To the Graduate Council:

I am submitting herewith a thesis written by Aneisa McDonald entitled "Marketing Approaches of Administrators of Southeastern Universities with a Major in Dance" I have examined the final copy of this thesis and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Human Performance and Sport Studies.

Dr. Gene McCutchen, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Associate Vice Chancellor
and Dean of the Graduate School

MARKETING APPROACHES OF ADMINISTRATORS OF SOUTHEASTERN UNIVERSITIES WITH A MAJOR IN DANCE

A Thesis

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Aneisa McDonald

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ABSTRACT

This study examines the status of marketing practices currently used among southeastern dance administrators Its purpose is to determine the marketing approaches used to promote dance programs and performance activities at universities and colleges offering a major in dance

A questionnaire was sent to dance administrators of 31 southeastern universities and colleges. Twenty-three of the 31 administrators responded, producing a 74% response rate The data was analyzed using the Windows SPSS package version ten resulting in descriptive statistics such as means, percentages, frequencies and cross-tabulations

This study answers the following research questions 1) what types of programs are attracting the most students for university study? 2) does the administrator of the dance program have specific training or background in marketing? 3) what marketing methods are used to promote dance performances? 4) what marketing methods are used to promote dance programs offering a major in dance? and 5) do universities and colleges offering a dance major have specific target markets for their programs and performance activities?

The findings of this study provide dance administrators with a profile of the dance programs with the highest enrollments. The effectiveness of various techniques for marketing dance programs and performances are revealed The results of this study also indicates that marketing is not being used to its fullest potential due to limited engagement in activities such as marketing research, planning and evaluating.

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CHAPTER 1

INTRODUCTION

Involvement in any aspect of dance is a lesson in survival Whether you are an educator, choreographer, administrator, or dancer, making a living solely in the field of dance is a challenge Lack of funding, rising costs, intense competition and fluctuating community support have contributed to an atmosphere of uncertainty (Moore and Gray, 1990) Thus, it becomes imperative to operate the various functions of the profession of dance with sound business strategies such as marketing According to Moore and Gray, marketing is as relevant to educational institutions as to profit businesses Organizations that have developed a marketing orientation often achieve their goals and objectives more effectively

Dance is not alone in its plight for existence Physical Education and sport often struggle to keep their programs alive The difference between the two groups lies within physical education and sport's ability to promptly identify the need for marketing strategies "Marketing may well be the need for the future if the allied HPERD disciplines are going to thrive and survive as viable and valuable entities on the educational scene" (Schneider, 1992, p 72) Professionals in education and sport seem to better understand the benefits of marketing and are more openly discussing the subject through journal articles and research studies Health, Physical Education, and Recreation professionals are encouraging each other to examine their marketing skills and engage in more effort to use marketing to change the publics' somewhat negative perception of physical education and sport

As evidence of lagging efforts within dance professions to include sound business practices within their organizations, the results of the Second International Conference on Arts and Management can be examined The two-day conference focused on applying a management concept to the field of arts and culture Approximately one hundred and fifty papers were presented with subjects ranging from marketing management, strategic plans, and consumer behavior to teaching and research Roberts (1993) was the only professional to present a paper specifically applying a business concept to dance

It would be beneficial to the community of dance if more professionals and administrators within the field would begin to address the lack of research and data concerning management issues such as marketing Understanding marketing techniques and concepts could be the key to insuring survival of dance programs

Statement of Purpose

The purpose of this study was to determine the marketing approaches used by administrators of southeastern universities and colleges offering a major in dance to promote their academic programs and performance activities In order to examine administrators' marketing approaches, the following research questions were developed

1 What types of programs are attracting the most students for university study?
2 Does the administrator of the dance program have specific training or background in marketing?
3 What marketing methods are used to promote dance performances?
4 What marketing methods are used to promote dance programs offering a major in dance?

5 Do universities and colleges offering a dance major have specific target markets for their programs and performance activities?

Definition of Terms

Administrator – The person who is primarily responsible for the affairs, interest and personnel of the dance program Administrators are responsible for program budgets and control the use of facilities and equipment

Background – Educational and professional history of the administrator as well as practical experience in marketing efforts

Dance Program – A pre-arranged selection of course work and activities centering on dance education and the training of a dancer This term also encompasses all faculty, staff, and artists in residence involved in the execution of these purposes

Major in Dance – Universities or colleges which offer a dance based curriculum that produces an undergraduate degree resulting in a BA, BS, or BFA in Dance This excludes schools offering only a minor in dance or a concentration in dance

Marketing – Planning, organizing, and promoting an exchange of product, service, or idea for the mutual benefit of all parties involved Marketing includes everything that may come in contact and therefore influence perception of a program's image Other functions of marketing include identifying the wants and desires of potential students and audiences as well as evaluating and improving the quality of all aspects of the program

Method – The manner in which a marketing objective is achieved Marketing for dance has been divided into four categories

1 Media Advertisement Includes paid for messages such as print advertisement, radio, television and the World Wide Web

2 Public Relations Includes press releases, feature articles, word of mouth campaigns, brochures, listings in directories of dance programs and fund raising

3 Promotional Activities Includes sponsoring workshops and master classes, demonstration lectures in area schools, memberships in state and national dance associations, recruitment efforts to in-state as well as out-of-state private dance studios, or schools of performing arts, and involvement in competition or adjudication

4 Price Based Promotions Includes scholarships or out-or-state tuition waivers

Target Markets – Specific groups of people who may share common demographics, personality traits, activities, or values to whom an organization wishes to appeal

Training – To receive information from qualified instruction or engage in course work involving the concepts of marketing

Types of Programs – The nature and emphasis of the dance program curriculum and faculty Possibilities may include performance, pedagogy, composition and choreography, dance management, dance medicine or therapy, as well as dance theory, writing or research. Some programs also emphasize specific forms of dance such as ballet, modern jazz, ethnic, musical theatre, or ballroom

Assumptions

In order to proceed with this study, certain assumptions must exist One assumption is that marketing on some level is an activity and function within the management of the dance programs Another assumption is that administrators will complete the questionnaire honestly and with thoughtful consideration

Scope of the Study

A questionnaire (Appendix A) designed to gather marketing information from administrators was mailed to the 31 Southeastern Universities and Colleges that offer a major in dance Thus, the size of the sample was reduced from a much larger category of institutions that offer minors in dance, or courses of dance for the general university population The study was also confined to the southeastern states including Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee and Virginia Table one on the following page illustrates the specific institutions meeting the previously mentioned criteria

Significance of the Study

If budget cuts are pending within a university, the arts are the first thing to go Unfortunately, this has become a maxim in our society In terms of community, institutional, or government funding, dance often finds itself at the bottom of the barrel The best hope for survival lies with positively influencing the public's attitudes and perceptions of the importance of all performing arts including dance Dance is a vital part of our well being and important to the expression of society itself Successful marketing of dance programs, performances, and the artists themselves, can mold and shape a positive image in the minds of all that are touched by any aspect of dance This

Table 1 Southeastern Schools with a Major in Dance

Southeastern State	Institution
Alabama	Birmingham-Southern College
	Huntingdon College
	University of Alabama at Tuscaloosa
Florida	Florida International University
	Florida State University
	Jacksonville University
	New World School of the Arts
	University of Florida at Gainesville
	University of South Florida
Georgia	Brenau University
	Georgia State University
	University of Georgia at Athens
Kentucky	Western Kentucky University
Mississippi	University of Southern Mississippi
North Carolina	East Carolina University
	North Carolina School of the Arts
	University of North Carolina at Charlotte
	University of North Carolina at
South Carolina	Coker College
	Columbia College
	Winthrop Univerisity
Tennessee	University of Memphis
Virginia	George Mason University
	Mary Washington College
	Old Dominion University
	Radford University
	Randolph-Macon Women's College
	Shenandoah University
	Sweet Briar College
	Virginia Commonwealth
	Virginia Intermont College

study begins to identify techniques that will help to develop or improve existing marketing strategies

The review of literature contained in chapter two reveals a lack of data concerning dance marketing Private dance studios are the only dance entities recognizing marketing as a function of their operation The issue of marketing dance in a university setting has not been addressed by research or trade journals

This study provides valuable qualitative and quantitative data based on more than conjecture or opinion The pool of information created by the responses of marketing method questionnaire benefit not only universities with a dance major, but also institutions seeking to gain similar status Other beneficiaries would include owners of private studios, independent choreographers, teachers of dance in physical education programs, public relation specialists of dance companies or marketing professionals in art management Even theaters presenting dance attraction within their season's array of activities would benefit from knowledge concerning marketing of dance performances

Having a great dance program and faculty is not enough to insure survival. Successful marketing can be an insurance policy for administrators of dance Marketing techniques lead to improved program quality and provide the framework for completion of goals and objectives of an organization Marketing is much more than selling and should be given far more emphasis within dance education This study provides a step for success for those who wish to maintain the best possible program for the education and survival of dance

CHAPTER 2

REVIEW OF LITERATURE

The first section of the following review of literature is divided into three major segments dance marketing (private studios), physical education marketing, and sport marketing A short summary follows each with a comprehensive summary and implication section at the end Section two of the review of literature contains abstracts of performing arts marketing books and a summary of a research division paper for the National Endowment of the Arts

Dance Marketing

Murphy (1987), owner of a marketing communications company specializing in market research for fitness industries, states that conducting market research is the first step in gaining the edge over competition The purpose of Murphy's article is to inform dance studio owners about research techniques that will give them advantages over the competition Research enables an owner to make educated choices and not guesses Market research identifies an ideal class format, uncovers a prime location, evaluates media choices and locates public relations targets (Murphy, 1987)

