

EPHE 454 SOCIAL MARKETING PLAN

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ABSTRACT

A social marketing plan designed to market the Recreation Health Education program at the University of Victoria to Whitehorse Yukon secondary school students.

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Table of Contents

| | |
|--|--------------|
| Introduction..... | 1 |
| Background | 2 |
| Purpose..... | 4 |
| Focus | 4 |
| Improved RHED | 4 |
| SWOT analysis | 4 |
| Target Audience..... | 7 |
| Objectives and Goals | 10 |
| