Impact of extra-curricular activities on the value of the Tecnológico de Monterrey brand

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3 Introduction

In the last decade, the world economic environment has had a negative impact on the financial situation of most universities (Pinar, Trapp, Girard, & Boyt, 2011). This competitive environment has forced these higher-education institutions to act as corporations just like any other business. These institutions compete in a global market to enroll students, to hire the best professors, and to get grants and obtain financial and human resources to do research. Universities and colleges around the world have begun to look for a unique definition that allows them to differentiate themselves and to attract new students and personnel (Chapleo C., 2004). And even though there is some resistance, mainly from the part of the same academic community, to characterize education as merchandise and students as clients, there is optimism because branding is perceived as an instrument to improve competitiveness and to improve the universities’ reputation (Melewar, 2006).

Brands are valuable, sometimes more valuable than tangible goods such as buildings and machinery, because they can capture the clients’ preference and loyalty based on their perceptions and feelings towards the product and its performance (Kotler & Armstrong, 2011). Branding tries to establish a strong relationship between the brand and the consumers in such a way that they get, besides the services they are receiving (functional benefit), an emotional benefit. Thus, the students in the universities are receiving the
education they need but it is important to take advantage of the long period they stay in the university, usually a four-year period, to create an emotional bond with their alma mater. Research has shown that there is a feeling of pleasure and adventure when students acquire knowledge, that emotions are indeed present during the learning process (Ng, 2006) (Taylor, 2001).

Branding allows higher education institutions to create a non-written proposal, a promise that represents their commitment to the students. Traditionally, education has been considered of extreme importance because it is a fundamental pillar for the success of individuals and nations alike because it gives them better work and personal development opportunities. The universities’ main goal is to contribute to the development of human capital through education (Popescu A., 2012). If the universities clearly define and pay attention to the essence of their existence, they will be on the way to fulfilling their clients’ expectations.

This definition that is part of branding allows higher education institutions, on the one hand, to differentiate themselves from their competitors and to create a unique product to compete in the market because it is a powerful decision making tool for the client; and on the other hand, by establishing its core values and characteristics, it gives the university an identity which the students can relate to and might want to be identified with in order to have a sense of belonging. This helps them develop a rational bond, and helps to strengthen the emotional bond as well.
This functional value, education for their professional lives, is not easy to achieve because the work market is extremely dynamic and demands graduates that can be flexible and can adapt themselves to the new economy, with theoretical knowledge and practical and social skills too (Popescu A. I., 2012). Several sources validate the productive sector’s complaint: graduates from higher education institutions do not have all the necessary skills to efficiently work with the responsibilities of their positions in the companies.

In the studies found, we noticed that the branding strategies were focused on external aspects such as logos, colors, mottos, etc. This research proposal looks to strengthen the value of the Tecnologico de Monterrey brand from an internal point of view: to meet the students’ expectations in relation to their socio-economic future and to strengthen the emotional bonds student-university. The importance of this proposal is to demonstrate that if the brand’s value is deeply strengthened by working with a genuine interest to meet the students’ expectations: to successfully immerse themselves in the work market and to have a satisfactory experience in their university years, then the brand’s value will increase and the “sale or commercialization” efforts of the education institutions should consequently decrease (Kotler & Armstrong, 2011).

I wish to prove that the extra-curricular activities that the students are part of contribute to the value of the Tecnologico de Monterrey brand. Such extra-curricular activities are 1) popular election associations called student council; 2) common interest associations with activities such as ecology, social service, etc.; 3) artistic groups including music, dance, theater, etc. and 4) sports teams such as basketball, physical training, etc.
During their university years, through the activities offered by the school, the students normally create new friendships and look to associate with people with their same interests to get social support. This interaction with other students significantly contributes to their learning experience.

It is assumed that these extra-curricular activities add to the brand’s value in three aspects: first, by giving the students the soft skills that are so sought after by the employers, and the necessary tools for their professional and personal success; second, by creating positive and comfortable environments where the student can create strong affective bonds with other students and with the institution that will generate a sense of identity and loyalty; and third, by creating an image such as the one of champion sports teams that all students wish to be associated with. To sum up, by offering an exceptional learning experience that cannot be achieved by an academic formation alone. The strong, unique and favorable association with the brand plays an important role at the moment of determining the consumer’s election, especially in decisions of high involvement (Keller, 1993) like choosing a university. Only by offering extraordinary learning opportunities, delivering true value, and winning over the students’ hearts and minds, will a long-term competitive advantage be built. (Lovelock & Wirtz, 2003)

For education institutions as providers of a service, branding is extremely convenient because it allows them to assign a value, a reason to pay high tuitions to receive an intangible such as education. However, branding in this type of industry is very complicated because each service point, each professor, each member of the school community must commit to contribute to the university’s image, to the incredible experience of the student and to his or her success as a professional. The purpose of this
paper is to propose a model of extra-academic activities that can contribute to the Tecnologico de Monterrey’s mission and therefore create a positive inertia to increase the brand’s value. “Good marketing and student orientation do not need to be at expense of good higher education. The two are allies, not adversaries. Marketing can help universities reach out and genuinely develop insights into students’ needs and communicate their ideologies” (Ng & Fobres, 2009).

The students are not the only ones that can be considered the universities’ “clients”, the employers, the families and the community have expectations about the graduates too (Oyvind & Nesset, 2007). It is vital to pay special attention to the employers: if we consider as the university’s responsibility to provide the students with the necessary knowledge and skills to start their work experience, then their future employers must be taken into consideration. Traditionally, universities have focused their curricula on the evaluation of knowledge and not competences. This model does not always include the skills and competences expected by the companies (Gordan & Apostu, 2012). Competences are: character traits, attitudes, self-image, knowledge, cognitive or behavioral capacities that are related to a positive work performance. “Recruiters say the soft-skills – such as leadership, communication and the ability to work in teams – are just as important as the hard stuff; and a lot harder to teach” (Alsop, 2002). In a survey by the German Chamber of Commerce, when the employers were asked about the most important skills that a candidate should have, 8 out of 10 they mentioned were “soft skills” (Pennington, 2013). The competences mentioned more often are: team work, communication skills, leadership, self-confidence, work under pressure, stress and conflict management, critical
thinking, learning and adaptation capacity, etc. Many studies recognize that extra-curricular activities are strongly related with the acquisition of those sought after skills (Klesse & D'Onofrio, 2000) (Kuh, 1993).

Recently in her Facebook page a university student posted “someone who knows about Statistics II ??? Please!!”; a friend answers – “take a look at Khan academy on the Internet, it explains very well and to the point”. To make the need to strengthen the value of the Tecnologico de Monterrey brand even more urgent, the learning model called MOOC (Massive Open Online Course) is developing worldwide. This model offers low cost or even free courses on the Internet taught by the most prestigious universities of the world (Dennis, 2013). Even though this phenomenon is still evolving and has not been studied in depth, it is seen as a revolution in education where knowledge will be easily acquired. Thus, I want to emphasize, again, that extra-curricular activities can be an element of great importance to add value to the brand.

The studies show the schools’ need to use branding strategies and even though there is a lot of literature about corporate branding, there is a great opportunity area in relation to higher education (Westcott, 2006). This is the reason for this research proposal.
4 Problem Statements

4.1 Research Question and Hypothesis

In recent years, universities, especially private universities, that do not have any type of economic support from the government and that have to rely on their students’ tuition to support themselves, have had to face strong pressures: 1) to have graduate students with the appropriate level of preparation to face the very complex working force of the world; 2) to be part of the vicious cycle of high tuition- lose students – high tuition; 3) to compete with institutions all over the world for the most talented students, and most recently with the MOOCs, online courses offered by the most prestigious universities of the world.

School administrations have had to migrate from the basic marketing techniques to long-term strategies such as branding, a strategy that strengthens the value of the brand. This brand empowerment results from the status and success of the institution’s graduates, that at the same time is related with the skills, attitudes and values these graduates bring to the work force. Technical knowledge (hard skills) is not enough and employers more and more tend to evaluate and select their future employees by their work competences and their soft skills (inter and intra personal skills). To increase competition and put even more pressure on the market, MOOC’s are becoming more popular and knowledge is easy and inexpensive to obtain through the Internet. Extracurricular activities such as sports, leadership, student body, and cultural student groups on the one hand are basic for the student’s experiences and, on the other hand, they have traditionally been a means to
acquire these soft skills that will give the students competitive advantages when they start their professional lives. In this very competitive world, school administrators must answer the questions: do extracurricular activities have an impact on the brand’s value? Are extracurricular activities fulfilling the objective of giving the students the necessary skills? Are the students that took part in these activities the ones that have occupational advantages? Are these extracurricular activities being correctly taught and managed or are they only for fun? Do they help to increase the institution’s status? Then, the research questions are:

4.1.1 Research Questions

- Do extracurricular activities have an impact on the brand’s value?
- Are extracurricular activities fulfilling the objective of giving the students the necessary skills?
- Are the students that took part in these activities the ones that have occupational advantages?
- Are these extracurricular activities being correctly taught and managed or are they only for fun?
- Do they help to increase the institution’s status?

I propose to analyze how the extracurricular activities of the Tecnológico de Monterrey provide value to the brand and increase its status mainly because they are part of the students’ professional training who thus, get to be part of and excel in the labor market. I propose to research the extracurricular activities this institution offers its students with
respect to the above questions in order to establish an appropriate model to successfully teach these activities. I consider that this research is important because it looks to analyze aspects that are only beginning to emerge like online education and the approach that corporations are using to decide who to hire based on what the applicants show they can do (competences) more than on the degrees they have.

4.1.2 Preliminary hypothesis

As the Director of Students Affairs of the Tecnologico de Monterrey, Campus Chihuahua, I wish to prove the following preliminary hypotheses:

1) The extracurricular activities in my university strongly contribute to strengthen the brand’s value because they generate a strong sense of belonging in the students.

2) The students that enroll in these activities acquire inter and intrapersonal skills and competences (soft-skills).

3) These soft skills give them advantages in the work market.

4) These extracurricular activities are a factor that strengthens the service the university offers and a decision factor when choosing a university.

If the above preliminary hypotheses are proven, I want to propose a model that will allow us to:

Deliberately plan such extracurricular activities to make sure the students acquire the skills mentioned above.

Have measurable objectives with respect to the acquisition of these skills by the participants.
Offer the highest level of quality in the extracurricular activities of the school and the highest level of quality and professionalism in the Students Affairs Department.

Make sure these extracurricular activities are sufficiently dynamic and innovative so that they can be adapted to the current university context.

Create synergy with the academic activities of the Tecnologico de Monterrey and thus, add to the brand’s value.
5 Literature Review

5.1 Branding

5.1.1 Introduction

This part of literature review deals with brands in relation to the business, administration, marketing and education disciplines. In the first section, the concept of brand will be analyzed in order to establish the difference between brand and the products or between brand and the company itself. This section analyses (1) the inseparable bond between the brand and the consumer, (2) the advantages that creating solid brands has for the producers or service providers, and (3) the benefits that the users obtain by choose branded products or services. After that, the branding phenomenon, that has to do with the strategies related to the brand, is analyzed with emphasis on the service providers’ branding and the challenges and benefits that it poses to this sector. In relation to branding, concepts such as services, identity, brand equity and its components are identified and related. Also, this literature review deals with the concept of higher education institutions as unities that belong into the business field, and the circumstances that have forced them to move from their traditional status quo into a competitive and global world. The relationships, comparisons and similarities that make universities entities that can be operated as market enterprises are also established, and the opposition of their own professional group to be classified as such is also discussed. In the next section, higher education institutions are portrayed as organizations that can be managed with the tools and concepts provided by the administration, business and marketing sciences; also, this section has an analysis of the application of branding in universities,
an analysis of the imperatives posed by globalization and of the advantages that the branding theories offer to this sector, and an analysis of the opponents to these practices as well. This section also deals with the strong relationship between the universities’ work and the application of branding practices in these institutions. To emphasize one of these strong relationships, the next section revises the literature that exists on emotional branding and loyalty to the brand and the concepts, advantages and outlook that these two notions present to the education field. Finally, the findings of the research done and the efforts to measure the performance of the brands or brand equity is shown as well as the effectiveness of the branding campaigns.