Murphy (1987) states that the best way to discover what a customer wants and how to reach them is to design a research questionnaire According to Murphy, an effective questionnaire should be brief and primarily multiple choice Limiting open-ended questions can cut down on completion time and assure a greater return success "Select a week for a survey and insure a good sampling of morning, afternoon and evening classes" (Murphy, 1987, p 28) Incentives for employees who conduct the survey and clients who complete them will help increase response After gathering survey

information for a week, Murphy suggests tallying the results in order to analyze and draw conclusions

Demographic and census information identifies who and where questions concerning potential clients Murphy (1987) suggests that this data be used to select a location, to customize programs to meet the demographics and to plan promotion and advertising Information can be obtained from a public library, the chamber of commerce and county development associations Radio, television stations, magazines and newspapers have research data about communities that can help an owner spend advertising dollars wisely (Murphy, 1987) Determining if your potential clients are frequent users of a particular local media can help owners focus advertising attention

In conclusion, Murphy (1987) acknowledges that research can be time consuming but well worth the effort Market research, along with gut instincts, can help studio owners promote their business The knowledge gained from research helps to identify who the potential customer is and how to focus advertising attention to them (Murphy, 1987)

Manning (1996), a small business writer notes that most dance studios used only two forms of marketing the yellow pages and word of mouth "Marketing includes everything concerned with a business' public image and is key to the success of a studio and to its survival" (Manning, 1996, p 60) According to Manning, the essentials to marketing a good image include (a) defining your niche, (b) offering quality service, (c) writing down your achievable goals, and (d) writing a strategic marketing plan and (e) developing a budget The purpose of Manning's article is to demonstrate how image of a business can be its most effective marketing tool

Manning (1996) focuses on the impact of creating an image that coincides with the business concept Image can be projected in logos, business cards, stationary, programs, advertising and T-shirts A strong image can get people talking and be a catalyst for an effective word of mouth campaign Once a business image is complete, Manning suggests spreading the information as widely as possible New markets to distribute to include the Welcome Wagon, Newcomer Services, the Chamber of Commerce, recreation program bulletin boards and athletic shoe stores

In conclusion, Manning (1996) emphasizes the importance of attention to the small details Personal flair and creativity can add to marketing techniques Understanding the business' core idea is crucial to creating a consistent, positive image in the minds of potential students

Leigh (1997), an arts and business writer, emphasizes the importance of gathering demographic and customer profile information when considering opening a dance school Leigh recognizes the lack of market research available for educational service businesses and suggests studying current data available on operating small businesses in general The purpose of his article is to explain how demographic information can be used to improve marketing techniques

Demographic information is helpful in selecting a profitable location A potential studio owner must determine whether or not the location being considered has enough prospects within the age range and income level desired (Leigh, 1997) This information can be obtained from school district planners, area real estate associations, and the chamber of commerce Demographic information is also useful when trying to decide on the form of media to use to market a studio Leigh (1997) suggests asking for a

demographic map of readership, listenership or viewers to make sure the chosen media will reach prospective target markets

Leigh (1997) concludes by warning studio owners to continue to pay attention to demographic shifts in order to keep studios viable Keeping track of students' suggestions can be useful in the development of new products or programs Students take lessons for a variety of reasons, and Leigh suggests reflecting a variety of benefits within advertising campaigns to insure broad appeal

Cafferky is an internationally recognized expert in word of mouth advertising The purpose of his article is to provide studio owners with twelve marketing principles centering solely on the word of mouth method of marketing Cafferky (1997) considers word of mouth the best way to signal value to potential students Successful word of mouth programs are built on three principles (a) find the opinion leaders and what they talk about, (b) inspire them to talk, and (c) thank students or parents when their talk results in new enrollment According to Cafferky, these principles develop the least expensive yet most consistent marketing method

In summary, articles based on dance marketing are opinion based The market research referred to in Murphy's article, although serious inquiry into the subject matter, does not follow the scientific method of problem solving Articles intended for dance studios tend to focus on the author's favorite methods of marketing The search for actual research in a professional or referred journal was a fruitless and frustrating one In order to proceed with a review of literature, other entities of a similar nature were examined

Physical Education Marketing

Upon noting a decline of physical education within school curriculum, Moore and Gray (1990) examine an AAHPERD survey, the 19th Annual Gallup Poll and trends in society in order to determine possible explanations The purpose of the article is to encourage administrators to market their programs to increase public awareness of the benefits of physical education

Moore and Gray (1990) outline four basic marketing steps for physical educators The first step is to identify the program's market and understand the wants and needs Studying demographic information can help in identifying basic information about the people living in a school's service area This information is helpful in dividing the mass market into several groups that differ in personal requirements and motivations (Moore & Gray, 1990) The second marketing step is to develop a program that gives a target market what it wants Moore and Gray encourage educators to consider the desires of students instead of always deciding what they believe the student needs Step three in marketing is to tell the public about the program through advertising and promotion Moore and Gray refer to the marketing mix as a combination of elements used in advertising to appeal to one's target market The "mix" includes the product or service, the placement, the promotion and the pricing Developing an evaluation of marketing efforts and results is step four of marketing This analysis of results can be useful for future efforts (Moore and Gray, 1990)

In conclusion, Moore and Gray caution that one marketing plan will not change the public's perception of physical education However, the marketing of a program can be the first step in improving the status of the program

Schneider, editor of the Wisconsin AHPERD newsletter, suggests that in order to change negative, stereotypical images of physical education programs, the public and parents have to be educated about the benefits The purpose of his article is to convince health educators to add marketing techniques to their job descriptions in order to improve public image and gain support for additional staff and facilities Schneider (1992) suggests that "parents must understand that physical education does add to the quality of life with benefits for health, physical fitness, and psychosocial growth resulting from participation in sports" (p 71) If physical educators believe these statements to be true and if they wish parents and/or the public to know, then they must market the benefits of their activities and programs

Schneider (1992) lists four steps to implement a marketing emphasis The first step involves product or service knowledge Physical education marketers must possess abundant and current information concerning their field of interest Gaining knowledge can lead to an increase in enthusiasm Knowledge and enthusiasm fuel marketing plans The second step is projection of a good image Having department logos and uniforms, serving on school committees, and competing in community sporting events gives credibility to the leader (Schneider, 1992) The third step is planning your work Working from a formalized, written plan allows a marketer to focus his/her programs and activities toward a specific target audience The final step is working the plan Following a calendar of pre-built marketing activities helps leaders stay focused on their goals and objectives

Schneider (1992) concludes by recognizing that marketing will be the need for the nineties and essential to the success of physical educators Success in marketing requires

a fanatic approach Physical education programs, like businesses, must go the extra mile to survive as valuable entities in the educational environment

In summary, physical education articles provided more detailed information concerning marketing approaches It was interesting to note that in both physical education articles, the authors spent a considerable amount of time trying to "sell" the idea of marketing to administrators The authors implied that the used of marketing among educators was a relatively new activity and that there may be some resistance to putting marketing ideas into practice Although the articles were presented in referred journals, they too were lacking in actual research techniques

Research in Sport Marketing

Gauthier and Hansen (1992) begin their study concerning marketing objectives of sport organizations with a review of literature According to the authors, few studies exist that focus on the organizational goals and marketing objectives of sport organizations Previous studies examine the factors affecting attendance at professional sport events, the effect of inter-university athletes' attitudes on the operative goals of the university and the relationship existing between winning or losing teams and the emphasis of the marketing objectives

The purpose of Gauthier and Hansen's (1992) quantitative study is to determine the importance of marketing objectives, to identify the factors affecting objectives and to define the differences among the participating organizations A questionnaire with nineteen statements concerning factors affecting game attendance was developed The sample of the study included 164 heads of marketing and promotions for major professional and university sport organizations These individuals were asked to rate the

nineteen marketing objectives on a five point Likert scale Gauthier and Hansen used factor analysis to result in the creation or six factors (a) player quality, (b) community image of a team, (c) entertainment value of sport, (d) team marketing, (e) team as a contender, and (f) attractiveness of game location

Gauthier and Hansen (1992) discovered there were significant differences ($p < .02$) between professional and university sport organizations among the six factors The professionals stress community image of team and the entertainment value of sport The university sport organizations focus on team marketing

Gauthier and Hansen (1992) concluded that the six factors generated in their study could provide heads of marketing with valuable information when setting objectives The value of each objective varies among organizations due to the structure and nature of operation However, the six factors would play a major part in the development of a marketing plan for any sport organization

The purpose of Stevens, Loudon, and McConkey's (1995) quantitative study is to determine the nature of and extent to which universities use sport marketing and promotional activities Because sport marketing is a relatively new phenomenon, little is known about the characteristics and importance of a university marketing staff The study was designed to address questions concerning marketing responsibilities, budgets, promotional activities and formalized plans A questionnaire was created and mailed to the athletic directors of all (535) active NCAA Division I and II colleges and universities A total of 291 questionnaires were returned yielding a response rate of 54 2% (Stevens et al , 1995)

The survey results revealed that 66% of respondents reported that they had someone responsible for marketing activities The people in charge included full-time and part-time employees Other sources of personnel included graduate students and outside marketing service companies Another result of Stevens et al (1995) study revealed that 4 out of 10 schools do not collect data concerning fans and game attendance Marketing research is an underutilized tool within sport marketing programs at universities Many schools are missing key pieces of data for planning and evaluating marketing efforts

Four effective marketing tactics were cited in the survey (a) entertainment value of sport, (b) strong advertising and promotion, (c) low-ticket prices, and (d) quality/accessibility of facility A difference was found among marketing tactics of schools with written marketing plans and those without "Schools without written plans tended to resort to a price-oriented approach to marketing" (Stevens et al , 1996, p 46)

