugal	International MSc in Management	13120.00
77	ESC Clermont	France	Master in Management	16500.00
28	Audencia Nantes	France	MSc in Management-Engineering	16950.00
61	Bradford University School of Management	UK	MSc in Management	17550.00
76	Burgundy School of Business	France	Master in Management	17600.00
21	Iéseg School of Management	France	Msc in Management	17782.00
69	EM Normandie	France	Master in Management	17980.00
36	Toulouse Business School	France	Master in Management	18200.00
50	ICN Business School	France	Master in Management	18600.00
48	La Rochelle Business School	France	Master in Management	19000.00
49	University of Strathclyde Business School	UK	Strathclyde MBM	19500.00
41	Montpellier Business School	France	Master in Management	20000.00
34	Neoma Business School	France	Master in Management	20400.00
27	Eada Business School Barcelona	Spain	Master in International Management	21200.00
74	Lancaster University Management School	UK	MSc in Management	22100.00
45	Kedge Business School	France	Master in Management	22400.00
8	WHU Beisheim	Germany	MSc in Management	22800.00
80	University of Exeter Business School	UK	MSc in International Management	23400.00
71	University of Bath School of Management	UK	MSc in Management	23400.00
57	Durham University Business School	UK	MSc in Management	23400.00
24	City University: Cass	UK	MSc in Management	23400.00
20	Grenoble Graduate School of Business	France	Master in International Business	23553.00
11	EBS Business School	Germany	Master in Management	23850.00
70	Alliance Manchester Business School	UK	MSc in International Business and Management	24050.00
63	Leeds University Business School	UK	MSc in International Business	24700.00
17	HHL Leipzig Graduate School of Management	Germany	MSc in Management	25000.00
12	Esade Business School	Spain	MSc in International Management	25800.00
52	University of British Columbia: Sauder	Canada	Master of Management	26924.60
6	London Business School	UK	Masters in Management	27500.00
62	University of Edinburgh Business School	UK	Msc in Management	27755.00
19	Imperial College Business School	UK	MSc in Management	31200.00
30	EMLyon Business School	France	MSc in Management	32000.00
18	Edhec Business School	France	Edhec Master in Management	32000.00
10	IE Business School	Spain	Master in Management	32200.00
23	Warwick Business School	UK	Warwick Masters in Management	33800.00
7	ESCP Europe	Germany	ESCP Europe Master in Management	35800.00
2	HEC Paris	France	HEC MSc in Management	36000.00
3	Essec Business School	France	MSc in Management	38000.00

Appendix 9: Tuition fees for Moroccan business schools

Univeristy	Campus	Type	Bachelor (EUR)	Master (EUR)
AlAkhawayn	Ifran	PPP	6,000.00	6,000.00
HEM	Casablanca, Rabat, Marrakech, Tangier, Fez and Oujda	Private	5,400.00	11,200.00
UIR (Normal)	Rabat	PPP	6,500.00	6,500.00
UIR (Master in international business)	Rabat - Madrid	PPP		10,000.00
UIR (Marketing Management)	Rabat - Madrid	PPP		12,000.00

Appendix 10 Moroccan universities governance:



Appendix 11: Marketing Research, Moroccan higher education Attachment No.1

Appendix 12: List of private secondary schools

School Name	City
American Academy Casablanca	Casablanca
Casablanca American School	Casablanca
George Washington Academy	Casablanca
Lycée français de Casablanca	Casablanca
Lycée Lyautey	Casablanca
Ecole Théophile Gauthier	Casablanca
Ecole Georges-Bizet	Casablanca
Collège Anatole France	Casablanca
Ecole Molière :	Casablanca
Ecole Claude Bernard	Casablanca
Ecole/Collège Claude Monet	Casablanca
Ecole Narcisse Leven	Casablanca
Ecole Al Jabr	Casablanca
Ecole internationale de Casablanca (ORT)	Casablanca
Groupe Scolaire Louis-Massignon (OSUI)	Casablanca
Lycée Maimonide	Casablanca
Rabat American School	Rabat
Khalil Gibran School Rabat	Rabat
Lycee Descartes Rabat	Rabat
American School of Tangier (AST)	Tangier
Lycée Renault	Tangier
American School of Marrakesh	Marrakesh
Lycee Victor Hugo de Marrakech	Marrakesh

Appendix 13: List of Portuguese and Moroccan corporates, those have business between Morocco and Portugal
Attachment No.2

Appendix 14: Minutes, Men, and Money

1- Minutes

ID	Task	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16
1	Agreements with Moroccan private secondary schools (with the double degree program)	Develop and approve.	Lunch	Contract				
2	Agreements with the International University of Rabat and Toulouse business school	Develop and approve.	Lunch	Contract				
3	Ambassadors program and film their Testimonials	Film the testimonials for current Moroccan students	Lunch	Contact				
4	French language to the website + Portugal Page	Develop and approve	Contract	Prepare	Lunch			
5	Initiate “Hangout” sessions			Develop and approve	Contact	Promote	Launch	
6	Erasmus+ scholarship & Welcome package			Develop and approve	Launch			
7	Business Games	Develop and approve		Prepare material	Promote	Registration	Launch	End
8	Communicate with Portuguese, Moroccan Corporates and diplomats (in Lisbon)	Develop and approve	Lunch			Contact		Contact
9	Marketing email for all contacts, generated from the above steps							Lunch
		Milestone						

2- **Men:** The tasks required to implement recommendations (1-2-4-5-7-8) are main tasks performed by the following departments (International relations, Admission and development, Marketing, Corporate and Alumni relations and Academic Board). For recommendations 4 and 7, Film editing (MOOCs) and translating (French) will be outsourced.

3- **Money:** Nova staff will perform most of the required tasks, which will cost extra money, even the emails and the MOOCs platform is free (Google class is for

free for educators). While the main project burden can be allocated in Euros as the following: 800 videos editing (20 * 40 Hours), 200 logistics of the game (Posters and Post), 200 Prize, 800 translating, 200 promoting for Nova programs (Posters and Post), the total cost to run this project is 2800 Euros. The expected return of this project is 27000 Euros in the next 6 months, resulted from the tuitions fees of newly attracted Moroccan students (2 in bachelor, 3 Summer school, and 1 in master) which represents 12.5% of highs school game participants, and 8% of bachelor students, in addition to the exchange students. Noting that the business Game and translation can be used with other market. As a result, awareness about Nova will be increased, so the number if the attracted Moroccan students. Finally, these numbers are expected to double in the next year (simile to the Tunisian experience in Nova)