5.1.2 Brand Concept
Inside the area of marketing we have the concept of brand: name, symbol, design that identifies the products or services of a seller or group of sellers and that differentiates them from their competitors (Kotler & Armstrong, 2011). In the words of Jason Miletsky, the CEO of a prestigious marketing agency, the brand is: “The sum total of all user experiences with a particular product or service, building both reputation and future expectation of benefit” (Miletsky, 2009). In this same book, Genevive Smith defines it in a simple way: “A brand is the relationship a customer has with a company and/or its products and services. It’s more than just the logo: it’s the total experience that acts as the emotional trigger (Miletsky, 2009). Hankinson (1993) defines a brand as a differentiated service or product based on its personality and positioning with respect to the competition, a unique combination of characteristics and symbolic values. The knowledge of the brand is related to how the mind creates connections, this is, “Brand awareness” and ‘Brand image”. Brand awareness refers to the recognition of the brand
and to the brand recall, this is, the capacity that the consumer has to identify the brand under different circumstances. Brand image refers to the perceptions and associations that the consumer has in its memory with the brand’s characteristics (Keller, 1993). Obviously, the purpose of having a brand is to make it be a symbol that moves the consumers, creates attention towards the product and differentiates it from its competitors (Ellwood, 2000). The benefits that the brands provide are, according to Keller (2008): 1) they allow us to identify the source of the product, (2) they give responsibility to the producer, 3) they reduce the risk that the consumer takes, 4) they reduce the cost of looking for options, 5) they have a promise, a link or a pact with the product’s supplier, 6) they are a sign of quality. Also, Keller mentions the benefits that the brand has for the brand’s owner: 1) the brands are a means to identify the products in the market and they facilitate the distribution by the supply channel. 2) The brands are the legal means to protect unique characteristics. 3) The brands are a sign of quality to satisfy the clients. 4) The brands are the means to provide the products with a unique association. 5) The brands are a source of competitive advantage, and 6) the brands are a source of financial return.

5.1.3 Branding in service institutions as a value process
The way to establish the name of the product and to communicate the well-founded prestige and stability of the manufacturer is known as “branding” (Chapleo C., 2011). “By creating perceived differences among products through branding and by developing a loyal consumer franchise, marketers create value that can translate to financial profits for the firm” (Keller, 2008). The key to the success of branding is to create brand identity, that is the relationship between the brand and its consumers, giving a value proposal that
has functional and emotional benefits (Popescu A. , 2012), having identified, beforehand, the unique and essential characteristics of the organization. Both, the products and the services can be susceptible to branding, and especially because the services are intangible, branding can allow them to change their abstract nature to something more concrete. The brands can give them meaning and guide them about the service they offer the clients (Keller, 2008). Branding of organizations is a more complicated process than branding of products because the organizations are formed by people with their own attitudes, beliefs, skills and values that can vary considerably, the culture of the organization influences its brand much more than a product would do (Balmer, 2001). The objective is to articulate the essence of the organization in clear and consistent messages with its official identity well-defined (Van Riel & Fombrun, 2007). Services have the following characteristics: 1) Intangibility, this means that they cannot be perceived by the senses of smell, sight, hearing, touch, taste; 2) Variability that expresses that the quality of the service depends on the people involved at a particular moment, or it depends on time, etc.; 3) Inseparability of the service and the supplier of such service, and 4) Perishability, services cannot be stored to be used later. The brands are powerful assets that must be carefully developed and managed, they are the key element in the relationship between the company and the consumers. The brands stay in the minds of the consumers according to their experiences, sensations and perceptions, anything that the product or service represents for the consumer (Kotler & Armstrong, 2011). The power of the brand resides in what stays on the client’s mind. Due to this position of the brand with respect to the client, the term customer-based brand equity is created as the differential effect that the knowledge of the brand has on the client’s behavior. A brand
has a positive Brand equity when the client, presented with two apparently similar products, chooses to buy one of them over the other one because of its brand (Keller, 2008). A brand’s equity measure is the amount or effort that a consumer is willing to invest to have a particular product or service (Keller, 1993) (Keller, 2008). Brand equity can also be defined as the set of resources and responsibilities linked to a brand; it is the name or symbol that adds to or subtracts from the value established by the product or service in the eyes of the consumers and it can be classified in five categories: 1) Loyalty to the brand, 2) Name awareness, 3) Perceived quality, 4) Brand associations in addition to perceived quality, 5) Other assets belonging to the brand such as patents, trademarks, etc. (Aaker, 1991). The efforts of branding are permanent and long-term plans that include not only marketing, but also trust, loyalty, etc. and that cannot be developed for short-term periods (Miletsky, 2009). Brands do not stay in the market due to marketing campaigns, they stay in the market due to the experience of the consumers that are familiar with the brand because of several contact points such as publicity, visits to facilities, by word of mouth, web pages, etc. (Kotler & Armstrong, 2011).

5.1.4 Higher Education as a Business and Administration Model
There is a lot of literature that establishes how universities have had to migrate to models similar to those used by corporations that are part of the business environment and thus, a new higher education industry has emerged (Gumport, 2000). The fast development of higher education institutions, the global competition, and the high tuitions charged in these institutions are the main causes that have forced them to opt for market strategies to compete with business strategies such as the strategy known as differentiation (Hemsley-Brown & Oplatka, 2006). Thus, universities have had to migrate to professional
administration structures the same way business corporations have done (Alves, 2010). “Jayne Barrett, managing director of Elmwood, which has worked on overhauling the image of Napier University believes that higher education has become another thing to buy: It’s a consumer decision like buying a house or car and it involves investment of time and money” (Lewis, 2003). Higher education institutions have had to answer to the competition using marketing techniques and they have also had to take positions and use corporation principles in order to be able to operate. Nowadays, universities compete for students, professors, research funds, grants, etc. There is a higher education market where the student asserts his purchasing power (Beneke, 2011). Even non-profit universities have been forced to acquire sophisticated marketing techniques to convince students to enroll in their schools because they are competing with for-profit universities for those same students (Bundy, 2002). The approach to higher education as a business is not new, in 1995 Kotler and Fox wrote a book called “Strategic Marketing for Educational Institutions” (Kotler & Fox, 1995). Cited by (Beneke, 2011) the authors (Bay & Daniel, 2001) (Bay & Daniel, 2001), (Gatfield, 1998) (Adler, 1999), (Browne, Kaldenberg, & Browne, 1998), (Landrum, Turrisi, & Harless, 1999), (Licata & Maxham, 1999), (Nichols, Orehovec, & Ingold, 1998) where they make comparisons between the universities and the business environment such as: international students as an exporting industry; courses as educational products; online courses as a distribution method; other universities as competitors; potential students as a customer base, returning students as a repeat business; and the fulfillment of the students’ needs as customer satisfaction. Even though the majority of the literature found comes from the United States, the United Kingdom, Norway, Australia, South Africa and Canada and there are also specialized
journals that deal with the administration and marketing of higher education institutions, it is a fact that there is still the need to guide universities to act as corporations and this requires the use of an approach different from the traditional one. In a systematic revision of the literature about the marketing of higher education, titled “Universities in a competitive global marketplace” written by Jane Hemsley-Brown and Izhar Oplatka (Hemsley-Brown & Oplatka, 2006) where they analyze 77 references, we can see the scope and validity of the topic and particularly as findings of their research, they mention that “they appear to be more on par with the features and processes of industrial/commercial/business and services marketing rather than with the particular features and processes of HE institutions and services”.

However, there is the paradox that even though the most prestigious universities have important business, administration, and marketing schools, the academic community disapproves of the use of the business approach by education institutions, especially higher education institutions. As an example:

What used to be the knowledge business has become selling an experience, an affiliation, a commodity that can be manufactured, packaged, bought, and sold…But the experience of higher education –the accessories, the amenities, the aura- has been commercialized, outsourced, franchised, branded (Twitchell, 2004).

The academic community is the most resistant to adopt a business approach. “A too stringent focus on precision, consistency, and corporate commitment in academia is likely to fail” (Waeraas & Solobakk, 2009). Some of the reasons found in the literature for this situation are: 1) it is a conservative guild, 2) since universities have the main responsibility to generate knowledge, they should separate themselves from any interests
that are not solely academic; 3) the myth that branding is not necessary in universities because they have solid reputations and long lasting traditions (Kotecha, 2003) 4). The excessive use of a brand can lead us to commercialism or unethical practices – something all universities should avoid- (Beneke, 2011), (Hemsley-Brown & Oplatka, 2006) 5), the empowerment of the “client” can lead to the loss of authority by the professors (Bellah, 1999).

5.1.5 Branding in Higher education

Although generally, branding has been a “dirty word” in the academic world because the education that falls in the field of the intangible commodities is a high cost investment, plus the constant changes in the education sector have forced administrators to accept the reality of global competition and to look for their differentiation through the use of branding (Lewis, 2003). Though the literature about administration and marketing of education institutions is copious, the one about branding in universities and higher education is scarce (Chapleo C. , 2010), but the one that exists establishes the reasons and advantages of developing the brand of the universities. Due to the very complex and highly competitive market, branding is a solution for dealing with the challenges of the global change (Whisman, 2009). These changes are the same that the ones of a business common market: students (clients) that will have preferences to choose the university they want to attend (Berry, 2000); competition has become global; there is competition to have the best professors and researchers and there is competition to obtain financial resources too (Popescu A. , 2012). Thus, the concept of branding has gained ground in higher education in the last decade in universities around the world in order to differentiate themselves and to create a position and face the challenges documented
above (Waeraas & Solobakk, 2009) (Chapleo C., 2004). Together with the above justification, branding invariably allows us to define the essence of the institution “encapsulating this and clearly articulating it through distinct, clear and consistent messages to multiple stakeholders externally and internally” (Chapleo C., 2011). Higher education institutions can use brands to send strong signals to potential students about the quality and credibility of the institution (Thomson, 2002). Universities can offer services to different segments, with different services, so they have to deal with the fact that they are perceived by different groups and that they will be evaluated by the different areas of the university, they have many service points that must be convinced to strengthen the brand because they also have an impact on the quality of the service (Berry, 2000) (Gronroos, 1984) (Zeithaml, 2006). There is total agreement on the fact that the image of the university is of the highest importance in the performance of the university, thus, it is very important to develop it and keep it, it is this image the one that will facilitate the possibility to attract students, receive grants, etc. (Yavas & Shemwell, 1996) (Landrum, Turrisi, & Harless, 1999) (Parameswaran & Glowacka, 1995) (Ivy, 2001) (Hemsley-Brown & Goonawardana, 2007). The crucial aspect in the branding of universities is to understand that it should be based on the students’ learning experience and this should be the main service of the brand that it is built with the whole university community: students, professors and administrators (Ng & Fobres, 2009). Only two sources were found that consider that the branding concept and techniques applied to higher education are different to the branding concept utilized in the business field and they are cautious about it (Black, 2008) (Jevons, 2006).
Eric Chapleo (2011), who has dealt more thoroughly with topics related to the branding of universities, identifies the following objectives: 1) To explain or clarify what the university does and is; 2) to communicate a position clearly; 3) to communicate a competitive advantage; 4) to reaffirm the university’s reputation; 5) to communicate the other aspects of the university and 6) to increase awareness of the institution.

Universities have realized that they have to create a strong bond with their loyal students because such bond will give them advantages to face the changing environment and the challenges to come (Judson, Aurand, & Karlovski, 2007). A strong and long lasting relationship with the students is a powerful differentiation tool that will give the universities an important competitive advantage (Negricea, Avram, & Eftimie, 2011) (Pop, 2006).