Although these articles are only remotely related to the field of dance, they were useful in proving that marketing research does exist The methods used provided the researchers with significant results and implications to their fields of study These findings can be applied to developing marketing plans and strategies in dance

Summary

Although marketing principles may vary among dance, physical education and sport, there were several consistent findings across the articles All of the articles agree that marketing is important to the survival of a studio, program, or athletic team Manning (1996), Schneider (1992) and Stevens et al (1995) stress the importance in developing a formalized, written marketing plan Murphy (1987), Leigh (1997) and Moore and Gray (1990) cite interpreting demographic data as useful to all settings Manning (1996),

Schneider (1992), and Gauthier and Hansen (1992) emphasize creation and projection of a positive image Lack of available market research presents problems for Leigh (1997), Gauthier and Hansen (1992)as well as Stevens et al (1995) The final consistent finding exists between Murphy (1987) and Moore and Gray (1990) concerning the importance of discovering what a customer wants and how to reach them

The most obvious conflict exists among the authors' differing opinions as to which method is most effective in reaching customers Each of the following seven ideas were presented as the "best" method (1) market research, (2) demographic study, (3) word of mouth, (4) projection of a positive image, (5) advertisement in the media, (6) improving program quality, and (7) price-oriented approach Another conflict arises among the presentation of marketing steps to follow by Manning, Moore and Gray, and Schneider et al Two of the authors list four steps and one lists only three Although the steps discussed are important considerations, the authors are not reading from the same page

One idea left out of the articles concerns identification of customers The authors assume that the readers know exactly whom they are trying to reach It is possible that someone seeking marketing information may not know who might be interested in his or her program, product or service Another missing idea lies within the study of demographic information Demographic data include age, sex, ethnic background, education, occupation and income Although this information creates an image of a person, it might also be helpful to know other personal characteristics such as hobbies, interests, activities, and participation in sports and club organizations

Moore and Gray (1990) suggest methods to evaluate each step of a marketing plan, but do not share "how" to accomplish this And finally, authors insisting on the

development of a formal marketing plan assume the reader knows how to write a marketing plan Since marketing is admittedly a relatively new activity within dance, physical education, and athletics, it would be helpful to understand the skills that are necessary to put together an effective marketing plan

Implications

The lack of research of a scientific nature concerning dance marketing implies that it is unimportant or no one has invested the time and energy Since so many authors have sung the song of marketing importance, I will assume it is the latter Dance educators and studio owners need to have the following questions answered (a) What are the most effective marketing techniques for dance programs and performance activities? and (b) What types of programs will attract the most students? The answers to these questions would help dance administrators direct their advertising dollars, develop programs that would meet customer satisfaction and identify potential audience members This study presents the field of dance with the answers to the above questions

Performing Arts Marketing

Andreasen's (1992) research examines the process by which individuals move from lack of involvement in performing arts attendance to avid art patronage The author presents a model called the performing arts adoption process The model is tested by data from the 1982 Survey of Public Participation in the Arts prepared by the Bureau of Census A sample size of 2,607 respondents are categorized into the following six stages 1) disinterest, 2) interest, 3) trial, 4) positive evaluation, 5) adoption, and 6) confirmation The art activities included in the study are performing arts that involve being entertained by live human beings, that are associated with a cost and that include transportation and

preplanning "Jazz, classical music, opera, musical plays, ballet, and legitimate theater are art forms usually seen as a substitute for each other " (p 6)

Analysis of Andreasen's (1992) model of the performing arts adoption process reveal dramatic differences between stages and identifies factors that encourage progression "Childhood socialization has an important effect on producing individuals who quickly become interested in the performing arts, moving quickly to higher stages " (p 17) Adult socialization factors include college education and active involvement such as taking arts related classes Lifestyle analysis demonstrates specific leisure activities that are associated with movement from one stage to the next Work and television viewing effect the amount of leisure time available for attendance at performing arts events Age and family life cycle influence an individual's ability to commit to the time and cost associated with attendance And finally, socioeconomic characteristics such as race, ethniciticity, gender, residence and income affect attendance, but at levels far less than once assumed (1992)

Andreasen (1992) indicates that those who are included in the disinterested category (42%) are dramatically different from those in other stages and are highly unlikely to change their behavior The author makes suggestions that are likely to assist a marketer encourage movement along his model To transition from the interest to trial stage, an individual's collage attendance seems to be the greatest factor Other characteristics of this stage include older adults, not recently married, or not with children under six ""Leisure activities associated with the trial stage include visiting museums, hiking and camping or going to the movies " (p 36) These individuals are also more likely to work backstage at a performance or participate in creating art of their own

The adoption phase includes attendance at multiple events and is influenced by parental encouragement Other factors listed by Andreasen (1992) are art museum visitation, listening to arts on the radio, and engaging in charitable work The adoption stage is less associated with females because "they are more likely to want to move beyond present attendance levels, but are inhibited by other obligations " (p 36)

The final stage, confirmation, consists of individuals who attend two or more performances per year and are interested in attending more often Involvement in early childhood art classes motivates individuals to eventually move to this stage Leisure activities associated with confirmation are visiting historical sites and active exercise Andreasen (1992) suggests that "women are more likely than men and metropolitan residents more likely than non-metropolitan residents to have a long term commitment to the arts " (p 36)

In conclusion, Andreasen (1992) encourages art managers to examine the various stages of the performing arts adoption process in order to use one's resources to develop markets more effectively The author suggests direct targeting that "identifies the traits that distinguish consumers at each transition point, and then emphasize the characteristics of those at the next stage to which one wishes those in the earlier stage to move " (p 41)

Byrne (1993) examines the function of marketing within the arts management system Marketing and fundraising can help support a long lasting relationship between the consumer and the organization The goal of an art marketer should be to turn a single ticket holder into a subscriber and then finally to an annual supporter Byrne (1993) is quick to acknowledge that even the most well crafted marketing plan will be ineffective if the art product does not meet the satisfaction of the consumer

Promotional activities used by art organizations often compete with the media blitz of movie studios, ice shows or theme parks Movie studios advertising budgets for a new film often exceeds a major regional arts organization's yearly operational budget In an effort to compete, art organizations mistakenly invest more money into the same promotional activities to reach the same audience Selling events to an ill-defined public can lead to a tremendous waste of money "Real marketing requires that an organization adapt and change its fundamental perceptions about its relationship to consumers" (Byrne, p 230) The customer-oriented perspective of marketing practices is often seen as a conflict to the mission of high culture arts organizations This perception explains the resistance of a portion of the art industry to embrace marketing techniques

Marketing attempts to find a match between human wants and needs and the products and services available to them Byrne (1993) identifies two different types of human needs functional and psychological satisfaction An example that explains these terms is the purchase of a car A functional need is met with the purchase of a car, but an intangible psychological satisfaction for recognition may also be met when choosing a bright, shiny, new sports car Arts organizations that attempt to meet the needs of audience members may be able to continue to function within the highly competitive entertainment industry

Byrne defines the process of exchange as "two or more individuals, groups, or organizations giving to each other something of value in order to receive something of value " (p 231) The exchange process depends on four utilities form, time, place and possession Form utility refers to satisfaction achieved by the physical characteristics of the product The printed program is often the only tangible form an audience member

receives from a performance Time and place utilities makes products available when the consumer wants them Possession utility refers to consumer satisfaction achieved from using, owning or viewing a product

Both private and public sector companies strive to establish positive relationships with the individual consumer and the general public Byrne (1993) identifies three functional orientations product, sales and customer orientations The product orientation is the process of organizations producing products in which they believe would be good for the public Sales orientation focuses on stimulating interest in an organization's existing products and services Customer orientation determines the perceptions, needs, and wants of target markets and then designs, communicates, prices and delivers appropriate and viable products and services To develop a customer orientation approach, an organization must engage in research concerning the attitudes and desires of the community in which they serve

Byrne (1993) discusses the marketing mix of the four P's product, price, placement and promotion One, two or a combination of all of these elements of the marketing mix may be used to attract target audiences The advertising activities used in marketing strategies are newspaper, magazine, radio, television, direct mail, raffles and public relations activities

The term market segment is used to identify a group of buyers who have similar wants and needs (Byrnes, 1993) When an art organization understands its market segment, the process of target marketing by use of the four P's can begin Demographic information and psychographic profiles of potential consumers helps design the marketing mix for the target market Byrnes cites Arnold Mitchell's study of art audiences in 1984, which led

to defining the four groups that made up the primary art market (66 million people) These groups are called the Achievers, the Experientials, the Societally Conscious and the Integrates The best market consists of the societally conscious, which accounted for 12% of the population Surprisingly, even among these four groups, 28% had never attended a theatre production and 68% had never attended dance events The primary reasons given for not attending are

- Lack of leisure time (30%)
- Preference for other leisure activities (34%)
- Not wanting to commit to season purchases (33%)

The Claritas System is used by art marketers to develop a database of the zip code distribution of its list of current subscribers and at the same time, gather information about the zip code distribution of a single ticket buyer and compare the data with the neighborhood types (Byrnes, 1993) The art marketer could then determine areas untouched by other marketing efforts A mail list from a local utility company would enable an organization to send target mailings to households in the zip code neighborhoods that are viewed as potential customers Marketing researchers believe that with the right information and the correct combination of the four P's, organizations can engage consumers in the art exchange process on a regular basis

In conclusion, the marketing plan is a crucial element in the organizations overall strategic plan External environments and an organization's strengths and weaknesses are considered in the developmental stages of planning Byrne (1993) points out that an audit process should be undertaken to determine an organization's ability to implement a marketing campaign The success of the marketing plan depends on gathering data from

box office sales, audiences, staff and other external sources such as media, books, governmental statistics or consultants

