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RADIO COMEM

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Marketing Report

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Expert:

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Jonas Oesch: *Radio Comem*, Marketing Report, © December 2013

ABSTRACT

The objective of this report is to analyze the viability of the project «Radio Comem». It analyzes the projects primary objectives which are: language and technical education and the creation of identity for comem+. It also looks at the secondary objective or by-product of the project which are the podcasts being produced. These objectives are linked as they support each other.

As the project has already started, this report incorporates many insights that have been gained while running Radio Comem. It then analyzes them from a marketing point of view, incorporates additional information and organizes the results in the given educational framework.

Despite the educational nature of the report, it is still meant to serve as a base for future marketing decisions regarding Radio Comem.

The conclusion of the report is, that there is enough demand in the department to run the project. Marketing should first and foremost be targeted at potential participants. In a first phase, the audience of the podcasts produced will consist mostly of people who have a direct link to the department. Later on, by the means of organic growth it is imaginable to market the podcasts to a larger audience.

ACKNOWLEDGEMENTS

During the creation of this marketing report many persons supported me by giving me crucial information or by pointing my into the right direction along the way.

First of all, my thanks go the — who was always ready to provide important feedback and kindly investing her precious time many of the chapters in their draft form. Equally, I want to thank — for showing me a different perspective many times during the process and for inspirational discussions about the project and its direction.

My thanks go also to the participants of the pilot semester of Radio Comem. I enjoyed many exchanges and they helped me tremendously by giving me insight about the most important customer of the project — themselves. They often reassured me about my views on the project and sometimes also changed them quite a bit.

Additionally, I have to thank — for providing me with many interesting bits of information who have found their way into this report.

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LISTINGS

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ACRONYMS

DRY Don't Repeat Yourself

API Application Programming Interface

UML Unified Modeling Language

Part I

SOME KIND OF MANUAL

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INTRODUCTION

1.1 PRODUCT DESCRIPTION

Radio Comem is a project which integrates language learning with media production by letting students create audio podcasts in a non-native language.

It is a project initiated by the students of the comem+ department, is backed by the department and located at the “Convergent Media Center”. Radio Comem has a capacity of about 20 students per semester and allows them to earn their language credits for one semester.

The idea for Radio Comem is in its first phase to act as a kind of glue inside the department. It wants to bring students together and supports them in realizing a project they’re passionate about. All of this while learning a language, earning credits and producing podcasts. The goal to reach is, that Radio Comem is considered an integral part of the department and becomes an ongoing institution, propelled by the students wish to keep it going and fueled by their ideas and work.

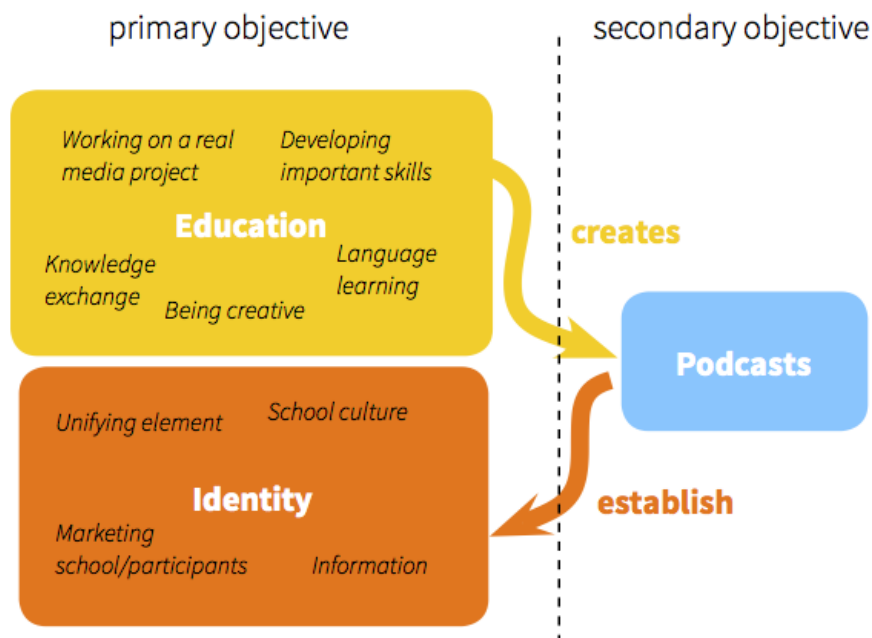


Figure 1: A diagram that visualizes.

1.2 CUSTOMERS

Customers are on one hand the listeners. These consist of any person potentially interested in comem+. Be it students, friends, families, assistants, professors, future students, possible employers, possible clients or sponsors. They are interested in the culture of comem+ and the work that is done there.

But the more important customers are the students who make Radio Comem happen. They are interested in building their work experience in the media field and in making new connections for their future.

A third identifiable customer is the school. They want to use Radio Comem as a out of the ordinary teaching instrument. Also it can be used as a marketing tool. In this regard, they might want to keep a certain amount of control over the project, so it wouldn't evolve to far away from their ideals.

1.3 COMPETITION

Something is extremely similar to Radio Comem and can be seen as one of its most important competitors. This project also lets students work on a media project (a film) and helps them practice a language in the process.

Additionally the students can choose if they rather want to participate in Radio Comem or if they want to visit the traditional language classes. Therefore, traditional language classes can also be considered as a competitor or at least a substitute.

Part II

THE SHOWCASE

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PESTE

2.1 POLITICAL ENVIRONMENT

2.1.1 *Educational policy*

Education is considered very important in Switzerland. Therefore everything that is considered valuable in this area is usually supported (if not financially then at least morally). A commonly envisioned goal of the Swiss education system is to form «active» citizens who develop their skills in media and multilingualism. This coincides nicely with what the project offers.^{1,2}

opportunity

2.1.2 *Interest Groups inside of the School opportunity*

The multiple actors and interest groups inside of the school may see the project favorably or not. Depending on the general opinion, the project may be hampered or receive tailwind.³

menace

Language Teachers might view the project as a competitor and therefore oppose or at least ignore it.

Other groups like *BALEINEV*, *AGE* and the *sports group* seem to look at it more favorably. They consider it a platform to promote their own interests.⁴

¹Akademie der Wissenschaften Schweiz. *Zukunft Bildung Schweiz*. URL: <http://heig.ch/dejiwo>.

²ourtimes. *OECD Education Rankings – 2013 Update*. URL: <http://ourtimes.wordpress.com/2008/04/10/oecd-education-rankings/#science>.

³Thomas H. Cormen et al. *Introduction to Algorithms*. 2nd. Cambridge, MA, USA: The MIT Press, 2001.

⁴This information was directly obtained from the respective groups, which expressed their interest.

2.2 SWOT-ANALYSIS

2.2.1 SWOT-Matrix

	Positive	Negative
Internal	STRENGTHS Very low running costs. Allow offering the podcast for free and minimizing the risk for the listener. Knowledge transfer. Great pool of competencies and an environment which supports sharing ones knowledge.	Weaknesses Ideas as primary matter. Makes it difficult to assure quality and procurement. Dependency on external platforms to provide the content. Without any warranties, a big part of the distribution is at the mercy of these providers.
External	Opportunity Doers attitude of the students. Provides a source of potential participants. Low prices for equipment. Provides the participants with high quality hard- and software and helps to create the best possible product.	Threat Bentley Lack of a participatory culture. Would dry up the flow of new participants and therefore the most important resource and customer. Opposition by other groups within the school. Could slow down everything and finally make the project untenable.

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Examples: *Italics*, ALL CAPS, SMALL CAPS, LOW SMALL CAPS⁵.

2.3.1 Test for a Subsection

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⁵Footnote example.

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2.4 ANOTHER SECTION IN THIS CHAPTER

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LABEL TEST 2: Morbi luctus, wisi viverra faucibus pretium, nibh est placerat odio, nec commodo wisi enim eget quam. Quisque libero justo, consectetur a, feugiat vitae, porttitor eu, libero. Suspendisse sed mauris vitae elit sollicitudin malesuada. Maecenas ultricies eros sit amet ante. Ut venenatis velit. Maecenas sed mi eget dui varius euismod. Phasellus aliquet volutpat odio. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Pellentesque sit amet pede

⁶De web nostre historia angloromanic.

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This statement requires citation Cormen et al. (Thomas H. Cormen et al. *Introduction to Algorithms*. 2nd. Cambridge, MA, USA: The MIT Press, 2001).