Several authors agree on the fact that there is very little literature on branding higher education (Temple, 2006) (Gatfield, 1999) (Gray, Fran, & Llanes, 2003), especially on the metrics of branding equity (Jevons, 2006) and they recommend more research be done on branding models in the universities (Chapleo, 2011). Besides the fact that there is very little literature on branding in universities, the majority of it deals with empirical works with emphasis on the external aspects of branding (Waeraas & Solobakk, 2009).

**5.1.6 Emocional branding and loyalty in the universities**

It is an objective of branding to create a strong emotional bond with the consumers in order to satisfy the functional needs as well as the symbolic needs (Park, 1986). This emotional connection of the clients with the brand is called emotional branding. In his book “Emotional Branding”, the author Marc Gobé (Gobé, 2001) explains what he calls
the new branding paradigm: “By emotional I mean how a Brand engages consumers on the level of the senses and emotions; how a Brand comes to life people and forges a deeper, lasting connection”. In the words of Jason Miletsky: “Having an emotional connection to a Brand is the consumer’s subconscious acknowledgment that the brand will somehow prove beneficial to them and that they want to — and will — seek it out.” In this same book, Genevive Smith says: “When consumers feel an emotional connection with the brand, the motivation lives beyond rational decisions like price, which many competitors could match, into an almost unshakable belief — which is why successfully attaching a strong positive emotion to a Brand is thought to be the nirvana of marketing” (Miletsky, 2009). Very illustrative are the “10 commandments of Emotional Branding” developed by Marc Gobé (Gobé, 2001):

Table 5-1 “10 Commandments of Emotional Branding” (Gobé, Emotional branding, 2001)

<table>
<thead>
<tr>
<th>Marketing approach</th>
<th>Emotional Branding approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumers buy</td>
<td>People live</td>
</tr>
<tr>
<td>Products fulfill needs</td>
<td>Experiences fulfill desires</td>
</tr>
<tr>
<td>Honesty is expected</td>
<td>Trust is engaging and intimate. It needs to be earned.</td>
</tr>
<tr>
<td>Quality is given</td>
<td>Preference creates the sale</td>
</tr>
<tr>
<td>Being known does not mean that you are also loved</td>
<td></td>
</tr>
<tr>
<td>Identity is recognition</td>
<td>Personality is about character and charisma</td>
</tr>
<tr>
<td>Function is about practical qualities</td>
<td>Sensorial design is about experiences</td>
</tr>
</tbody>
</table>
Ubiquity is seen & Presence is felt
Communication is selling & Dialogue is sharing
Service is selling & Relationship is acknowledgement

Usually the universities’ administrators have appealed to rational approaches for the branding of their brands, such as the quality of their professors, the research they do, etc., but the effect that these strategies have on the young students is not clear (Durkin, 2012). An interview showed that 80% of freshman perceived that “the feeling of a friendly campus” is important (Hill, 2005) and this was the factor the interviewees chose the most. Minu Kumar, associate professor at San Francisco State University, in his most recent research found that the stimuli on the emotional level are more responsible for the loyalty to the brand than factors such as functionality and price (San Francisco State University, 2015).

Dilys Maultby, who worked in the rebranding of Sussex University, said that “universities start in a very high place – they have emotional associations and strong personalities – it would be a tragedy if they forgot this and were led to think only of the veneer”. Researchers have found that there are feelings of pleasure and adventure when the students build knowledge, emotions also have a role in learning (Ng, 2006) (Taylor, 2001). One advantage of branding, and branding in universities is not an exception, is to create benefits such as the student’s loyalty. Loyalty develops when several ingredients are combined: 1) the Brand has to be in a category the client is interested in, 2) the Brand promises something that the market needs or wants, 3) the Brand has fulfilled that
promise consistently, 4) the Brand’s personality reflects its market’s personality and, 5) the Brand’s personality should be authentic. Price and accessibility are not included in the list because loyal clients are highly insensitive to these aspects (Miletsky, 2009). There is literature that states that Athletic appeal is one of the key dimensions associated with the students’ emotional involvement with the university (Westcott, 2006).

5.1.7 Measures of Brand Equity

In general, there are two ways to measure customer-based brand equity: directly or indirectly. The indirect approximation of measuring brand equity is by measuring the knowledge of the brand (brand awareness and brand image). The direct way tries to measure it by calculating the impact of knowledge of the brand on the marketing activities of the corporation. Both techniques complement each other and they are not exclusive (Keller, 1993). The same article includes the following table that summarizes the indirect approach to measure brand knowledge related with brand equity.

<table>
<thead>
<tr>
<th>Construct</th>
<th>Measure(s)</th>
<th>Purpose of Measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recall</td>
<td>Correct identification of brand given product category or some other type of probe as cue.</td>
<td>Capture “top-of-mind” accessibility of brand in memory</td>
</tr>
<tr>
<td>Recognition</td>
<td>Correct discrimination of brand as having been previously seen or heard.</td>
<td>Capture potential retrievability or availability of brand in memory</td>
</tr>
<tr>
<td>Brand Image</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics of brand associations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>Free association tasks,</td>
<td>Provide insight into nature of</td>
</tr>
</tbody>
</table>

Table 5-2 Indirect approach to Measure Brand Knowledge. (Keller, 1993)
<table>
<thead>
<tr>
<th></th>
<th>projective techniques, depth interviews</th>
<th>brand associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorability</td>
<td>Ratings of evaluations of associations</td>
<td>Assess key dimension producing differential consumer response</td>
</tr>
<tr>
<td>Strength</td>
<td>Rating of beliefs of association</td>
<td>Assess key dimension producing differential consumer response</td>
</tr>
<tr>
<td>Relations among brand associations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniqueness</td>
<td>Compare characteristics of associations with those of competitors (indirect measure)</td>
<td>Provide insight into the extent to which brand associations are no shared with other brands; assess key dimension producing differential consumer response</td>
</tr>
<tr>
<td>Congruence</td>
<td>Compare patterns of associations across consumers (indirect measure)</td>
<td>Provide insight into the extent to which brand associations are shared, affecting their favorability, strength, or uniqueness</td>
</tr>
<tr>
<td></td>
<td>Ask consumers conditional expectations about associations (direct measure)</td>
<td>Provide insight into the extent to which brand associations are shared, affecting their favorability, strength, or uniqueness</td>
</tr>
<tr>
<td>Leverage</td>
<td>Compare characteristic of secondary associations with those for a primary brand association (indirect measure)</td>
<td>Provide insight into the extent to which brand associations to a particular person, place, event, company, product class, etc. are linked to other associations, producing secondary associations for the brand</td>
</tr>
</tbody>
</table>
For a university, its brand equity can be measured as the students’ willingness to pay tuition for their education. There are only a few studies that deal with measures of branding equity or with the goals reached by the branding process, especially because it is about the complex world of education. One of the problems has to do with the wide range of criteria that define the quality of a university (Jevons, 2006), and Bunzel proposes to link branding equity to the universities’ ranking tables (Bunzel, 2007). When Chapleo (Chapleo, 2011) asked university members about the ways to measure, some of them proposed measures such as brand audit that is the comprehensive examination of a brand to discover its sources of brand equity (Keller, 2008) such as surveying personnel, students, employers, stock holders and potential students. Other interviewees told Chapleo other forms to evaluate university branding could be by getting prizes and press monitoring. Talking about surveys based on the client, in their paper “Structure of Survey-Based Brand Metrics”, the authors identify essential dimensions to measure brand’s performance such as 1) comprehension, 2) comparative advantage, interpersonal relations, and history, 3) preference; 4) attachment (Lehman, Keller, & Farley, 2008).

Another branding measure is what is called a brand auditing: Companies periodically need to check the brand’s strengths and weaknesses. “They should ask: Does our brand excel at delivering benefits that consumers truly value? Is the brand properly positioned? Do all of our consumers’ touch points support the brand’s positioning? Chapleo also emphasizes that it is necessary to work on branding models in universities and on the measurement of brand equity and he calls on the researchers to do it (Chapleo C., 2011). From an academic viewpoint gaps in current literature in branding in the education
context are identified and the need for a model of brand management that addresses the particular qualities of higher education is reinforced” (Chapleo C., 2010).

5.1.8 Branding Literature Review Conclusion

The Business and Administration areas have been the object of a great deal of documental development, and just like Marketing, they have seen the birth of well-known gurus like Porter and Kotler, to mention just two. Even in the sub-topic of branding there is a great variety of literature that is based on its predecessors in marketing, business and administration, but that is also related with other disciplines such as sociology and psychology. The perspective for branding theories seems to be very promising but not easy, the challenge is to correctly and genuinely apply the precepts and to generate a true commitment to the client. However, there is a wide area of opportunity to generate research and to document the experience in the services branding area and of course, in the higher education branding. This gap in the literature takes place in almost all the aspects of university branding, in both, internal and external branding. It is encouraging and challenging that several authors in this literature review stated the need to continue in this direction.

5.2 Extra Academics Activities

5.2.1 Context

Higher education is undergoing an extraordinary transformation, forced by the economy’s conditions, globalization, the revolution imposed by the TIC, the demographic changes of university students, etc. All these conditions pressure the government and society as a whole to demand that universities fulfill their mission: the students’ learning and personal
development by providing them with the necessary tools to insert themselves in the work force and solve problems in the social agenda (International College Student Educators, 1996). Many employers complain that graduate students are getting their diplomas without acquiring the competences required by the companies. A public letter addressed to the nation expressed: “A disturbing and dangerous mismatch exists between what American society needs of higher education and what it is receiving. Nowhere is the mismatch more dangerous than in the quality undergraduate preparation provided on many campuses” (Wingspread Group on Higher Education, 1993).

Faced with the need to adapt education to the future needs of the students, it is important to create synergy among all the university’s formative actors. The personnel of the Student Affairs Department includes educators who share the responsibility of the students’ education with the professors and the students themselves to create the appropriate environment and conditions for the learning experience through educationally-purposeful activities. The mission of the Student Affairs Department must complement the institute’s mission, with emphasis on the students’ learning and personal development (International College Student Educators, 1996). Even though they are not part of the regular curricula, extra academic activities reinforce and apply the knowledge acquired in the classroom (Co-curricular learning model on the horizon, 2013). The report “Powerful Partnership: A Shared Responsibility for Learning” published in 1998 by the American Association for Higher Education, The American College Personnel Association and the National Association of Student Personnel Administrators, demonstrates that when academia and student affairs share the responsibility of the learning process, a more meaningful progress is achieved in this area (National Association of Student Personnel Administrators, American Association for Higher Education, American College Personnel Association, 1998).

It is of extreme importance that universities today understand the complexity of the environment they are living in: first of all, with respect to their permanence in the market, as stated before in this literature review. Second, with respect to their responsibility to graduate people with the competences and values needed to succeed in the equally complex
work market. Thus, it is very important to consider extra academic activities as a key element of the learning process.

5.2.2 Antecedents

The beginning of extra academic activities can be traced back to the 18th century; schools were in charge of providing students with intellectual and religious knowledge, apart from being the students’ moral trainers. These students belonged to privileged families of high-society and military families. Education was strongly related to religion and many students left their homes at the early age of 13 to be educated in the universities and colleges (A Plan for a New Century Committee of NASPA, 1987).