Kotler and Scheff (1997) focus on marketing strategies and techniques for the performing arts The authors begin their examination of the marketing mind set by dispelling the notion that marketing is inappropriate to use in conjunction with the arts Kotler and Scheff find that "much of what is unattractive about marketing practice today is the result of a lack of appreciation of the proper way to go about doing marketing " (p 30) Marketing success can be achieved when the exchange is beneficial to the organization as well as the consumer

Kotler and Scheff (1997) define marketing as "the process by which an organization relates creatively, productively and profitably to the market place, with the goal of creating satisfied customers within the parameters of the organization's objectives " (p 31) The authors are careful to point out that the objective of marketing is not to educate or change values Marketers are not in the business of education or propaganda, but are more interested in influencing behaviors rather than changing them Three orientations are discussed in an overview of the evolution of marketing philosophy 1) product orientation, 2) sales orientation, and 3) customer satisfaction Kotler and Scheff define the most current trend of customer satisfaction as "making every effort to sense, serve and satisfy the needs and wants of its clients within the constraints of its mission and budget " (p 36) The authors acknowledge that word of mouth is the best form of advertising for any performing arts organization As a word of caution, Kotler and Scheff note that a satisfied customer tells an average of three people about a good experience and a dissatisfied customer complains to eleven people

Kotler and Scheff suggest that strategic marketing begin and end with the customer A customer organization must rely heavily on research to answer to following questions

- Who is our current audience and how can we categorize them?
- What potential market can help secure our future?
- What are their current perceptions, needs and wants?
- How satisfied are our customers with our offerings?

The answers to these questions will help define and shape segments of the audience into target groups This understanding helps determine how market budgets should be concentrated providing a greater chance of success when investing time and monies into marketing efforts Kotler and Scheff (1997) suggest that traditional demographic characteristics (age, income, education, gender and family status) may not be as meaningful as psychographic indicators (lifestyle factors, past experience and childhood training) in determining target markets

Kotler and Scheff(1997) do not leave out discussion of the marketing mix within the concepts of modern marketing theory The traditional four p's of product, price, place and promotion are cited with an addition of the fifth "p" as people Each element is defined in relation to performing arts entities The choice of product remains primarily with the director, but product offerings such as singles nights, flex plans, outreach programs, becomes the marketer's design Price is set by factors such as seat location, early purchase discounts, and discount offerings to students and seniors Place refers to the ease in which the consumer is able to access performing venues or ticket distribution Promotion includes all communication efforts such as advertising, public relations, direct mail, telemarketing and personal selling The fifth element of people consists of the arts organization staff and performers that come into personal contact with consumers

"Marketing success requires a whole hearted commitment of funds, well-trained personnel and trust in the marketing function itself" (Kotler and Scheff, p 532) Central to effective marketing is an organizational commitment to marketing research Arts organizations must act on facts and not just intuition Research is an investment that must be carefully monitored and maintained Without research, intelligent market plans cannot be developed

In summary, the authors list twelve principles to consider in using marketing strategies to secure the future

- manage for the mission
- focus on core competencies
- understand the nature of business
- commit resources to the marketing function
- focus on quality
- know the customer
- create accessibility
- understand internal biases
- view change as an opportunity not a threat
- take a long term view
- integrate the arts into everyday lives
- focus on the art

Summary

Literature concerning marketing the arts tends to focus on basic marketing principles applied to audience development These resources were extremely helpful to this researcher in developing appropriate marketing techniques to be evaluated by dance professionals However, resources that specifically address attracting dance students to programs in an institution for higher learning were unavailable This lack of information implied that further research toward marketing efforts of dance administrators would be of great value

CHAPTER 3

METHODS

Introduction

As stated in chapter one, the purpose of this study was to determine the marketing approaches used by dance administrators of southeastern universities and colleges offering a major in dance to promote their programs and performance activities This chapter contains detailed information concerning the nature of how the study was conducted There are five sections to chapter three (a) description of participants, (b) rationale, (c) development of the instrument, (d) procedures, and (f) evaluation

Description of Participants

The questionnaire was directed to the attention of the dance administrators of the 31 southeastern universities and colleges offering a major in dance The actual job title of the administrator varies among institutions An administrator is also called the Director of Dance, Chairperson, Department Head, or Program Coordinator Although the terminology differs, the responsibilities remain similar Dance administrators manage their personnel and faculty of the dance program, coordinate the affairs and interests of the department, and control the use of facilities, money and equipment They are often engaged in teaching academic and/or technique classes, advising students and creating policies and procedures essential to meeting the goals and objectives of the program

The administrator's identity remained confidential throughout this study which encouraged honesty and responses rates The questionnaire (Appendix A) had an identification number so that the administrator's name would never be placed on the

survey In compliance with the ethical principles and guidelines for the protection of human subjects of research as defined in the Belmont Report, this researcher obtained informed consent by including a cover letter (Appendix B) and an information sheet (Appendix C) with the questionnaire This cover letter and information sheet stated that the return of the survey would signify informed consent to participate The information sheet included a statement of the purpose of the study, potential risks, potential benefits, confidentiality assurance, a voluntary participation statement, and contact information where questions concerning the research could be answered

As incentive for completion, this researcher offered a summary of the results to the administrators A card (Appendix D) was returned with the questionnaire to signify participation and request the summary of results Confidentiality and identity of the administrators was maintained throughout the course of the study The researcher was the only party privy to the actual identities of the names and addresses of the administrators responding to the questionnaire

Rationale

This study was limited to universities or colleges with a major in dance because these entities are more likely to engage in marketing activities for their programs These schools tend to have more enrollment and financial support through university funding to sustain a marketing emphasis Southeastern schools were selected for their proximity These schools would also have access to the same regional publications and events Discovering marketing techniques of other southeastern schools would be more applicable for this researcher compared to techniques used in other regions Potential students for dance programs or potential audience members for dance performances in

this region are of a similar cultural background and may respond differently to marketing techniques than potential students or audience members from other regions Therefore, as the old adage proclaims, the researcher compared apples to apples The results of the study were of interest to the individuals asked to participate, therefore, survey completion rates were high enough to present a valid study

Administrators were specifically selected because they are the individuals most likely to be engaged in marketing activities It is unlikely that a dance program has someone solely responsible for marketing with a title such as marketing director or marketing manager Even if the administrator did have someone else involved in marketing, they proved to be the proper channel to contact to distribute the questionnaire elsewhere

A questionnaire was selected in order to understand the administrators' ideas on the topic of marketing With the busy schedule of an administrator, a questionnaire was the least time consuming method of collecting data They were able to complete the survey when it was most convenient for their schedule The nature of this descriptive research method answered questions concerning the concepts of marketing from the perceptions of the dance administrator

Development of the Instrument

The questionnaire was developed to acquire the information necessary to answer the research questions presented in chapter one of this study Various formats were used to create the questionnaire concerning marketing from the perspective of the dance program administrator The first section contained closed questions in the following formats (a) selection of ranges, short answer, (c) rating, and (d) categorical responses This section was seeking general information such as size of the school, enrollment of the program,

emphasis of the curriculum, and personnel of the program These questions were placed first to increase the speed and encourage completion

The next section of the questionnaire concerned the administrators' educational and marketing background Answers to these questions helped to arrive at the administrators' exposure to marketing principles Marketing dance performances was the emphasis of the third section of the questionnaire and the last section concerned marketing dance programs The version of the questionnaire mailed to administrators was two pages of double-sided printing copied onto an 11 x 17 sheet of paper for easy handling

Validity refers to the precautions within a study taken to insure that the instrument developed measures what it is intended to measure To help establish validity, the questionnaire was given to the following individuals

- Gene McCutchen, Assistant Professor and Coordinator of Dance at the University of Tennessee
- Dennie Kelley, Associate Professor and Coordinator of Sport Management at the University of Tennessee
- Joy DeSensi, Professor and Department Head of Cultural Studies in Education at the University of Tennessee
- Ann Woodhead, Professor of Dance at Sonoma State University
- Pat Beitel, Professor Emeritus in Sport Management at the University of Tennessee

These individuals were asked to examine the questionnaire and comment on changes in format, wording and/or content A questionnaire comment sheet (Appendix E) was included to encourage the reviewers to make suggestions for improvement All the suggestions were compiled and final changes were made to enhance the appearance and readability of the questionnaire

Procedures

The mailing date for this study was Friday, October 1, 1999 The packet contained a cover letter, and information sheet, the questionnaire, a card with the administrator's address for requesting research results, and a pre-paid envelope for returning materials The cover requested that the questionnaire be returned by Friday, October 22nd

On Friday, November 5th, a post card reminder (Appendix F) was sent to administrators that had not responded On Monday, November 15th, a second package was mailed with a follow-up letter (Appendix G) for administrators that still had not responded

Evaluation

The first step in the evaluation process was to ensure that each question within the survey provided meaningful information to answer this studies' research questions Table two below identifies the subject matter of each research question and matches it to the item number in the questionnaire that provides the answer Descriptive statistics were used to interpret the data, including means, percentages, frequencies and cross tabulations The Window SPSS package version 10 for was used to analyze the data

Table 2 Match of Research Questions with Questionnaire Items

Research Question Subject Matter	Item number in questionnaire
Methods to market dance programs	14,15, and 16
Methods to market dance performances	8,9,10,11, and 12
Administrators background	6 and 7
Target markets for programs	17
Target markets for performances	13
Types of programs attracting most students	1,2,3,4, and 5