2.4.1 *Personas Initialmente*

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2.4.1.1 *A Subsubsection*

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A PARAGRAPH EXAMPLE Etiam euismod. Fusce facilisis lacinia dui. Suspendisse potenti. In mi erat, cursus id, nonummy sed, ullamcorper eget, sapien. Praesent pretium, magna in eleifend egestas, pede pede pretium lorem, quis consectetur tortor sapien facilisis magna. Mauris quis magna varius nulla scelerisque imperdiet. Aliquam non quam. Aliquam porttitor quam a lacus. Praesent vel arcu ut tortor cursus volutpat. In vitae pede quis diam bibendum placerat. Fusce elementum convallis neque. Sed dolor orci, scelerisque ac, dapibus nec, ultricies ut, mi. Duis nec dui quis leo sagittis commodo.

- A. Enumeration with small caps
- B. Second item

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suscipit instructor	titulo	personas
quaestio philosophia	facto	demonstrated Knuth

Table 1: Autem timeam deleniti usu id. Knuth

Another statement requiring citation Sommerville (Ian Sommerville. *Software Engineering*. 4th. Boston, MA, USA: Addison-Wesley, 1992) but this time with text after the citation.

2.4.2 Figure Citations

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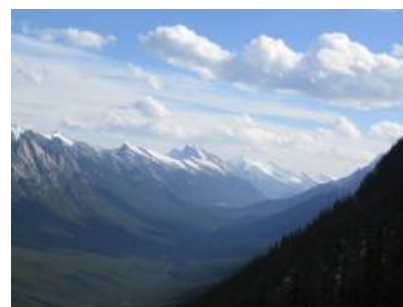
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o uno, nos al.



(a) Asia personas duo.



(b) Pan ma signo.



(c) Methodicamente o uno.



(d) Titulo debitas.

Figure 2: Tu duo titulo debitas latente.

MATH TEST CHAPTER

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3.1 SOME FORMULAS

Due to the statistical nature of ionisation energy loss, large fluctuations can occur in the amount of energy deposited by a particle traversing an absorber element¹. Continuous processes such as multiple scattering and energy loss play a relevant role in the longitudinal and lateral development of electromagnetic and hadronic showers, and in the case of sampling calorimeters the measured resolution can be significantly affected by such fluctuations in their active layers. The description of ionisation fluctuations is characterised by the significance parameter κ , which is proportional to the ratio of mean energy loss to the maximum allowed energy transfer in a single collision with an atomic electron:

$$\kappa = \frac{\xi}{E_{\max}} \quad (1)$$

E_{\max} is the maximum transferable energy in a single collision with an atomic electron.

$$E_{\max} = \frac{2m_e\beta^2\gamma^2}{1 + 2\gamma m_e/m_x + (m_e/m_x)^2},$$

where $\gamma = E/m_x$, E is energy and m_x the mass of the incident particle, $\beta^2 = 1 - 1/\gamma^2$ and m_e is the electron mass. ξ comes from the Rutherford scattering cross section and is defined as:

$$\xi = \frac{2\pi z^2 e^4 N_{Av} Z \rho \delta x}{m_e \beta^2 c^2 A} = 153.4 \frac{z^2 Z}{\beta^2 A} \rho \delta x \quad \text{keV},$$

where

You might get unexpected results using math in chapter or section heads. Consider the pdfspacing option.

¹Examples taken from Walter Schmidt's great gallery:
<http://home.vrweb.de/~was/mathfonts.html>

z	charge of the incident particle
N_{Av}	Avogadro's number
Z	atomic number of the material
A	atomic weight of the material
ρ	density
δx	thickness of the material

κ measures the contribution of the collisions with energy transfer close to E_{max} . For a given absorber, κ tends towards large values if δx is large and/or if β is small. Likewise, κ tends towards zero if δx is small and/or if β approaches 1.

The value of κ distinguishes two regimes which occur in the description of ionisation fluctuations:

1. A large number of collisions involving the loss of all or most of the incident particle energy during the traversal of an absorber.

As the total energy transfer is composed of a multitude of small energy losses, we can apply the central limit theorem and describe the fluctuations by a Gaussian distribution. This case is applicable to non-relativistic particles and is described by the inequality $\kappa > 10$ (i.e., when the mean energy loss in the absorber is greater than the maximum energy transfer in a single collision).