In the United States of America, along with the creation of the country at the beginning of 1800, a revision of the universities curricula was started, allowing for more freedom in political, economic, intellectual, and personal topics. Literary societies became popular and extra academic activities began to appear (Carpenter, 2002). The University of Northwestern claims to have the oldest debate program in America dating back to 1855 (Northwestern University, 2015) and the Cambridge Union Society in the United Kingdom has the oldest one in the world, continuously operating since 1815. These organizations were the pioneers of free associations of students within the universities. Since the students, white males, stayed out of their homes, they got together in small groups and later on the associations named after Greek letters were born, a social-fraternal movement that remains to date. The rigid education based on religion had clashes with the rich youngsters of that time who enjoyed to talk and have discussions about poetry, history and politics. These groups became very close and gave a sense of belonging to the students. The first athletic groups were born as a means for the students to have fun and in 1852 the first intercollegiate race took place between Yale and Harvard, and in 1869 the first football game between Princeton and Rutgers took place (Rentz, 1996).
5.2.3 Student Activities Classification

The entities that administered these activities got their name from the fact that in Harvard a Dean of students was named, a principal different from the Dean of academics. Thus, the more common name of Student Affairs or the more recent, Student Life, was created. Depending on their size (Harvard states that it has more than 400 student groups, Stanford more than 650, Cornell and Cambridge more than 1000) and the tradition of each institution, they all offer a varied menu of activities that can be grouped as follows:

- **Student Government**: To belong to one of these groups is one of the biggest honors because, generally, the students that belong to this group are voted by the rest of the student body. These student representatives are the voice of all the students to make sure their needs and interests are taken into consideration by the school’s administration.

- **Athletics/Fitness**: This type of activities give the students the opportunity to participate as spectators or as athletes. Most universities have teams participating in basketball, volleyball, etc. There are two possibilities: first, the most accomplished athletes have the opportunity to be part of the school teams that are usually highly competitive in inter schools tournaments, and second, there are intramural tournaments that give all the students the opportunity to compete with their classmates mainly for fun. There are other physical activities like pilates, crossfit, kickboxing, etc that are mainly a means for the students to improve their fitness.

- **Academic/Honors**: These organizations have a close relationship with the academia, and they are part of the curricula, like for example, debate for lawyers, journalism for communicators, etc.

- **Professional Organizations**: The purpose of these organizations is to offer professional experiences to the students to help them immerse themselves in the work environment. Examples of this type of organizations are the career student chapters.
• Volunteer and Service-Related activities/Outreach. Organizations that promote and are involved in community service work. Examples of these activities are: reforestation programs, literacy campaigns, reading to senior citizens, etc.

• Multicultural Activities/Diversity/Cultural. Organizations that promote knowledge of and involvement in issues of class, diversity, ethnicity, and race.

• Arts/Culture. Organizations that promote the fine arts, including drawing, filmmaking, graphic design, music, painting, photography, printmaking, and sculpture, etc.

• Communication. Organizations that promote communication through the press or digital means like newspapers, magazines, social networks in the internet, websites, radio, television, etc.

• Competition. Organizations that promote, host, and engage in academic scholarly debates and gaming tournaments on a local, regional, national, or international level culminating in prize categories or honorary mention for individual members, their respective groups, and or institution.

• Health and Wellness. These activities can be physical activation through sports like going to the gym or walking but not for fun or to compete; also through the arts like dancing with or without artistic purposes; or through activities such as yoga, healthy eating clubs, etc.

• Residences. Government or social organizations for the students that live in the university dormitories.

• Greek-Letter Organizations. Fraternities and sororities (exclusively female, male, or mixed in gender) bearing traditional Greek-letters for identification purposes with affiliations with local, regional, or national organizations of the same name.

• Performance. Organization involved in musical recitals, concerts, and theatrical productions, among other shows.

• Religious. Organizations whose activities are faith-based.

• Special Interest. A broad definition for organizations whose activities and purpose are specialized like video games, outdoors, TEDx, travel, etc.

• Libraries. Physical and virtual space that contains the bibliographical collection and other didactic resources such as videos, magazines, etc. for the students.
• Student work. Appropriate work opportunities for the students in order to help them financially.


The definition of extra academic activities is very broad and it includes all the activities outside the classroom and out of the school schedule and many times in periods of time less defined than the typical school semester (Stuart, Lido, Morgan, Solomon, & May, 2011) (Hodes, 2009). There is a close relationship with the activities called co-curricular, that just like the extra academic activities, refer to the activities outside the classroom but that directly impact the knowledge of a subject or major. Examples of these co-curricular activities are: school journalism for the communication majors; debate club for the law students and theater for the students enrolled in artistic majors (The glossary of education reform, 2013).

5.2.4 Benefits of extra academic activities

Without doubt, these student activities were allowed and now even promoted by universities because of the benefits they bring to the students that practice them and the schools themselves. Many jobs emphasize that extra academic activities should be tied to the university’s mission and support its policies.

Support its institutional values by developing and reinforcing students’ standardized behaviors, by developing friendship and a sense of community with the institution (A Plan for a New Century Committee of NASPA, 1987). The Student Affairs Department is a partner in the students’ education that reinforces and supports the academic mission. The students’ involvement promotes learning because it is not a passive process. Students learn more effectively when they are actively engaged with their classes and their student life (A Plan for a New Century Committee of NASPA, 1987). By participating in extra academic activities the students increase their commitment and involvement and their permanence in
the university improves. The time and energy the students devote to their activities are the best individual predictors of their learning and personal development (Pascarella & Terenzini, 2005).

The competitive advantages that the student that enrolls in extra academic activities acquires, have been extensively studied. It has been strongly established that these activities have a high impact in the development of the student’s skills, values and attitudes. It is believed that participation in government student groups has an impact in the development of civic competences, strengthens the value of responsibility and communication skills and provides experience in the elaboration of leadership policies and skills (Falvey, 1952) and Astin added that student council adds to political liberalism, hedonism, and promotes interest in art (Astin, 1984). Life skills, organization competences and character were also mentioned. Effective work among organizations, cultural and social conscience, proficiencies in decision-making, administrative skills, budgeting and accounting, skills to make transactions, scheduling abilities (Kuh, 1995) (Rudolph) (Sandford, 1966) (Morrell, 1986) (Power-Ross, 1980) (Christenson, 1969) (Berman, 1978).

Trevor Pilgrim mentions, besides all of the above, that the participants’ self-confidence increases and this helps to reduce at-risk behavior because of the high sense of belonging and also their behavior improves. He adds that while they work in the extra academic activity, they develop critical thinking, team work and social skills. They develop relations with their classmates for life. Extra academic activities provide the students with a sense of commitment for a cause or purpose and reduce introverted behavior (Pilgrim, 2013). In another post, about athletes, he mentioned that they possess assets such as vision, team work, self-confidence, composure in stressful conditions, critical thinking, decision-making and competitiveness (Pilgrim, 2015). Individual or group activities can teach students the importance of vigilance, hard work, attention to detail, practice, patience and persistence when faced with adversity.

Researchers have examined many ways in which extra academic activities benefit students (Stuart, Lido, Morgan, Solomon, & May, 2011). Extra academic activities also provide students with a network of classmates and adults with interests and talents similar to theirs and this will help them to improve individually and as a part of a group and to obtain real
life lessons about team work, responsibility, commitment and hard work (Educational Research Service, 1999). Co-curricular activities allow students to include their academic knowledge in their personal actions (Allison, 1979). They can extend and enrich their academic knowledge through competences and simulations of the real world (Klesse & D’Onofrio, 2000). Athletic teams can create bonds among players of different races, in a study, 76% of the athletes mentioned that they made friends of other races while participating in a sport (Lapchick, 1996). Group activities encourage cooperation and team work, individual sacrifice for the team’s benefit and empathy, qualities that besides helping in their studies and personal life, also help them become successful adults (Zill, Nord, & Loomis, 1995). To continue with the list of benefits, the newspaper, USA Today in 1993 mentions that participants have the ability to accept responsibilities and follow instructions, they are well-balanced and have high personal ideals (USA Today, 1993).

5.2.5 Relation with companies

Extra-curricular programs can be seen as a training field for young people so that in their adult life they can fit in organizations that are basically similar (Hlebowitsh & Wraga, 1998). For this reason, companies are more interested in these graduates: employees that are competent with the responsibilities of their positions, that can adapt themselves to the ever changing work environment, motivated to pursue opportunities to improve their skills (Tagliapietra, 2011).

To succeed, higher education graduates need to be “intellectually resilient, cross-culturally and scientifically literate, technologically adept, ethically anchored, and fully prepared for a future of continuous and cross-disciplinary learning” (Association of American Colleges and Universities, 2007). In several studies made by Peter D. Hart Research Associates, 90% of the employers ask that the employees take more responsibility, have a wide range of skills and work more, in comparison with the past. The skills they expect are communication, self-directed learning, information literacy, critical thinking, and self-awareness (Hart Research Associates, Inc. 2005) (Hart Research Associates, 2009).
5.2.6 About student life

To talk about a rich and nice university environment that allows for an extraordinary student life, among the more classic literature about student affairs, we can find The Student Personnel Point of View in its two different editions of 1937 and 1947. These two editions establish in 23 points the duties of the students in charge of Student Personnel Services. Among others, they mention: Assisting the student to find appropriate employment when he leaves the institution (American Council on Education, 1937). More modern visions recognize that the core of universities are the academic activities, therefore, extra academic activities cannot replace them or compete with them; on the contrary, it is their duty to support the academia mission under the following premises:

1) Each student is unique and there are many differences among the students.
2) Each person has value and dignity, something extremely important to generate mutual respect.
3) Discrimination cannot be tolerated.
4) Feelings affect thinking and learning. Students are complete people.
5) Student involvement enhances learning.
6) Personal Circumstances Affect Learning
7) The environment outside the classroom affects learning. Interaction with classmates and environment mold attitudes and the quality of college experience.
8) A Supportive and Friendly (small) Community Life helps student learn
9) The freedom to doubt and question must be guaranteed
10) Effective Citizenship should be taught
11) Students are responsible for their own lives.

(A Plan for a New Century Committee of NASPA, 1987)

Involvement in formal, college-sponsored, co-curricular programs at the higher education level can positively influence student satisfaction with the overall college experience (Elliott, 2009).
5.2.7 Student Activities Conclusions

There is a broad literary source that certifies how valuable extra academic activities are for both, the universities and the students themselves. For the students, because they provide them with the competences they will need in their future professional lives as well as for their personal development in a nice way that allows for a positive university environment. For the universities, because they help them allow the students to achieve their academic objectives, acquire a sense of belonging and a positive image in front of the community, especially the entrepreneurial community.

It is the employers who recognize and demand from the students, skills, values and attitudes that can adapt to the demanding needs of a globalized and highly dynamic world. These skills can be promoted or developed by the academia and a great variety of extra academic activities. The Student Affairs Department has the responsibility to carry on the inclusion policies and to administer the extra academic programs so that they can correctly work for the well-being of all the students.

Even though this literature is not directly related to branding, it shows evidence that the extra academic activities help students develop loyalty towards the institution, identity with groups and a sense of belonging. It has been established that there is an emotional involvement with the institution, and if the goal to form integral persons is achieved, then the university fulfills its responsibility towards the students that trust it. And at the same time, with the university’s image due to the quality of its graduates.

No evidence was found of formal studies that show a relationship between the plus that extra academic activities give to the university’s brand. In Student Personnel Point of View, the authors propose since 1937 that there should be a follow-up study of graduate students in order to find out what happened to them and what effect the school had on their career and personal life (American Council on Education, 1937) and I would add what effect the students had on the school.
6 Methodology

The objective of this research is to determine the impact that the extra-curricular activities the students participate in during their college years have on the value of the Tecnológico de Monterrey brand.

This study looks to measure the brand’s value in three different dimensions:

1) To increase the brand’s value by achieving the functional value, that in this case is to prepare them for their future work life.
2) To increase the brand’s value by developing a sense of belonging and a sense of loyalty on the part of the students by participating in extra-curricular activities.
3) To increase the brand’s value by creating an image the students want to be associated with.