CHAPTER 4

RESULTS

Introduction

The purpose of the study was to determine the marketing approaches used by southeastern administrators in colleges or universities with a major in dance to promote their programs and performance activities A questionnaire was sent to 31 schools meeting the specified criteria of selection A response rate of 74% was achieved with a total of 23 administrators responding Twenty-two questionnaires were evaluated due to the fact that one administrator reported that their school no longer offered a dance major

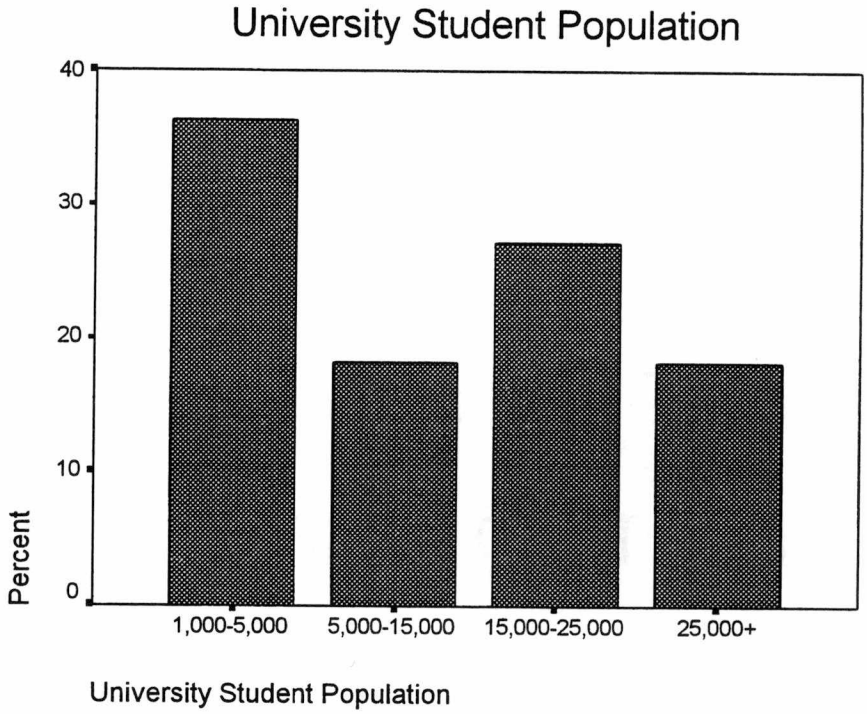
For the purpose of discussing the results, the questionnaire can be divided into four major categories a) general information/type of program, b) administrator's background, c) marketing dance performances, and d) marketing dance programs These categories correlate with this studies research questions as stated on page 2 The answer to the fifth research question concerning specific target markets for programs and performances are found within sections c and d Chapter four examines the results of each item within the questionnaire and uses tables and figures to display findings

Research Question One: What types of dance programs are attracting the most students for university study?

Question 1

The first question of the survey asked the administrators to identify the approximate student population at their university Thirty-six percent responded within the smallest range of 1,000-5,000 The next largest general student population range selected, with a response rate of 27%, was 15,000-25,000 Schools reporting population ranges of

Figure 1 School Size Percentages



5,000-15,000 and 25,000+ each collected 18% of the responses. Figure 1 illustrates the findings in question one.

Question 2

A fill in the blank question concerning the number of dance majors enrolled was placed second on the survey. The minimum number of dance majors reported was 10 with the maximum being 120. The mean score or average number of dance majors was 48.86 with a standard deviation of 27.18.

Question 3

Another fill in the blank question was used to discover the number of dance minors enrolled. Four schools did not offer a minor in dance resulting in a minimum score of 0.

Table 3 Dance Major and Minor Summary

	Mean				
	University Student Population				
	1,000-5,000	5,000-15,000	15,000-25,000	25,000+	Total
Enrolled Dance Majors	29 50	67 50	60 17	53 00	48 86
Enrolled Dance Minors	6 00	17 00	24 83	18 67	15 75

The largest number of dance minors at a college or university was 50 The mean score result was 15 75 with a standard deviation of 13 76 Table 3 summarizes the number of dance majors and minors as related to the size of the school

Question 4

The fourth question requested that the administrators rank the forms of dance in order of emphasis Modern dance received the highest ranking with a 59 1% response rate Equal emphasis between modern and ballet was reported by 27 3% of administrators Only 13 6% responded that ballet received the greatest emphasis The schools emphasizing ballet all have a student population range of 1,000-5,000 Table 4 shows a cross-tabulation count of university student population and the forms of dance with the greatest emphasis

Table 4 Forms of Dance with Greatest Emphasis

Count

		Form of Dance with Most Emphasis			
		Ballet	Modern	Equal emphasis between Modern & Ballet	Total
University Student Population	1,000-5,000	3	5		8
	5,000-15,000		3	1	4
	15,000-25,000		4	2	6
	25,000+		1	3	4
Total		3	13	6	22

Table 5 Ranking of Areas of Concentration with the Most Student Involvement

0=no involvement, 1=some involvement; 2=moderate involvement, 3=heavy involvement

Level of Student Involvement In	Mean University Student Population				
	1,000-5,000	5,000-15,000	15,000-25,000	25,000+	Total
Performance	3 00	3 00	2 50	2 75	2 82
Choreography	2 75	3 00	2 33	2 75	2 68
Pedagogy	2 38	2 50	1 67	2 50	2 23
Dance Theory	88	1 25	1 00	1 50	1 09
Dance Research	1 00	75	67	1 00	86
Dance Writing	88	1 25	83	50	86
Dance Management	75	1 00	67	25	68
Dance Therapy	88	50	17	75	59
Dance Medicine	63	50	67	25	55
Dance Photography	13	00	00	25	10

Question 5

The last question in the general information section of the survey concerned rating 10 areas of concentration according to student involvement The top three areas as determined by the highest mean score were performance, choreography, and pedagogy Table 5 shows the results of the concentration ratings from highest to lowest

Discussion

In order to define a clear picture of the types of schools attracting the most students, a more in-depth analysis of schools with 50 or more dance majors was conducted Eight of the 22 schools responding met this criteria and are listed as follows in order of highest enrollments 1) University of North Carolina at Greensboro, 2) George Mason University, 3) Virginia Commonwealth University, 4) East Carolina University, 5) Florida State University, 6) New World School for the Arts, 7) Radford University, and 8) University of Southern Mississippi

Only one school in the smallest general student population category (1,000-5,000) had 50 or more dance majors The student population categories of 5,000-15,000 and 15,000-25,000 had three schools each with 50+ dance majors The largest student population category of 25,000+ produced only one school with 50 or more dance majors The school reporting the largest number of dance majors (120) fell within the general student population of 5,000-15,000 Therefore, one can conclude that a large student population does not ensure a high number of dance majors

The last three items in the general information section also revealed interesting findings among the top eight schools with the highest enrollments Examination of question three concerning dance minors resulted in an average reporting of 15 Two of the eight schools do not offer a dance minor Five of the eight schools emphasize modern dance while the remaining three schools report an equal emphasis of modern and ballet The administrator with the largest number of dance majors noted by their response to this question that at their school modern dance was emphasized far and above any other form of dance The last question concerning areas of concentration does not vary from the response of the mean scores of all schools Performance, choreography, and pedagogy remained the top three highest areas of student involvement

Research Question Two: Does the administrator of the dance program have specific training or background in marketing?

Question 6

Question six requested that administrators respond to their specific training in marketing Ninety-one percent reported that they had never taken a marketing course or held a marketing internship position Eighty-six percent had never attended a marketing

Table 6 Administrator's Level of Marketing Training

Training	Yes	No
Marketing course	9 1%	90 9%
Marketing internship	9 1%	90 9%
Marketing workshop	13 6%	86 4%
Management course	22 7%	77 3%
On the job training	72 7%	27 3%
No specific training	13 6%	86 4%

workshop Responses were more positive with 23% participation in a college administration/management course Seventy-two percent reported that they had received on the job training in marketing Table 6 displays frequencies concerning responses to question six

Question 7

Question seven explores the marketing activities used by southeastern administrators Table 7 displays the frequencies of responses of the specific topics

Research Question Three: What marketing methods are used to promote dance performances?

Question 8

Ninety-one percent of the administrators responded that they did have a performing company Part B of question eight requests the number of public performances produced per year The minimum response was 1 with the maximum being 35 with an average mean score of 10 performances per year

Table 7 Frequency of Responses to Use of Marketing Activities

	Yes	No
Marketing Research for the Program	18 2%	81 8%
Marketing Research for Performances	4 5%	95 5%
Evaluation of Marketing	13 6%	86 4%
Part-Time Staff Involved in Marketing	27 3%	72 7%
Full-Time Staff Involved in Marketing	36 4%	63 6%
Marketing Service	0%	100%
Marketing Plan with a Budget	4 5%	95 5%

Question 9

Question nine requested responses concerning the number of people attending a typical performance The minimum number was 100 and the maximum was 800 with an average mean score of 361 attendees

Question 10

Money spent on marketing dance performances was the subject of question ten Thirty-six percent of administrators spent less than $500 marketing their performances Full results of frequency of responses to question ten are found in the table below

Table 8 Money Spent for Marketing Dance Performances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 500	8	36 4	42 1	42 1
	500-1,000	4	18 2	21 1	63 2
	1,000-2,000	1	4 5	5 3	68 4
	2,000-5,000	4	18 2	21 1	89 5
	5,000-10,000	1	4 5	5 3	94 7
	10,000 or more	1	4 5	5 3	100 0
	Total	19	86 4	100 0	
Missing	System	3	13 6		
Total		22	100 0		