2. Particles traversing thin counters and incident electrons under any conditions.

The relevant inequalities and distributions are $0.01 < \kappa < 10$, Vavilov distribution, and $\kappa < 0.01$, Landau distribution.

3.2 VARIOUS MATHEMATICAL EXAMPLES

If $n > 2$, the identity

$$t[u_1, \dots, u_n] = t[t[u_1, \dots, u_{n-1}], t[u_n, \dots, u_n]]$$

defines $t[u_1, \dots, u_n]$ recursively, and it can be shown that the alternative definition

$$t[u_1, \dots, u_n] = t[t[u_1, u_2], \dots, t[u_{n-1}, u_n]]$$

gives the same result.



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Zukunft Bildung Schweiz

Anforderungen an das schweizerische Bildungssystem 2030





Wissenschaften im Dienste der Gesellschaft

Der Verbund «Akademien der Wissenschaften Schweiz» umfasst die Akademie der Naturwissenschaften Schweiz (SCNAT), die Schweizerische Akademie der Geistes- und Sozialwissenschaften (SAGW), die Schweizerische Akademie der Medizinischen Wissenschaften (SAMW) und die Schweizerische Akademie der Technischen Wissenschaften (SATW) sowie die beiden Kompetenzzentren TA-SWISS und Science et Cité. Ihre Zusammenarbeit konzentriert sich auf die Kompetenzbereiche Früherkennung, Ethik und Dialog zwischen Wissenschaft und Gesellschaft.

Wissenschaft und Bildung sind die wichtigsten Ressourcen der Schweiz im internationalen Wettbewerb. Die notwendigen Investitionen ins Wissenschaftssystem hängen vom Vertrauen der Bevölkerung in die wissenschaftlichen Errungenschaften und deren Nutzen für die Gesellschaft ab. Wissenschaftliche Erkenntnisse sollen und müssen zum Wohle aller eingesetzt werden – dies jedoch immer in der kritischen Auseinandersetzung und im Einverständnis mit Gesellschaft und Politik. Die Akademien setzen sich gezielt für einen gleichberechtigten Dialog zwischen Wissenschaft und Gesellschaft ein. Sie beraten Politik und Gesellschaft in wissenschaftsbasierten, gesellschaftsrelevanten Fragen.

4

MARKETING MIX

4.1 PRODUCT

4.1.1 *Core Product*

The problem of the clients is that there is not enough going on at comem+. This affects students motivation, promotion and general school culture in a negative way. The product tries to solve this problem on different levels. It unites the creative potential of students and gives the department a voice and with this a stronger identity.

4.1.2 *Actual Product*

The actual product is the podcast. It is the means to the end of the core product and serves its purpose. A podcast is a short (2 minutes) to medium (60 minutes) length audio programme which is delivered through the internet. The contents may vary greatly but are in line with students interests.

Orientation	Profit driver	Western European timeframe
Production	Production methods	until the 1950s
Product	Quality of the product	until the 1960s
Selling	Selling methods	1950s and 1960s
Marketing	Needs of customers	1970s to the present day
Holistic Marketing	Everything matters	21st century

4.1.3 *Augmented Product*

As the podcasts are produced in a secondary language, students enjoy the benefit of improved language skills. This language learning can be considered a service which adds value to the product. As there are students with different mother-tongues working together they profit from each others knowledge. Additionally there is always a language professor available for further help.

Additional values may be created by partnership with other organizations like the BALEINEV committee.

4.2 PRICE

No money is demanded in exchange for the product. It demands however a certain amount of attention and time of the customer. By providing products and services which demand different levels of attention and engagement from the clients, the project tries to penetrate the market as much as possible.

Starting on the low end there are short shows on a variety of topics (like cooking or school culture) which range from two to ten minutes.

Upwards there are longer, more refined shows which treat topics more deeply.

For clients who want to get involved, the project offers ways to get in touch with the creators and discuss with them.

The highest level of possible engagement is the participation in the project. As it is open to about everyone, very motivated people are given the possibility to significantly influence the product.

In comparison to the concurrence we shoot at the same time lower and also higher when it comes to the demanded attention. Most podcast are longer than ten minutes. But also the maximum level of engagement is usually some kind of talk-back.