This research will be done using quantitative and qualitative methodologies in a sequential form and without mixing them so that the paradigms stay intact at the philosophical level as stated by Burrell & Morgan, 1979. In their book Management Research, Mark Eastebry and Richard Smith explain about the increasing interest of the researchers working in organizations and with managers to mix the positivist and constructionist epistemologies (Easterby & Smith, 2012). As stated by Creswell (Creswell, 1994), the main reasons to combine qualitative and quantitative methodologies are:

1) Triangulation, that means that any slant due to the data collection, or to the researcher, or the method itself will be neutralized by the combination of both paradigms.
2) Complementarity, the quantitative results can be better explained by the narrative of the qualitative results, or the qualitative results can be validated by the quantitative results. Furthermore, they represent a means to get the message across to all the audiences in a company.
3) Even though Creswell suggests to initially use the qualitative model, the results of the rigid quantitative method can allow for adjustments to the dynamic qualitative model, and as a consequence, a more harmonious development can be achieved.
4) Expansion because the use of both methods can increase the scope and magnitude of the research.
5) Initiation, when contradictions and new perspectives emerge.

This research, then, will combine both methods for a better understanding of the value that the extra academic activities add to the brand’s name. The research will have a multiple-phase design where I propose to have the quantitative phases separated from the qualitative ones and thus, keeping their paradigms clearly independent from each other.

1) The first dimension to measure: To increase the brand’s value by having a functional value, that in this case means to prepare them for their future work life. This dimension will be measured first by a quantitative phase followed by a qualitative one.
2) The second dimension to measure: To increase the brand’s value by developing the sense of belonging and loyalty when participating in extra academic activities. This dimension will be measured by quantitative phase followed by a qualitative one.
3) And the third and last dimension: To increase the brand’s value by creating an image the students want to be associated with. This dimension will be measured by a qualitative phase only.

To have a more uniform methodology, even though there is variation in the methodologies to be used, the intention is not to vary the design significantly within each one of them, in other words, to use the in-depth interview technique from the point of view of phenomenal observation for the constructivist phase and the surveys for the positivist phase. The analysis of these phases will be consistent in the different phases.
6.1 To prove the increase the brand’s value by achieving the functional value:

6.1.1 Quantitative approximation

The first premise: to increase the brand’s value by achieving the functional value offered to the students by the university that seeks to provide them with the necessary skills to successfully insert themselves in the work market, will be measured by analyzing the skills and conditions of the graduate students.

The sample will be the 145 students from all the majors offered by the Tecnológico de Monterrey, Campus Chihuahua graduating in May 2015. Approximately 70% of these students participated in extra-curricular activities during their college years. This will be a single-stage data base because the population data base is available and the sample mentioned before was chosen from it.

These students will be asked to answer the institutional survey given to all graduate candidates. This survey was chosen because it aligns with the competences that the school looks to develop and measure, and because it is part of the surveys already established by the institution. This will be a cross-sectional data base because it will represent the graduates’ traits in a specific point in time. One of the advantages of using these data is that they can be easily repeated because this survey is used every year with the graduate candidates and it can become part of a longitudinal study.

6.1.1.1 Instruments

The objective is to use the PI survey (Behavioral Predictive Index) that includes three psychometric tests: 16 personality factors, Cleaver and Lifo.

The 16 personality factors test was developed by the psychologist Raymond Cattell who states that the variations in human personality can be explained by a model of 16 personality variables or traits. This model uses the multivariate method called factor analysis. This test uses public domain scales provided by the International Personality Item Pool to measure the same traits. This personality test has 164 statements about one self and five levels to choose the one that is closest to the respondent’s: 1) disagree, 2) slightly

The LIFO survey was developed in 1967 by Doctor Stuart Atkins, based on the work of Erich Fromm. This survey is a personal inventory of behavioral preferences, it is a self-reporting assessment that provides the respondent with specific feedback about his or her personal and professional development. “The LIFO Survey is a contextual assessment of your behavioral styles, in other words, what you do”. This study uses a forced choice scheme to identify the preferred behavioral orientations. Its goal is to identify the impact of the behavioral preferences on productivity. This approximation allows us to understand people’s different working styles, how they acquire information and finally, how they produce information. Doctor Stuart Atkins focuses on 4 orientations towards life: Support Giving, Controlling Taking, Conserving Holding and Adapting Dealing. There are studies that show the use of this test in relation to productivity, communication, personnel selection, leadership, team work, among other topics intended to improve people’s and organizations’ performance (LIFO Life Orientations, 2015).

The Cleaver test was designed in 1959 by John P. Cleaver. It is an objective, fast and easy to use tool that looks to identify the best candidate for a job. It is designed to look for the most compatible person for a job by determining the relationship between the behavior demanded by the position and the behavior shown by the candidate. Cleaver found 13 critical position factors that determine a person’s evaluation: 1) Maturity, 2) Health, 3) Personal Situation, 4) Education, 5) Experience, 6) Intelligence, 7) Personal values, 8) Behavior, 9) Self-motivation, 10) Integrity, 11) Relations, 12) Image and 13) Other. The test allows us to compare these factors with the candidate’s qualities and the impact that each of them has on the position and on the person. The Cleaver technique is described in four factors: 1) Dominance, 2) Influence, 3) Consistency, 4) Attachment (Cleaver Company, 2015).
These three tests are widely used and recognized by their validity and their capacity to predict because there is a correlation between the results they show and the relative stability of results with the results obtained at the beginning of the students’ university life (beginning of studies PI survey).

This survey will be given to the May 2015 graduate candidates in the month of February 2015 in an electronic survey available in the link: http://ipc.itesm.mx/portalismwInteractive/login.asp. This survey was designed and approved by the organizations that own, manage and market the author’s rights of this type of surveys. The objective of the Behavioral Predictive Index (PC) is to evaluate eight competences that are part of the latest Tecnológico de Monterrey’s Mission:

<table>
<thead>
<tr>
<th>Entrepreneurial capacity and innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
</tr>
<tr>
<td>Commitment to the environment</td>
</tr>
<tr>
<td>Oral and written communication</td>
</tr>
<tr>
<td>Self confidence</td>
</tr>
<tr>
<td>Ethics</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Global perspective</td>
</tr>
</tbody>
</table>

(Tecnológico de Monterrey, 2015)
In the results’ report, each subject gets a document that includes:

1) The definition of the measured competence.
2) A table with the different behaviors that can be related to each competence and the description of the natural behavior of the subject and his or her personal characteristics.
3) A quantitative evaluation of each competence with a measurement interval from 0 to 4, where 0 is the absence of the competence and 4 the mastery of the competence.

The survey that the employment department of the Tecnológico de Monterrey gives its graduate students will be another source of data. This phone survey is given to the students after three months of their graduation:

The subject:

1) Has a paying job
2) Began a business of his or her own
3) Is studying a Master’s Degree
4) Is not looking for a job
5) Is looking for a job but hasn’t found it

And:

6) Monthly salary
7) Company he or she works for
8) Type of company
9) Boss’ name
10) Position in the company

The first five are categorical variables that require a yes/no answer. The salary is measured in Mexican pesos. And the rest of the variables are qualitative, however, they can be categorized.

Finally, the following information will be taken from the Tecnológico de Monterrey student database:
Name of all the students that will be graduating in the May 2015 generation

1. Registration Number
2. Grade Point Average (GPA)
3. TOEFL
4. Sex
5. Extra-curricular activities he or she participated in:
   Art:
   a. Musicals
c. Requiems
   b. Theater
d. Other
   Workshops:
e. Drawingi. Dance
   f. Paintingj. Tango
   g. Singingk. Salsa
   h. Yogal. Piano

Student Groups:
o. Student Council
   i. Major’s student body
   ii. Student Council
p. Academic Groups
q. Affinity groups

Sports:
r. Basketball
   x. Karate
   s. Volleyball
   y. Tennis
   t. Soccer
   z. Indoor
   u. Football
   dd. Gym
   v. Baseball
   aa. Track and
   w. Tae kwon
   Field
   do bb. Pilates

6.1.1.2 Variables
The following table shows the list of variables to get, the source, the kind of variable and the range of possible values:

Table 6-2 Data base variables description (Author’s construction)

<table>
<thead>
<tr>
<th>Variable’s number</th>
<th>Variable’s Name</th>
<th>Source</th>
<th>Type of variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Registration number</td>
<td>Alumni Relations</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td>M: Male</td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td>F: Female</td>
</tr>
<tr>
<td>4</td>
<td>Name</td>
<td>Alumni Relations Department</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Major</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td>IC, ARQ, IIS, IMA, ITIC, LAF, LED, LEM, LCC, LRI, LIN, LAE</td>
</tr>
<tr>
<td>6</td>
<td>Entrepreneurial spirit</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>7</td>
<td>Citizenship</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>8</td>
<td>Commitment to the environment</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>9</td>
<td>Oral and written communication</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>10</td>
<td>Self-confidence</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>11</td>
<td>Ethics</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>12</td>
<td>Leadership</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>13</td>
<td>Global Perspective</td>
<td>PI</td>
<td>Interval</td>
<td>0-4</td>
</tr>
<tr>
<td>14</td>
<td>Participated in Extra-curricular activities</td>
<td>Manual</td>
<td>Categorical</td>
<td>Yes-no</td>
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<td>Musical</td>
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<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>16</td>
<td>Theater</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>17</td>
<td>Other cultural</td>
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<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td></td>
<td>activities</td>
<td>Department</td>
<td>Type</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>------------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>18</td>
<td>Drawing</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Painting</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Singing</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
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<tr>
<td>21</td>
<td>Yoga</td>
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<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Dance</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Tango</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Salsa</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Piano</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Violin</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Student body</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Student council</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Students groups</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>---</td>
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<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Basketball</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Volleyball</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Soccer</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Football</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Baseball</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>TKD</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Karate</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Tennis</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Indoor soccer</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Track and Field</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Pilates</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Fitness training</td>
<td>Alumni Relations Departmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>Alumni Relations Department</td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>42</td>
<td>Gym</td>
<td></td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>43</td>
<td>Boxing</td>
<td></td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>44</td>
<td>Insanity</td>
<td></td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>45</td>
<td>Crossfit</td>
<td></td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>46</td>
<td>Has a paying job</td>
<td>Empleab survey</td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>47</td>
<td>Owns a business</td>
<td>Empleab survey</td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>48</td>
<td>Is studying a Master’s Degree</td>
<td>Empleab survey</td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>49</td>
<td>Is not looking for a job</td>
<td>Empleab survey</td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>50</td>
<td>Is looking for a job but has not found one</td>
<td>Empleab survey</td>
<td>Categorical</td>
<td>0= no, 1= yes</td>
</tr>
<tr>
<td>51</td>
<td>Salary</td>
<td>Empleab survey</td>
<td>Interval</td>
<td>1 - infinite</td>
</tr>
<tr>
<td>52</td>
<td>Company he or she works for</td>
<td>Empleab survey</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Type of company</td>
<td>Empleab survey</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Boss’ name</td>
<td>Empleab survey</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Position in the company</td>
<td>Empleab survey</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>GPA</td>
<td>Alumni</td>
<td>Interval</td>
<td>1-100</td>
</tr>
</tbody>
</table>
6.1.1.3 Data Analysis:

6.1.1.3.1 Comparison between extra academics participants and no-participant

The students will be classified into two groups: the ones that participated in extra-curricular activities and the ones that did not (variable number 14), to obtain the basic statistics for both groups:

- Monthly salary’s average and standard deviation (variable number 51)
- Domain of competence’s average and standard deviation
  - Entrepreneurial capacity and innovation (variable number 6)
  - Citizenship (variable number 7)
  - Commitment to the environment (variable number 8)
  - Oral and written communication (variable number 9)
  - Self-confidence (variable number 10)
  - Ethics (variable number 11)
  - Leadership (variable number 12)
  - Global Perspective (variable number 13)

Hypothesis test with a degree of significance of 5% to prove that there is a statistical difference in the mean of the two groups.

6.1.1.3.2 Comparison between different extra academics participants groups

The students will be classified according to the extracurricular activity they took part in (variables 15 to 45), to get the basic statistical figures for the different groups the student participated in.