Cross tabulations of money spent on marketing the dance performance(s) and the various levels of marketing training did not bear significant results Some administrators with specific marketing training spent very little (less than $500) while others with specific training spent money within the largest category ($10,000+) This inconsistency could involve factors beyond the scope of the questions within this survey

Question 11

Administrators were asked to rate the usefulness of 14 marketing techniques for dance performances The top five most effective techniques were 1) word of mouth, 2) press releases, 3) posters, 4) advertising in university newspaper, and 5) direct mail to patrons and alumni Table 9 lists the complete results and of the 14 marketing techniques

Table 9 Rankings of Marketing Techniques for Performances
1=very useful, 2=useful, 3=not useful, 4=never tried, 5=no opinion

	Mean				
	University Student Population				
	1,000-5,000	5,000-15,000	15,000-25,000	25,000+	Total
Word of mouth	1 57	1 00	1 00	1 75	1 35
Press Releases	1 43	1 50	1 00	1 75	1 40
Posters	1 71	2 25	1 20	2 00	1 74
Advertise in university paper	2 00	2 75	1 00	1 67	1 84
Direct mail to patrons and alumni	2 14	2 25	1 60	1 25	1 85
Flyers	1 71	2 25	1 80	1 75	1 85
Advertise in community newspapers	2 14	2 75	1 20	1 67	1 95
Radio	2 29	3 00	2 20	2 25	2 40
TV	2 43	2 75	2 60	2 75	2 60
University faculty publications	3 00	3 00	2 00	2 33	2 63
World Wide Web	3 57	3 00	2 60	2 50	3 00
Press releases to state dance publications	2 57	3 25	3 80	2 75	3 05
Press releases to national dance publications	3 86	3 75	4 60	3 33	3 95
Telemarketing	4 43	3 75	4 60	4 00	4 26

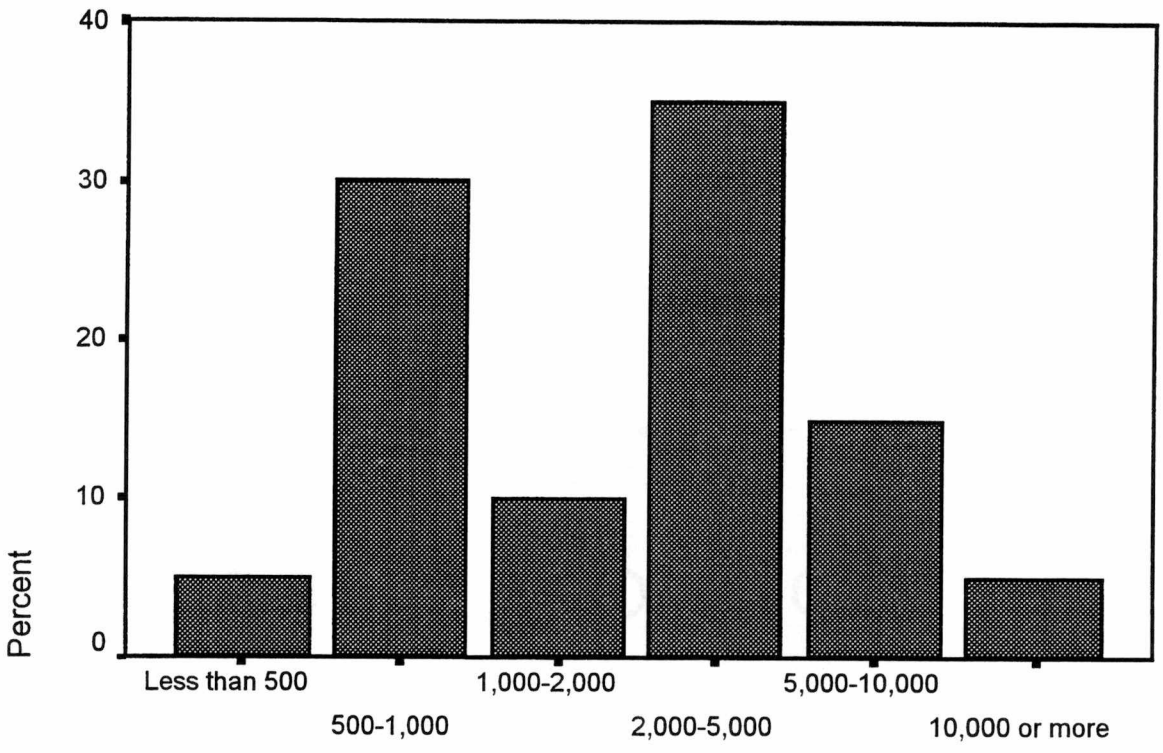
Discussion

Further analysis of the eight schools with the most dance majors revealed the same results of all schools regarding the top five most effective techniques for marketing dance performances However, the school reporting the highest enrollment of dance majors (120) sited "advertising in a community newspaper" as its third most effective technique and does not include "advertising in a university newspaper" as being on the top five list Before making any conclusions with this information in mind, administrators should consider evaluating the effectiveness of these techniques before eliminating one method over another

Question 12

Question twelve was an open-ended question requesting that administrators list additional marketing techniques for dance performances not mentioned in the questionnaire Only 45% responded to question twelve Three administrators suggested requiring students in dance classes to attend the performances Another additional suggestion along this theme included requirement of attendance of students in theatre and music courses The next suggestion also receiving three mentions was performances geared toward local schools Other suggestions included were direct mailings to dance schools in the community, improvisational performances at outdoor sites on campus, formal invitations to senior citizens, and public service announcements on public TV

Figure 2 Money Spent on Marketing Dance Programs



Research Question Four: What marketing methods are used to promote dance programs offering a major in dance?

Question 14

Question fourteen asked the administrators to check the range that reflected the amount of money spent on marketing the dance program. The range receiving the highest rate of responses (31.8%) was $2,000-$5,000. Figure 2 above illustrates the results of question fourteen.

Question 15

In question fifteen, the administrators were asked to rate the usefulness of 16 marketing techniques for dance programs The five most effective techniques for marketing dance programs are 1) offering scholarships, 2) listing in a national publication, 3) advertising in a national dance publication, 4) brochures, and 5) demonstration lectures in area schools Table 10 displays the full results of question fifteen

Discussion

The mean score average of the top eight schools with the highest enrollments yielded the same results as the averages of all the schools However, the school with the most students revealed that the World Wide Web was its 4th most effective marketing tool The World Wide Web received a low score among all schools due to a large reporting that administrators had not tried this option Two of the top eight schools had not tried the Web while the remaining six found it as very useful or useful

Question 16

Only 14% of administrators answered the open-ended question that requested additional marketing techniques not mentioned in the questionnaire Two of those responses referred to marketing the dance program within the university environment The third respondent reported that word of mouth was effective for marketing the program

Table 10 Ranking of Marketing Techniques for Dance Programs

1=very useful, 2=useful, 3=not useful, 4=never tried, 5=no opinion

	Mean				
	University Student Population				
	1,000-5,000	5,000-15,000	15,000-25,000	25,000+	Total
Offering scholarships	1 00	1.25	1.17	1.33	1.15
Listing in a national publicatio	1.63	1.50	1 17	1.25	1.41
Advertise in national dance publication	1.29	2.00	1 17	1.50	1 43
Brochures	1.75	1.33	1.33	1.33	1.50
Demonstration lecutures in area schools	2.38	2.25	1.50	1.75	2.00
Sponsoring workshops	1.86	2.25	2 17	2 00	2 05
Membership in a state dance association	1.86	2.50	2.17	2.00	2.10
Sponsoring master classes	2.29	2.25	2.17	2.00	2.19
World Wide Web	3.25	3.00	1 50	1.50	2.41
Listing in a state publication	2.38	3.25	2.33	2.25	2 50
Involvement in national adjudication	2.75	3.00	1.83	3.00	2.59
Recruitment to in-state privat studios	2.86	2.75	2.50	2.33	2.65
Involvement in national competition	3.38	3.25	2.00	4.00	3.05
Recruitemnt to out of state private studios	3.14	3.25	3 50	3.00	3.25
Preparatory programs for community children	3.43	3.00	3.00	3 67	3.26

Research Question Five: Do universities and colleges offering a dance major have specific target markets for their programs and performance activities?

Question 13

Forty-one percent of administrators answered the open-ended question concerning specific target markets for dance performances University students received the most responses as being the most targeted group of individuals Other target markets mentioned were friends and families, special groups such as girl scouts and senior citizens, and local performing arts magnet schools

The second part of question thirteen requested that administrators identify the specific method used to determine their target market There were no responses to this portion of the question This lack of response indicates that administrators may not have arrived at their target markets through market research Administrators may be defining their target markets in question sixteen by guessing who might be interested in attending their performances This practice could be potentially harmful to a dance program Actual market research could define the different segments of the current audience and identify the individuals who could be targeted in order to create a more viable program

Question 17

Fifty-five percent of administrators answered the open-ended question concerning specific target markets for their dance programs Local high schools, performing arts schools, and studios received the highest frequency of responses Some administrators target in-state students while others reach out regionally and nationally One administrator specifically targeted students with strong dance training and high SAT

scores Another administrator was seeking students who were creative, open-minded, and self-motivated

The second part of question seventeen asked that administrators explain how they determined their target markets for their dance program There were no responses to this part of the question Again, this lack of response indicates that research may not have been used to arrive at the target markets

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the marketing approaches used by administrators of southeastern universities and colleges offering a major in dance to promote their academic programs and performance activities This study begins to address the lack of data within the higher education dance community concerning management issues such as marketing The results of this study may encourage dance administrators to adopt a stronger marketing mind-set to build more viable dance programs and increase audience frequency and loyalty

This study answered the following five research questions

1. What types of programs are attracting the most students for university study?
2. Does the administrator of the dance program have specific training or background in marketing?
3. What marketing methods are used to promote dance performances?
4. What marketing methods are used to promote dance programs offering a major in dance?
5. Do universities and colleges offering a dance major have specific target markets for their programs and performance activities?