4.3 PROMOTION

The main promotional element is word of mouth promotion. As many students come in contact with the project during their studies they automatically tell others about it. This is a free and very powerful promotional element and should work very well because the core market is small.

Social media helps with word of mouth promotion as people can easily share the project with their contacts or even discuss shows they liked with the ones who have created them.

To reach our extended market the project should consider partnerships with well-established enterprises and organizations with a certain reach in our extended market. One example would be the association of Swiss media engineers (VSMI/ASIM)¹ which could help us to reach graduated media engineers.

4.4 PLACE

The only distribution channel is the internet. This helps the project deliver broadcast at a very low cost and with global reach. Indirect sub channels are Soundcloud and iTunes. There is also a direct sub channel which is the projects website. This diversification in sub chan-

¹VSMI/ASIM. Association which joins graduated media engineers from Switzerland. <http://www.vsmi-asim.ch>

nels helps minimizing the risk of being cut off completely from the listeners.

4.5 PHYSICAL EVIDENCE

There is a very tangible part in the project, which are the podcasts. But as there are also quite a few service aspects to the project, it must consider some sort of physical evidence. For the language learning part, participants need to maintain a record of their tasks, achievements and problems. Based on this and the actual results they will receive a mark to represent the quality of their language learning efforts.

When it comes to the school marketing there is the projects website which also feeds the official department blog and will hopefully revive it a bit.

As for school culture, the project tries to provide a convivial environment inside of the CMC by providing sofas and other infrastructure for the students to dispose of.

4.6 PARTNERS

The project is completely built on partnerships inside and outside of the department. First of all, many of the participants are willing to share their prior knowledge and help others out. Examples for this may be some students helping others with the technical aspects of audio recording but also with difficulties in a secondary language. The participants therefore do also gain a lot from the project in terms of knowledge exchange and experience.

A very fertile partnership with professors and collaborators should help to push the project into the right direction as these partners bring in their experience and their farsightedness. These partners may hope to get access to the most motivated students and a very contemporary way of teaching. The ones who are ready to go out of their comfort zone, may also benefit from knowledge exchange.

Not to forget the school, which provides crucial financing and infrastructure. The school partners with (or better supports) the project as it may be a marketing instrument in the future.

To finish, there are also quite a few people who are willing to help out the students by participating in a show on their request. This might be an act of generosity, a general interest in the project or the school or even for their own publicity.

Part III

APPENDIX



APPENDIX TEST

Aliquam lectus. Vivamus leo. Quisque ornare tellus ullamcorper nulla. Mauris porttitor pharetra tortor. Sed fringilla justo sed mauris. Mauris tellus. Sed non leo. Nullam elementum, magna in cursus sodales, augue est scelerisque sapien, venenatis congue nulla arcu et pede. Ut suscipit enim vel sapien. Donec congue. Maecenas urna mi, suscipit in, placerat ut, vestibulum ut, massa. Fusce ultrices nulla et nisl.

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A.1 APPENDIX SECTION TEST

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More dummy text

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LABITUR BONORUM PRI NO	QUE VISTA	HUMAN
fastidii ea ius	germano	demonstratea
suscipit instructor	titulo	personas
quaestio philosophia	facto	demonstrated

Table 3: Autem usu id.

Listing 1: A floating example

```

1 for i:=maxint to 0 do
  begin
    { do nothing }
  end;

```

viverra aliquam risus. Nullam pede justo, molestie nonummy, scelerisque eu, facilisis vel, arcu.

A.2 ANOTHER APPENDIX SECTION TEST

Curabitur tellus magna, porttitor a, commodo a, commodo in, tortor. Donec interdum. Praesent scelerisque. Maecenas posuere sodales odio. Vivamus metus lacus, varius quis, imperdiet quis, rhoncus a, turpis. Etiam ligula arcu, elementum a, venenatis quis, sollicitudin sed, metus. Donec nunc pede, tincidunt in, venenatis vitae, faucibus vel, nibh. Pellentesque wisi. Nullam malesuada. Morbi ut tellus ut pede tincidunt porta. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Etiam congue neque id dolor.

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A.3 HELLO WORLD @@@

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COLOPHON

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DECLARATION

Put your declaration here.

Yverdon-les-Bains, December 2013

Jonas Oesch, April 22, 2014