- Monthly salary’s average and standard deviation (variable number 51)
- Domain of competences’ average and standard deviation
  - Entrepreneurial capacity and innovation (variable number 6)
  - Citizenship (variable number 7)
Commitment to the environment (variable number 8)
Oral and written communication (variable number 9)
Self-confidence (variable number 10)
Ethics (variable number 11)
Leadership (variable number 12)
Global Perspective (variable number 13)

Hypothesis test (t-test) with a degree of significance of 5% to prove that there is a statistical difference in the participants’ mean in the different extracurricular activities.

6.1.1.3.3 Comparison between different types of extracurricular activities
The students will be classified according to the type of extracurricular activity: Arts (variables 15 – 26), Student Body (variables 27- 29) and Sports (variables 30-45) to get the basic statistics for the three groups.

Monthly salary’s average and standard deviation (variable number 51)
Domain of competences’ average and standard deviation
Entrepreneurial capacity and innovation (variable number 6)
Citizenship (variable number 7)
Commitment to the environment (variable number 8)
Oral and written communication (variable number 9)
Self-confidence (variable number 10)
Ethics (variable number 11)
Leadership (variable number 12)
Global Perspective (variable number 13)

Hypothesis test with a degree of significance of 5% to prove that there is a statistical difference in the mean of the three groups.

6.1.1.3.4 Multiple Discriminant Analysis for Employability
With the gender variables (numbers 2 and 3), Domain of competences (variables 6 to 13), Extracurricular activities variables (15-45), TOEFL score (variable number 57), GPA (variable number 56) as explicative or independent variables, the Discriminat Analysis
technique will be used to determine the employment variables: The subject has a paying job, the subject has own business, the subject is in graduate school, the subject is not looking for a job, or the subject is looking for a job but has not found one yet (variables 46 to 50).

6.1.1.3.5 Multiple Linear Regression Analysis for Salary
A multiple lineal regression analysis will be used for the categorical variables: gender (variables 2 and 3), major (variable number 5), extracurricular activities (variables 14 to 45) by introducing them as dummy variables; interval variables such as the domain of competences (variables 6 to 13), GPA (variable number 56), and TOEFL score (variable number 57) will be the explicative or independent variables to establish a model that explains the independent variable of salary (variable number 51).

For all the multivariate analyses mentioned above, it is necessary to make an inspection of the data base and to make sure the assumptions are met.

6.1.1.3.6 Correlation Analysis between extracurricular activities and competences
This study also looks to establish the bivariate correlation between the extracurricular activities (variables 14 to 45) and the domain of competences variables (variables 6 to 13), with a degree of significance of 5%.

6.1.2 Qualitative Approximation

6.1.2.1 Study Framework
The previous quantitative methodology is based on the evaluation of internal factors. As I mentioned it before, the employers can be considered as the other university’s clients because they are the ones that receive the university’s graduates. This research is based on the constructivist paradigm and it looks to take into consideration the employers, managers, scouts, co-workers, etc. A qualitative design is proposed because the opinions of the companies are based on multiple and subjective visions of this sector. This research intends to interview the graduates’ immediate bosses, to know their opinion. This
Ontological Assumption will enable us to use the results in a pragmatic way to show their point of view as users of the services provided by the universities and thus, obtain some recommendations for the institution.

Following the Epistemological Assumption, these interviews will be conducted by myself, the researcher, because I have the advantage of being the Director of the Student Affairs Department, department in charge of the administration of all the extra academic activities of the Tecnológico de Monterrey. This is a level 9 position and the highest level in this Campus Chihuahua is 10, thus, I have the possibility and duty to improve the service offered to our clients: the students and their future employers. The nature of this position allows me, on the one hand, to understand the point of view of a manager, and on the other hand, to know the type of students that participated in extra-curricular activities; however, there is the possibility of slanting the results because it would be advantageous for me and for this area of the institution to demonstrate that this type of activities add value to the institution, added to the fact that I myself took part in the sports and student groups of this school during my university years.

There is optimism that the employers will be willing to answer the interviews due to the fact that this research is important to the Tecnológico de Monterrey itself, the most prestigious university in Mexico and with campuses in 32 cities of the Mexican Republic and with offices in Europe, Canada, the United States, China, and Latin America. I will be asking for the employers’ help to do this research in the name of the institution, emphasizing our interest in finding out about the graduates’ performance as their employees in order to be able to take the necessary measures to achieve the university’s goal: to provide them with competitive human resources. The contact with the employers will be done with the help of the Office of Corporate Engagement of the Tecnologico de Monterrey.

It is important to mention that this research paper is part of my efforts to get my PhD, and I have been strongly supported by the Tecnologico de Monterrey in my studies. The topic of my research was presented to Dr. Rodolfo Castello Zetina, president of Campus Chihuahua,
for approval and it was accepted because it shows that its results can be useful to the institute. I have also received the approval to do this research by Mr. Victor Gutierrez Aladro, Rector of the North Zone of the Institute. I consider this constructivist paradigm very appropriate for the stage that the Institute is at nowadays because we are undergoing deep structural changes in all areas. In his latest message, our President, Mr. Salvador Alva, stated that one of the most important initiatives to educate capable leaders is the project called Tec 21 Education Model (Alva, 2015). This model is still being designed and there is the demand and the possibility to include the extra academic activities as part of this new model. The Methodological Assumption of the qualitative research allows for an inductive process, mutual simultaneous shaping of factors, and an emerging design in the context of the workplace environment providing the possibility to discover patterns and develop theories derived from the understanding of the environment (Firestone, 1987) (Guba & Lincoln, 1988).

6.1.2.2 Research Design

I have chosen a research design of the Phenomenological study type in which the experiences of the graduates’ bosses will be examined through detailed interviews. In this type of design, a small sample of interviewees will be chosen and asked to authorize the audio-taping of the interviews. The data analytical technique will be based on finding patterns, grouping topics, relating meanings, memorizing, and reflective writing. Through this process, the researcher will use her own experience to understand that of the informants (Morse & Richards, 2002) (Creswell, 1994).
Sample
The sample will include the immediate bosses of a group of 10 graduate students of the May 2015 generation that represents 6% of the 170 students in that generation. The stratification of this sample is as follows:

- 5 bosses of students that participated in sports activities.
- 2 bosses of students that participated in student body groups.
- 3 bosses of students that participated in cultural groups.
This distribution of graduate students was chosen according to the percentage of participation in extracurricular activities in the university (48%, 36% and 16% respectively).

Due to the fact that the Tecnologico de Monterrey is an institution that has been working for more than 35 years in the city of Chihuahua and more than 74 in the country, it is well-known by the employers and they can pretty much predict the general characteristics of its graduate students; nevertheless, it is important to know what their immediate bosses think with respect to their performance, their competences and their values.

The first contact with the employers will be via telephone or e-mail to ask for an appointment, and to explain that the approximate duration of the interview will be 20 minutes and the objective of the research. If they accept to be interviewed, the best option would be to go to the company in order to get an idea of the work environment, including the other employees. If a person to person interview is not possible, an interview via video conference will be suggested and as a last and less desirable option, a telephone interview.

6.1.2.3 Data collection Procedures

Setting: It is intended to go to the graduates’ work place to observe their work environment. Actors: The main interviewee will be the immediate boss, but the possibility to also interview the co-workers and even subordinates is also considered. Events: The interview will focus on the graduate’s performance at work. Process: To observe how the interviewee behaves with each question. The approach for the collection of data will be by taking notes of the comments from the perspective of an external observer.

In every case, permission will be asked to tape the interview with audio and/or video electronic equipment. Simultaneously, the interviewer will be taking notes to be doing an analysis and classification of the answers to the open-ended questions.
In order to analyze the interviewee’s opinion, the following grid will be used to mark his or her affirmative or negative comments on each competence or value:

✓ For an affirmative comment (domain, skill, strength, etc.)
✗ For a negative comment (lack, instability, etc.)

The interview will be based on open-ended questions about the performance and competences shown by the graduate. The interviewees are expected to mention them freely, maybe more than once. If the interviewee does not mention a relevant competence, then the question will be asked directly. In order to make a better interpretation of the answers, the interviewer will register examples that show how the competence was applied or how the interviewee noticed that the graduate possessed it or not. There is also an area to include any other competence that was not initially included in the pre-established list. Any pertinent comment must be written down. Reflective notes about personal impressions, ideas, sensations, etc. must also be included.

<table>
<thead>
<tr>
<th>Competences</th>
<th>First mention</th>
<th>Second mention</th>
<th>Third mention</th>
<th>Induced questions</th>
<th>Descriptive notes</th>
<th>Reflective notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to the environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Self-confidence</td>
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<tr>
<td>Ethics</td>
<td></td>
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<tr>
<td>Leadership</td>
<td></td>
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<tr>
<td>Global perspective</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


6.1.2.4 Protocol

The protocol for the interview will be as follows:

1. **Greeting**
2. **Personal introduction stating position** at Tecnologico de Monterrey, ask the interviewee for his or her personal information.
3. **State reason for the interview and estimated duration.**
4. **State study’s privacy policies.**
5. **State key or general questions** to detonate the theme of the interview.
6. **Ask for a specific competence** if it has not been mentioned.
7. **Ask the interviewee in what instances** he or she has noticed such competence in the graduate’s performance.
8. **Ask for recommendations** for the Tecnologico de Monterrey
9. **Ask if the interviewee has anything to add.**
10. **Farewell**

These interviews will be conducted in August 2015.

6.1.2.5 Data analysis procedures

To have the information and perceptions fresh in mind, I plan to analyze the data as soon as I get it by interpreting it and writing it down in a logbook. This procedure is recommended
by several authors (Marshall & Rossman, 1989). The use of conceptual maps or outlines can be useful, as well as classification by patterns, categories, etc, to obtain data reduction and interpretation through analysis, a process called de-contextualization and synthesis or re-contextualization (Creswell, 1994). Personally, I prefer to empty the information in matrix tables to be able to easily see it as a whole, this is, in a way, a process of analysis, grading and synthesis.

The interviews will be transcribed manually or with electronic transcribers such as Dictation, an application in MacBook and the software QDA miner lite will be used to analyze it with intuitive codification functions, code frequency analysis, results display with bar and pie graphs and tree diagrams. Nevertheless, I do not dismiss the possibility to do the codification work manually, following Tesch’s eight steps guide (1990) that allows the researcher to follow a systematic process to analyze the text.

### 6.1.2.6 Validation

This qualitative research looks to be a confirmation of the qualitative research by information triangulation. Also, this research can be repeated in the different generations of the Campus Chihuahua or other Tecnologico de Monterrey campuses. On the other hand, it is the responsibility of the Office of Corporate Engagement to know the employers’ opinion so I will be inviting someone from that department to come with me to the interviews to validate the interpretation of the answers. The data collection grid includes a space to state if a competence is mentioned more than once and also the interviewee is asked to mention the situation where the competence is used to validate the congruence of the answers’ interpretation. Finally, at the end of the interview I would like to ask the interviewee’s global opinion on the graduate student to be answered in a sentence, to conclude the session.

### 6.1.2.7 Reporting findings

I pretend to publish the final results in prose, using a descriptive narrative with visual aids such as graphs and tables. The results of both the quantitative and qualitative research will be included in a single report, comparing the findings to see if they support each other. The textual comments of the interviewees that I consider relevant will be cited to support the
point trying to be made. Finally, I will include my conclusions and comments about the experience.

6.2 To probe the increase the brand’s value by developing a sense of belonging and a sense of loyalty on the part of the students by participating in extra-curricular activities

6.2.1 Qualitative Approximation

6.2.1.1 Study Framework

I consider this part of the research as a study of what is known as a brand’s value in the branding topic. I will be measuring the value of the brand Tecnologico de Monterrey in the opinion of the students who can be considered as its most important clients. Due to the fact that they have attended college for more than 4 years, the Brand Awareness aspect won’t be measured. The brand equity aspects to be measured will be: Brand Association, Brand Attitudes, Brand Attachment, and Brand Activity. This study will be based on the constructivist paradigm in order to consider the students’ opinion and with the use of qualitative techniques I wish to better know what they think.