A questionnaire was sent to 31 southeastern universities and colleges offering a major in dance Twenty-three of the 31 administrators responded producing a 74% response rate Using the Windows SPSS package version 10, the data was analyzed resulting in descriptive statistics such as means, percentages, frequencies and cross-tabulations

Conclusions

One goal of this study was to create a picture of the different types of dance programs within the southeast A profile of schools with high enrollment figures would assist dance administrators as they make decisions concerning the nature and emphasis of their programs and performance activities

The size of the general student population was examined to determine if there was a relationship between the size of the school and the size of the dance program itself Thirty-six percent of administrators reported that their overall student population fell within the range of 1,000-5,000 Therefore, one can conclude that a small university population can attract the students necessary to sustain a dance program However, schools with a general population between 5,000-15,000 attract the most dance majors In addition, only 4 of the 31 schools participating in this survey reported a general student population of 25,000+ Of those four schools, only one school had over 50 dance majors in their program Large general student populations do not ensure a large dance program

The smallest dance program responding to the survey reported 10 dance majors while the largest number reported 120 The average mean number of dance majors was 49 Eighty-eight percent of southeastern universities also offer a dance minor with the average number being 15

Southeastern universities emphasizing modern dance attract the most dance majors Students are heavily involved in the concentration areas of performance, choreography, and pedagogy Southeastern schools providing ample opportunities to participate within these areas should find themselves with good enrollment numbers

The second goal of this study was to discover the administrator's level of marketing training Although 72% reported they had received on the job training, the majority of southeastern administrators have not been exposed to specific marketing training that might be acquired through formal course work or workshops Therefore, it is not surprising to discover that marketing research is almost non-existent with dance programs in southeastern universities with a dance major Eighty-two percent do not conduct marketing research for their dance program and 95% do not engage in marketing research for their dance performances Unfortunately, eighty –six percent of administrators admit to not evaluating their marketing practices and 96% do not prepare a formal written marketing plan with a budget

It is interesting to note that the administrator with the highest number of dance majors also reported the most training in marketing This individual also produced 15 concerts per year with 35 performances and reports a marketing budget of over $10,000, which included the salary of a part-time staff responsible for marketing Clearly, marketing is an activity of choice for the administrator of this successful school

The next goal of this study was to determine the communication or marketing mix formulated by administrators to promote their performance activities Ninety-one percent of the administrators report having a performing company Such an overwhelming response indicates that university or college dance companies are an essential extension of the dance program itself Public performances produced per year varied greatly among the schools with the lowest number being 1 and the highest 35 The average audience size for a performance is 361 attendees

Fifty–two percent of administrators spent more money on marketing the program itself In fact, thirty-six percent reported spending less than $500 on marketing dance performances One puzzling factor with the results of this study was the rating of marketing techniques and marketing budget responses Administrators claiming to spend very little money on marketing performances rated high-price advertising techniques such as community and university newspaper advertisement and posters as very useful Further research may clarify if some administrators are able to acquire media or corporate sponsorships to cover these advertising costs resulting in smaller marketing budgets

The most effective marketing techniques for promoting dance performances according to the respondents of the questionnaire were as follows 1) word of mouth, 2) press releases, 3) posters, 4) advertising in university newspapers, and 5) direct mail to patrons and alumni The first two techniques would incur no cost while the techniques that are rated lower on the scale are more costly and labor intensive

Another goal of this study was to explore the role marketing plays in building a viable dance program As mentioned previously, marketing the program itself received the greater emphasis from administrators compared to the money spent on performances The most popular range of actual dollars spent (31 8%) was $2,000-$5,000 This increase of cost could be reflective of the types of marketing methods that must be used to reach out to prospective students beyond state borders Schools admitting that they focused marketing efforts locally, regionally and nationally reported higher marketing budgets

The marketing techniques that received the greatest number of responses were as follow 1) offering scholarships, 2) listing in a national dance publication, 3) advertising

in a national dance publication, 4) brochures, and 5) demonstration lectures in area schools The World Wide Web has begun to filter itself into southeastern universities and this researcher believes it will continue to draw more positive responses as more and more schools go on-line The administrators who reported using the Web responded that it was either a very useful or useful marketing technique

The final goal of this study was to determine what specific methods administrators used to choose their target markets for their dance programs and performance activities Not one of the 31 administrators sited a specific method Reflection on responses earlier in the questionnaire concerning the lack of marketing training and activities such as marketing research and evaluation justify the administrator's inability to articulate a specific method

In conclusion, this study's findings could have been strengthened if dance administrators had actually evaluated the effectiveness of the marketing techniques they rated as being very useful It is the hope of this researcher that this study will spark interest in marketing among dance administrators Marketing can serve as a powerful tool to achieving organizational goals and objectives Once marketing methods are applied and then evaluated, administrators may confidently spend their money and time as efficiently as possible

Another positive reaction in response to this study would be the increase in undergraduate course offerings focusing on dance management issues such as marketing Dance management was ranked as 7th out of 10 areas of student involvement Courses introducing non-profit management and private studio management could strengthen the dance community as a whole Many dance administrators have learned their skills on the

job and lack the necessary exposure to management and marketing theory to effectively analyze, evaluate, plan and implement However, they alone have the power to change the cycle

Recommendations

The results of this study form the basis for the following recommendations

- Dance administrators should take into consideration the findings of this study when planning their marketing activities
- Marketing research for building university dance audiences should be conducted through the use of exit surveys, interviews, focus groups and observational research to determine media usage patterns, demographic and psychographic profiles and customer satisfaction levels
- Marketing research for the dance program should be conducted through interviews and surveys to understand the motivations and demographic and psychograhic profiles of existing and potential dance majors
- Dance administrators should use marketing management practices such as planning and evaluating more extensively

Final Observations and Recommendations for Further Study

Today, marketing is a standard function of business within our society This study's review of literature detected a certain amount of resistance to marketing practices within physical education and the arts Physical education programs within universities and colleges are often under the threat of possible budget cuts or elimination In the past, having a good program provided security, but physical educators are finding this no

longer to be true Marketing practices are being utilized to communicate the benefits of physical education as well as to attract more participants to create more viable programs

Dance and the arts face the same threats However, the arts exhibit an additional resistance that moves beyond the belief that education does not need to be justified Since customer satisfaction lies at the heart of today's marketing principles, some artists may find marketing to be a conflict of interest The goal of creating art or dance is not necessarily to arrive at a "product" that an audience or a viewer may like, enjoy or understand Sometimes dance is created to stimulate thought or to provide the viewer with an experience that may not be able to be defined as positive or negative Conflict can occur when artists are asked to create work with the intention of satisfying a marketing concept or theme Artistic inspiration can be difficult when it is controlled by limitations

It is the hope of this researcher that more dancers, teachers and choreographers will become interested in marketing Once this occurs, individuals will emerge with solid marketing skills and the sensitivity necessary to incorporate marketing into the arts A delicate balance must be maintained to ensure that artistic vision is not dictated by the desire to increase program participants and audiences Further research should be conducted concerning dance administrator's attitudes toward marketing to determine if a resistance to marketing exists

Another factor that may limit an administrator's ability to use marketing effectively is the level of support a dance program receives from their university or college administration Small marketing budgets could exist due to a lack of funding rather than a lack of interest or desire to implement marketing Further research could reveal the

level of administrative support that exists within the various institutions and how it effects marketing practices

Finally, further research regarding dance management issues should be undertaken to form a bases of knowledge within the field of dance in order to avoid having to always look outward for answers and examples to other fields of practice such as sport or art management Dance administrators could be instrumental in encouraging undergraduate and graduate students to conduct research concerning marketing, fundraising, non-profit management, private studio development, strategic management and leadership issues

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APPENDIX

Appendix A
Dance Marketing Questionnaire

Your Participation in this study is greatly appreciated Your identity will remain confidential throughout the evaluation and publication of this information Before you begin, please read the following definition of marketing as defined within this study

Marketing is planning, organizing, and promoting an exchange of product, service, or idea for the mutual benefit of all parties involved Marketing includes everything that may come in contact and therefore influence the perception of a program's image. Other functions of marketing include identifying the wants and desires of potential users as well as evaluating and improving program quality

General Information/ Type of Program

1 What is the approximate student population at your college or university?

Please check one of the following ranges

1) ____1,000-5,000 3) ____10,000-15,000 5) ____20,000-25,000

2) ____5,000-10,000 4) ____15,000-20,000 6) ____25,000 +

2 How many dance majors are enrolled in your program?_____

3 How many dance minors are enrolled in your program?_____

4 Please **rank** the forms of dance in order of emphasis (**from 1-9**) in your program *(#1 is the form of dance with the most student involvement and #9 is the form of dance with the least student involvement)*

1) ____Ballet
2) ____Ballroom
3) ____Ethnic
4) ____Jazz
5) ____Modern
6) ____Musical Theatre
7) ____Performance Art
8) ____Tap
9) ____Other, (please specify)_____
_____

5 Please **rate** the following 10 areas of concentration according to student involvement
0=no involvement, 1=some involvement, 2=moderate involvement, 3=heavy involvement

1) ____Choreography
2) ____Dance Management
3) ____Dance Medicine
4) ____Dance Research
5) ____Dance Theory
6) ____Dance Therapy
7) ____Dance Writing
8) ____Dance Photography
9) ____Pedagogy
10) ____Performance

Administrator's Background

6 Please **check** the specific training you have in marketing

1)____College marketing courses
2)____College administration/ management courses
3)____Marketing workshop
4)____On the job training
5)____Marketing Internship
6)____None
7)____Other (please specify)_____

_____

7 Please **check** the responses that reflect activities currently used by your program

1)____Market research for the program
2)____Market research for performances
3)____Evaluation of marketing practices
4)____Part-time staff/faculty whose primary responsibility is marketing
5)____Full-time staff/faculty whose primary responsibility is marketing
6)____Use of an outside marketing service
7)____Formal written marketing
8)____Other (please specifiy) _____

_____

Marketing Dance Performances

8 Do you have a performing company? *Please circle* **YES** or **NO**
(If NO, please skip to question 14)

b) How many public performances do you produce per year?_____

9 Approximately how many people attend a typical performance?_____

10 Approximately how much is spent for marketing dance performances?
Please check

1)____Less than $500
2)____$500 - $1,000
3)____$1,000 – 2,000
4)____$2,000 - $5,000
5)____$5,000 - $10,000
6)____$10,000 +

11 Please circle the appropriate responses in the table below

1 = VU Very Useful
2 = U Useful
3 = NU Not Useful
4 = NT Never Tried
5 = NO No Opinion

MARKETING FOR DANCE PERFORMANCES	VU	U	NU	NT	NO
1 Advertise in Community Newspapers	1	2	3	4	5
2 Advertise in University Newspaper	1	2	3	4	5
3 Direct Mail to Patrons and Alumni	1	2	3	4	5
4 Flyers	1	2	3	4	5
5 Posters	1	2	3	4	5
6 Press Releases	1	2	3	4	5
7 Radio	1	2	3	4	5
8 TV	1	2	3	4	5
9 University Faculty Publications	1	2	3	4	5
10 Word of Mouth	1	2	3	4	5
11 World Wide Web	1	2	3	4	5
12 Press Release to State Dance Publication	1	2	3	4	5
13 Press Release to National Dance Publication	1	2	3	4	5
14 Telemarketing	1	2	3	4	5

12 What are other marketing ideas that have not been mentioned in this questionnaire that you have found to be effective for marketing your **dance performances**?

_____

_____

_____

_____

_____

_____

_____

13 Do you have specific target markets for your **dance performances**? *If **YES**,* what specific method did you use to determine your target market? *Please explain*

_____

_____

_____

_____

_____

_____

Marketing Dance Programs

14 Approximately how much is spent per year for marketing the program itself?
Please check

1)____Less than $500
2)____$500 - $1,000
3)____$1,000 - $2,000
4)____$2,000 - $5,000
5)____$5,000 - $10,000
6)____$10,000 +

15 Please circle the appropriate responses in the table below

1 = VU Very Useful
2 = U Useful
3 = NU Not Useful
4 = NT Never Tried
5 = NO No Opinion

MARKETING FOR DANCE PROGRAMS	VU	U	NU	NT	NO
1 Advertise in national dance publication	1	2	3	4	5
2 Brochures	1	2	3	4	5
3 Demonstration lectures in area schools	1	2	3	4	5
4 Involvement in national adjudication	1	2	3	4	5
5 Involvement in national competition	1	2	3	4	5
6 Listing in a national dance publication	1	2	3	4	5
7 Listing in a state dance publication	1	2	3	4	5
8 Membership in a national dance association	1	2	3	4	5
9 Membership in a state dance association	1	2	3	4	5
10 Offering scholarships	1	2	3	4	5
11 Preparatory programs for community children	1	2	3	4	5
12 Recruitment to in-state private studios	1	2	3	4	5
13 Recruitment to out-of-state private studios	1	2	3	4	5
14 Sponsoring master classes	1	2	3	4	5
15 Sponsoring workshops	1	2	3	4	5
16 World Wide Web	1	2	3	4	5

16 What are other marketing ideas that have not been mentioned in this questionnaire that you have found to be effective for marketing your dance program?

17 Do you have specific target markets for your **dance program**? *Please explain*

Thank you again for your participation in this study. Please return survey in the enclosed envelope.

Appendix B
Cover Letter

October 1, 1999

Administrator's Address

Dear Dance Administrator

As part of my requirement for completion of a Master's degree at The University of Tennessee, I am contacting dance administrators to gather data concerning marketing techniques used to promote dance programs and dance performance activities Marketing techniques lead to improved program quality and provide a framework for completion of goals and objectives of an organization Your participation in this study would help to establish a body of knowledge concerning dance marketing for university and non-profit settings

In appreciation for the time and completion of the questionnaire found within this packet, I will gladly supply you with the results of this study This information would be beneficial to you in developing efficient marketing strategies for your academic programs and dance performances Please return the enclosed post card as soon as possible to confirm receipt of packet and to indicate your intention to participate I respectfully request the completed survey by **Friday, October 22nd.**

Information concerning confidentiality, potential risks and benefits, as well as the address and phone number of the researcher can be found on the enclosed Informed Consent Sheet

Many thanks are owed to you for your assistance in this study I know that you have a busy schedule, but I feel the results of this study will benefit you and your program

Sincerely,

Aneisa McDonald

Appendix C
INFORMED CONSENT

Title

Marketing Approaches of Administrators at Southeastern Universities with a Major in Dance

Purpose of the Study

The purpose of this study is to determine the marketing approached used by administrators of southeastern universities and colleges offering a major in dance to promote their programs and performance activities The questionnaire is designed to obtain the following information (a) the nature of the dance program, (b) the marketing background of the administrator, and (c) the marketing methods used to promote the dance programs and performance activities

The questionnaire will take approximately 15 minutes to complete Participation in this study is voluntary and you may withdraw at any time without any penalty

Confidentiality

Your identity will remain confidential throughout this study The researcher will be the only individual with access to the actual list of addresses and names of program administrators responding to this questionnaire The questionnaire has an identification number and the participant's name or institution will never be placed on the survey Research materials will be stored in a locked filing cabinet in room 339 HPER at the University of Tennessee for a period of three years

Potential Risks

This study does not involve any risk to the participant

Potential Benefits

Participation in this study would begin to address the lack of research and data concerning dance management issues such as marketing Understanding effective marketing techniques and concepts could be the key to insuring survival of dance programs

COMPLETION AND RETURN OF THIS QUESTIONNAIRE SERVES AS YOUR CONSENT FORM

For further information or questions, please contact:
Aneisa McDonald, Master's Candidate or
Dr Gene McCutchen, Dance Program Coordinator
University of Tennessee
Department of Exercise Science and Sport Management
1914 Andy Holt Ave
Knoxville, TN 37996-2700
(423) 974-2169 or (423) 974-2104

Appendix D
Response Card and Summary Request

Dance Marketing Response Card
(Side One)

This card confirms intention to complete the questionnaire
Please drop this post card in mail asap
Please mail questionnaire by Friday, October 22nd

Administrators Address Label
is placed here

_____Yes, I would like a summary of results
_____No, I would not like a summary of results
and do not wish to participate
Your confidentiality will be maintained throughout this study

Dance Marketing Response Card
(Side Two)

Stamp

Aneisa McDonald
Masters Candidate
University of Tennessee
Department of Exercise Science and Sport Management
1914 Andy Hold Ave
Knoxville, TN 37996-2700

Appendix E
Questionnaire Comment Sheet

Note Please feel free to make any suggestions to the format and/or content directly on the questionnaire as you complete the requested information

The **purpose of the study** is to determine the marketing approaches used by administrators of Southeastern universitites and colleges offering a major in dance to promote their programs and performance activities The questionnaire is designed to obtain the following information (a) the nature of the dance program, (b) the marketing background of the administrator, and (c) the marketing methods used to promote dance programs and performance activities

1 Do you feel that the questionnaire measures what it was designed to measure?

_____
_____
_____
_____

2. Was the questionnaire easily understood and free of ambiguity?
If not, please site specific examples and make suggestions for improvement

_____
_____
_____
_____

3. How long did it take you to complete? _____

4. Do you feel administrators will take the time to complete this questionnaire? Yes or NO
What could be done to increase completion rate?

_____
_____
_____
_____

Appendix F
1st Reminder sent on November 5th

Dear Dance Administrator

Just a little reminder about the Dance Marketing Questionnaire you recently received in the mail Please consider completing and returning the survey as soon as possible Currently, the response rate is 23% and without a considerable improvement in that number, I will not be able to complete this valuable study

Your assistance is greatly appreciated!

Sincerely,
Aneisa McDonald
UT Mater's Candidate

Appendix G

Follow-up Letter

November 15, 1999

Administrator
Address
City, State Zip

Dear _____,

In case you were unable to locate the dance marketing questionnaire, I have sent you a duplicate packet Your participation would be so helpful in gathering an adequate sample for my research to continue A summary of results would be useful for determining effective marketing techniques and approaches This information would be beneficial to you in developing efficient marketing budgets to assist in meeting your operational goals and objectives

Thank you again for your time I look forward to sending you the results

Sincerely,

Aneisa McDonald

VITA

Aneisa Shelley McDonald was born in Williamsburg, Kentucky on July 3, 1968 She graduated from Williamsburg High School in 1986 as valedictorian and entered the University of Tennessee, Knoxville in the fall While at UTK, she received the Shea Dance Scholarship and was named the 1988 HPERD Major of the Year She graduated with highest honors in December 1989 with a B S in Education, Major in Dance In the fall of 1998, after nine years of dancing, teaching and choreographing professionally, Aneisa entered the graduate program of Sport Management at UTK as a graduate teaching associate She was awarded a M S degree in Human Performance and Sport Studies in May 2000