In relation to Brand Association, I would like to know how they perceive the strength of the Tecnologico de Monterrey brand, the positive differentiation with respect to other universities and the benefits obtained from having studied in this school. In order to know their opinion on Brand Attitudes, I would like to ask about their general evaluation of the university. For the Brand Attachment aspect and as the most important point, I wish to find out about their loyalty towards their university. Finally, with respect to the Brand Activity aspect, I wish to know how open they are to talk about their university, to proudly wear the institution’s shirt, etc. The interviews to the future graduate students will let me know what their thoughts and feelings are with respect to their experiences as part of the Tecnologico de Monterrey alumni. This Ontological Assumption will allow us to use the results in a
A pragmatic way to show the students’ point of view as users of the services provided by the university and to suggest a plan to improve the service if this is the case.

Following the Epistemological Assumption, these interviews will be conducted by myself, the researcher, with the advantage of being the Director of the Student Affairs Department that is in charge of administering all extra academic activities in the Tecnologico de Monterrey and with a 25 year teaching experience in this institution. I have been teaching for all these years and I like to be part of my students’ experiences, know about their personal situations, their likes and preferences. I mention all this to emphasize the fact that I have a lot of experience dealing with students and that they know who I am. Also, as a member, since 2001, of the institution’s group of directors, it is my responsibility to pay attention to the comments and suggestions made by the students. Any improvements and innovations made to the services provided by the Tecnologico de Monterrey is part of my responsibility and I enjoy it a lot. However, this position can be threatening or intimidating when conducting the interviews.

I do not think there should be any problem to conduct these interviews because the interviewees will be mature, 23 year old young people who are easy to reach and that are constantly visiting the university. This can be considered as part of my job in the student affairs department.

### 6.2.1.2 Research Design

Again, I have chosen a research design of the type Phenomenological study in which the experiences of the future graduates will be examined through in-depth interviews. This design requires to choose a small sample of interviewees and ask them to authorize the audio-taping of the interviews. Based on the book *Strategic Brand Management* by Kevin Keller, I wish to find the types of associations related to the Tecnologico de Monterrey brand and its strength, favorability, and uniqueness. The technique to be used is called Free Association, in the words of Keller, it is the most powerful and simplest way to profile Brand associations. This technique requires to ask the interviewees what comes to mind when they think about the brand. The codification of the answers of free association in the order of elicitation (early or late in the sequence) gives a thick measure of its strength. The
comparison of these associations or characteristics with respect to other universities will tell me about the uniqueness of the Tecnologico de Monterrey brand. To clearly identify favorable associations, the interviewees will be asked about the aspects they liked or like most about the school (Keller, 2008).

6.2.1.3 Sample

The sample will include 15 graduate students of the May 2015 generation that represents 9% of the 170 students in that generation. The composition (stratification) of this sample is as follows:

- 5 students that participated in athletic activities.
- 2 students that participated in student body groups.
- 3 students that participated in cultural activities.
- 5 students that did not participate in extra academic activities.

This distribution of interviewees was chosen according to the percentage of participation in extracurricular activities in the university (48%, 36% and 16% respectively) and to include a control group for comparison reasons.

The first contact with the interviewees will be via e-mail to ask for an appointment, and to explain that the approximate duration of the interview will be 10 minutes and the objective of the research. If they accept to be interviewed, I would like to conduct the interviews in a nice place such as the cafeteria, learner commons zone, etc. in order to be in a relaxed environment. Another option is to approach them in the school corridors and ask them if they can be interviewed right there.
6.2.1.4 Data collection Procedures

Setting: It is intended to interview the students at the university campus in an ordinary day.  
Actors: I intend to interview students about to graduate who have been in the school for an 
average of four years.  
Events: The interview will focus on the interviewee’s experiences as a college student.  
Process: To observe how the interviewee behaves with each question.  
The approach for the data collection will be by taking notes of the comments from the perspective of an external observer.

In every case, permission will be asked to tape the interview with audio and/or video electronic equipment. Simultaneously, the interviewer will be taking notes to be doing an analysis and classification of the answers to the open-ended questions.

In order to analyze the interviewee’s opinion, the free associations to the questions will be written down in the order they are mentioned:

What comes to mind when you think about the Tecnologico de Monterrey?  
What does the Tecnologico de Monterrey mean to you?  
What does the institute’s mascot (Borregos) mean to you?

The answers to these questions will be compared to the answers to similar questions in other universities.  
And finally, they will be asked:  
What do you like about the Tecnologico de Monterrey? What don’t you like? What sets it apart from other universities? In what aspects is it similar to other schools?  
The protocol for the interview will be as follows:

1. Greeting  
2. Personal introduction stating position at Tecnologico de Monterrey, ask the interviewee for his or her personal information.  
3. State reason for the interview and estimated duration.  
4. State study’s privacy policies.
5. State key or general questions to detonate the theme of the interview.
6. Conduct the free association technique
7. Ask for recommendations for the Tecnologico de Monterrey
8. Ask if the interviewee has anything to add.
9. Farewell

These interviews will be conducted in April 2015.

6.2.1.5 Data analysis procedures

To have the information and perceptions fresh in mind, I plan to analyze the data as soon as I get it by interpreting it and writing it down in a logbook. This procedure is recommended by several authors (Marshall & Rossman, 1989). The use of conceptual maps or outlines can be useful, as well as classification by patterns, categories, etc, to obtain data reduction and interpretation through analysis, a process called de-contextualization and synthesis or re-contextualization (Creswell, 1994). Personally, I prefer to empty the information in matrix tables to be able to easily see it as a whole, this is, in a way, a process of analysis, grading and synthesis.

The interviews will be transcribed manually or with electronic transcribers such as Dictation, an application in MacBook and the software QDA miner lite will be used to analyze it with intuitive codification functions, code frequency analysis, results display with bar and pie graphs and tree diagrams. Nevertheless, I do not dismiss the possibility to do the codification work manually, following Tesch’s eight steps guide (1990) that allows the researcher to follow a systematic process to analyze the text.

6.2.2 Quantitative approximation

To prove the second hypothesis which states that the brand’s value increases by developing a sense of belonging and a sense of loyalty in the students that participate in extra-
curricular activities, I will be using the college experiences of the students about to graduate at the Tecnologico de Monterrey, Campus Chihuahua.

The sample will be the May 2015 generation, represented by 170 students of all the majors and approximately 70% of them took part in extra academic activities during their college years. This will be a single-stage data base because I have access to the total population’s data base and from that population I chose the sample mentioned above.

These students will be given the institutional survey: Graduate Students Survey which is part of the Graduate Students Follow-up Study that is given to all the candidates to graduate. I chose to use this survey because in its introduction it asks the students to “share their experiences for the Institute and future generations’ benefit”. Another fundamental motive is that this survey is part of the different efforts and surveys already established by the institution. This will be a cross-sectional data base that will represent the graduate students’ characteristics in a specific point in time. One of the advantages of using these data is that it can be easily repeated due to the fact that this survey is used every year with the graduate candidates and it can become part of a longitudinal study.

6.2.2.1 Instruments

The Graduate Students Survey is an instrument designed by the Tecnologico de Monterrey to be given to the high-school, university and master’s students. It is divided in 20 sections: 1) Services Received, 2) Instructors, 3) Educational Innovation, 4) Library, 5) Passion for Reading, 6) Information Technologies Services, 7) Athletic activities, 8) Cultural activities, 9) Student Affairs, 10) Internationalization, 11) Life and Career Service Center, 12) Professional Formation Activities, 13) School Services, 14) Treasury, 15) Infrastructure, 16) Exams and classes, 17) Your Subjects and your teachers, 18) Values and Skills, 19) The Institute, 20) Your plans.

This survey has 57 questions but I do not intend to use them all. I will only be using the following:
**Registration Number**

**Q1** 1. With respect to the services you received at the Institute: What degree of satisfaction do you have for the services received from the Institute during your studies?

<table>
<thead>
<tr>
<th>Very High</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NR</th>
</tr>
</thead>
</table>

**Q16** 16. How many hours a week did you participate in Sports activities?

- Less than 3 hours.
- 3-5 hours.
- 6-10 hours.
- 10-15 hours.
- 16-20 hours.
- Did not participate in sports activities.
Figure 6-1 (CONT) Graduate Students Survey. (Tecnologico de Monterrey, 2015)

Q17 17. With respect to the sports activities on Campus

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Q17.a</td>
<td>a. The services you received as a participant were appropriate for your needs.</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Q17.b</td>
<td>b. The services you received as a spectator were appropriate for your needs.</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Q18 18. My goal by participating in any sport is:

*Number the following phrases from 1 to 5*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Q18.a</td>
<td>a. To be healthy.</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Q18.b</td>
<td>b. To have a hobby.</td>
</tr>
<tr>
<td>Q18.c</td>
<td>c. To be fit.</td>
</tr>
<tr>
<td>Q18.d</td>
<td>d. To do something during my leisure time.</td>
</tr>
<tr>
<td>Q18.e</td>
<td>e. To spend time with friends.</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Q19 19. Write your comments to improve the physical education services.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q20 20. With respect to the services provided by the Cultural Activities Department

*Number the following phrases from 1 to 5*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Q20.a</td>
<td>a. The services you received as a participant were appropriate for your needs.</td>
</tr>
<tr>
<td>Q20.b</td>
<td>b. The services you received as a spectator were appropriate for your needs.</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Q21 21. My goal by participating in the activities of the Cultural Activities Department is:

*Number the following phrases from 1 to 5*

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 3 4 5</td>
</tr>
<tr>
<td>Q21.a</td>
<td>a. To be healthy.</td>
</tr>
<tr>
<td>Q21.b</td>
<td>b. To have a hobby.</td>
</tr>
<tr>
<td>Q21.c</td>
<td>c. To be fit.</td>
</tr>
<tr>
<td>Q21.d</td>
<td>d. To do something during my leisure time.</td>
</tr>
<tr>
<td>Q21.e</td>
<td>e. To spend time with friends.</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
**Figure 6-1 (CONT) Graduate Student Survey**

**Q22** 22. Write your comments to improve the Cultural Activities Department service.

---

**Q23** 23. With respect to the student associations:

<table>
<thead>
<tr>
<th>Q23.a</th>
<th>a. Were you an active member of a student group (student body, regional association, etc.)?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q23.b</td>
<td>b. Did you participate in any of the activities organized by a student group (student body, regional association, etc.)?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Q23.c</td>
<td>c. Did you receive any awards for your participation in DAE activities?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Q23.d</td>
<td>d. Were you part of any student chapter related to your major’s association (for college students ONLY)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Q24** 24. With respect to the Student Affairs Department:

Did you receive any awards for your participation in DAE activities?

<table>
<thead>
<tr>
<th>Q24.a</th>
<th>a. Student Development Award.</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q24.b</td>
<td>b. Excellence in Integral Formation Award.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Values and Skills**

**Q46** 46. Time at the Institute

<table>
<thead>
<tr>
<th>Q46.a</th>
<th>a. Do you believe that your time at the Institute reinforced your sense of honesty?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q46.b</td>
<td>b. Do you believe that your time at the Institute reinforced your sense of social responsibility?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Q46.c</td>
<td>c. Do you believe that your time at the Institute reinforced your capacity for innovation?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Q46.d</td>
<td>d. Do you believe that your time at the Institute helped you learn to work in teams?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Q46.e</td>
<td>e. Do you believe that during your time at the Institute emphasis was given to help you improve your oral and written skills?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Q46.f</td>
<td>f. Do you believe that during your time at the Institute emphasis was given to help you improve your proficiency in the English language?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
This test has been validated by the strategic studies center at the Tecnologico de Monterrey and it has proven to be consistent and reliable since 1982 when it first was applied, with minor modifications.
This survey will be given to the May 2015 graduates in April 2015 with an electronic survey available in the link sent to each of the students.

Finally, from the Tecnologico de Monterrey’s data base where the information about all the students is, I will get the following data:

Name of all the students that will be graduating in the May 2015 generation
Registration Number
Grade Point Average (GPA)
TOEFL score
Sex
Extra-curricular activities he or she participated in:
   Art:
      Musicals
      Theater
      Other
   Workshops:
      Drawing
      Painting
      Singing
      Yoga
      Dance
      Tango
      Salsa
      Piano
      Violin
      Other
   Student Groups:
      Student Council
      Major’s student body
Student Council

Academic Groups

Affinity groups

Athletics:

Basketball
Volleyball
Soccer
Football
Baseball
Tae kwon do
Karate
Tennis
Indoor soccer
Track and Field
Pilates
Fitness training
Gym
Boxing
Insanity
Crossfit
### 6.2.2.2 Variables

The following table shows the list of variables to get, the source, the kind of variable and the range of possible values:

<table>
<thead>
<tr>
<th>Variable's number</th>
<th>Variable's Name</th>
<th>Source</th>
<th>Type of variable</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Registration number</td>
<td>Alumni Relations</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Male</td>
<td>Alumni Relations</td>
<td>Categorical</td>
<td>M: Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td>Alumni Relations</td>
<td>Categorical</td>
<td>F: Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Name</td>
<td>Alumni Relations</td>
<td>Nominal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Campus Services</td>
<td>ECAG</td>
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**6.2.2.3 Data analysis:**

**6.2.2.3.1 Comparison between Student Development awarded and non-awarded groups**

Students will be classified according to those who were awarded a Student Development Certificate (variable number 27), award for those students who participated in an extra academic activity throughout their college years, in order to obtain the basic statistics for both groups.

**6.2.2.3.1 Comparison between Excellence Recognition and non-Recognition groups**

Students will be classified according to those who were awarded an Excellence Recognition (variable number 28), award for 5% of the students in the generation who participated in an extra academic activity throughout their college years and had an outstanding academic performance, in order to obtain the basic statistics for both groups.

**6.2.2.3.1 Comparison between different effort sport groups**

Students will be classified according to the effort they put in sporting activities, in order to obtain the basic statistics for the three groups:

1. Little participation: answer to the sports time variable (variable number 6) equal to 1 or 6.
2. Average participation: answer to the sports time variable (variable number 6) equal to 2 or 3.
3. High participation: answer to the sports time variable (variable number 6) equal to 4 or 5.

**6.2.2.3.2 Comparison between Student Associations participants and no-participant**

Students will be classified according to their participation in Student Associations (variable number 23), in order to obtain the basic statistics for both groups.

**6.2.2.3.3 Comparison between Professional Groups participants and no-participant**

Students will be classified according to their participation in Professional Groups (variable number 26), in order to obtain the basic statistics for both groups.
6.2.2.3.4 Comparison between Student Affairs awarded and non-awarded

Students will be classified according to those who were awarded a Student Affairs Recognition (variable number 25), in order to obtain the basic statistics for both groups.

In all of the above groups, the statistics for the variables will be:

- Mean and standard deviation for Campus Services (variable number 5)
- Mean and standard deviation for the command of the competences and values:
  - Honesty (variable number 29)
  - Social Responsibility (variable number 30)
  - Innovation (variable number 31)
  - Team work (variable number 32)
  - English (variable number 33)
  - Communication (variable number 34)
  - Citizenship Formation (variable number 36)
  - Professional Formation (variable number 37)
- Mean and standard deviation for Recommending the Institute (variable number 38)

Hypothesis test with a 5% significance degree to prove that there is statistical difference between the mean of both groups.

6.2.2.3.5 Logistics Regression analysis for: Honesty, Social Responsibility, Innovation, Work team and Communication

The Logistics Regression technique will be used to determine the dichotomous dependent variables (yes – no):

- Honesty (variable number 29)
- Social Responsibility (variable number 30)
- Innovation (variable number 31)
Work team (Variable number 32)
Communication (variable number 34)

That are explained by the variables:

Sports time (variable 6)
Sports participant (variable 7)
Sports spectator (variable 8)
Sports Health (variable 9)
Sports Hobby (variable 10)
Sports Fitness (variable 11)
Sports Leisure (variable 12)
Sports time with friends (variable 13)
Cultural participant (variable 15)
Cultural spectator (variable 16)
Cultural Health (variable 17)
Cultural Hobby (variable 18)
Cultural Fitness (variable 19)
Cultural Leisure (variable 20)
Cultural time with friends (variable 21)

6.2.2.3.6 Canonic Correlation Analysis between Campus Services, Appreciation for Tec and Recommending the Tec and explicative variables
The Canonic Correlation technique will be used to establish the relationship among the dependent variables: Campus Services (variable 5), Appreciation for Tec (variable 35), Recommending the Tec (variable 38).
And the independent variables: Time in sports (variable 6), sports participant (variable 7), sports spectator (variable 8), cultural participant (variable 15), cultural spectator (variable 16), GPA (variable 73) and TOEFL score (variable 74).

6.2.2.3.7 Factor Analysis for all variables
A Factor Analysis will be done among all the variables to establish their interdependence and to establish the fundamental structure of the analysis variables. This can help us find the correlation among all the variables.

6.2.2.3.8 Cluster Analysis
A Cluster Analysis will be done for all the variables to see if there are differentiated groups due to their participation in extra academic activities.

For the above multivariate analysis, an inspection of the data base must be done. In multivariate analysis, the researcher is allowed to add or eliminate variables to achieve an appropriate model, making decisions during the analysis process.

The nominal variables where the participants’ opinions were registered will be used to validate or understand the quantitative results.
6.3 To increase the brand’s value by creating an image the clients wish to be associated with.

6.3.1 Qualitative Approximation

6.3.1.1 Study Framework

I consider this part of the research as a study of what is known as a brand’s value in the branding topic. I will be relating, as it can be seen, the Tecnologico de Monterrey brand and how the informants like or not to be related with it. The basic Customer-Based Brand Equity premise is that the brand’s power relies on what the student has learned, felt, observed, etc. as a result of his or her experiences through time. The brand’s value is based on what the student has on his mind, his or her feelings and how he or she behaves in relation to his or her Alma Mater or current university. This topic is closely related to

a) Social Approval that refers to how people think that others see their relationship with the Tecnologico de Monterrey;

b) Self-respect is the feeling the current students or graduates have about themselves for being part of the Tecnologico de Monterrey.

c) Brand Attachment refers to the degree of loyalty the student has for his or her institution.

d) Brand Activity refers to how the students and graduates stay united to the university, talk about it, choose it for their children’s education, become its employees, etc.

This research will be based on the constructivist paradigm in order to take into consideration the students and graduates’ opinion with the help of qualitative techniques to learn about their feelings and thoughts with respect to the Tecnologico de Monterrey. For the Brand Attachment and as a most important point, I wish to study the students’ loyalty towards their university. Finally, with respect to the Brand Activity, I would like to know how willing they are to talk about the University, to proudly wear the school’s shirt, to be part of the exatecs’ meetings, to enroll their children at the Tecnologico de Monterrey, etc.
This Ontological Assumption will allow us to use the results in a pragmatic way to show their point of view as users of the services provided by the university and to suggest a plan to improve the service if this is the case.

Following the Epistemological Assumption, these interviews will be conducted by myself, the researcher, because aside from the advantages I already mentioned in previous qualitative sections, I can only add that I am also in charge of the Institute’s Graduates Follow-up Program thus, it is relatively easy for me to contact our graduate students. I do not think there should be any problem to conduct these interviews because this activity can even be considered as part of my job in the student affairs department.

6.3.1.2 Research Design

Again, I have chosen a research design of the type Phenomenological study in which the experiences of a sample of graduate students will be examined through in-depth interviews. This design requires to choose a small sample of interviewees and ask them to authorize the audio-taping of the interviews. Based on the book Strategic Brand Management by Kevin Keller, I wish to find the types of associations related to the Tecnologico de Monterrey brand and its strength, favorability, and uniqueness. The technique to be used is called Free Association, in the words of Keller, it is the most powerful and simplest way to profile Brand associations. This technique requires to ask the interviewees what comes to mind when they think about the brand. The codification of the answers of free association in the order of elicitation (early or late in the sequence) gives a thick measure of its strength. The comparison of these associations or characteristics with respect to other universities will tell me about the uniqueness of the Tecnologico de Monterrey brand. To clearly identify favorable associations, the interviewees will be asked about the aspects they liked or like most about the school (Keller, 2008).

Besides, I would also like to ask them:

1) What extra-curricular activity they participated in
2) How often they visit the Institute
3) What university they want their children to go to
4) What is the reputation of the Tecnologico de Monterrey graduates
5) Would they recommend the Institute to others?
6) Do they talk about it positively or negatively?
7) Are they proud to be Exatecs?

6.3.1.3 Sample
The sample will include 15 informants who graduated before 2010. The composition (stratification) of this sample is as follows:

5 students that participated in athletic activities.
2 students that participated in student body groups.
3 students that participated in cultural activities.
5 students that did not participate in extra academic activities.

This distribution of interviewees was chosen according to the percentage of participation in extracurricular activities in the university (48%, 36% and 16% respectively) and to include a control group for comparison reasons.

The first contact with the interviewees will be via e-mail to ask for an appointment, and to explain that the approximate duration of the interview will be 10 minutes and to state the objective of the research. If they accept to be interviewed, I would like to conduct the interviews in a nice place such as the cafeteria, learner commons zone, etc. in order to be in a relaxed environment. Another option is to meet at a coffee shop someplace in the city or with a videoconference.

6.3.1.4 Data collection Procedures

Setting: It is intended to interview the students at the university campus in an ordinary day. Actors: I intend to interview adults who graduated from the Institute more than 15 years ago. Events: The interview will focus on their feelings and thoughts about the Institute in the present. Process: To observe how the interviewee behaves with each question. The approach for the data collection will be by taking notes of the comments from the perspective of an external observer.
In every case, permission will be asked to tape the interview with audio and/or video electronic equipment. Simultaneously, the interviewer will be taking notes to be doing an analysis and classification of the answers to the open-ended questions.

In order to analyze the interviewee’s opinion, the free associations to the questions will be written down in the order they are mentioned:
What comes to mind when you think about the Tecnologico de Monterrey?
What does the Tecnologico de Monterrey mean to you?
What does the institute’s mascot (Borregos) mean to you?

The answers to these questions will be compared to the answers to similar questions in other universities.
And finally, they will be asked:
What do you like about the Tecnologico de Monterrey? What don’t you like? What sets it apart from other universities? In what aspects is it similar to other schools?
The protocol for the interview will be as follows:

1. Greeting
2. Personal introduction stating position at Tecnologico de Monterrey, ask the interviewee for his or her personal information.
3. State reason for the interview and estimated duration.
4. State study’s privacy policies.
5. State key or general questions to detonate the theme of the interview.
6. Conduct the free association technique
7. Ask for suggestions for the Tecnologico de Monterrey
8. Ask if the interviewee has anything to add.
9. Farewell

These interviews will have to be conducted in May 2015.
6.3.1.5 Data analysis procedures

To have the information and perceptions fresh in mind, I plan to analyze the data as soon as I get it by interpreting it and writing it down in a logbook. This procedure is recommended by several authors (Marshall & Rossman, 1989). The use of conceptual maps or outlines can be useful, as well as classification by patterns, categories, etc, to obtain data reduction and interpretation through analysis, a process called de-contextualization and synthesis or re-contextualization (Creswell, 1994). Personally, I prefer to empty the information in matrix tables to be able to easily see it as a whole, this is, in a way, a process of analysis, grading and synthesis.

The interviews will be transcribed manually or with electronic transcribers such as Dictation, an application in MacBook and the software QDA miner lite will be used to analyze it with intuitive codification functions, code frequency analysis, results display with bar and pie graphs and tree diagrams. Nevertheless, I do not dismiss the possibility to do the codification work manually, following Tesch’s eight steps guide (1990) that allows the researcher to follow a systematic process to analyze the text.
7 Bibliography


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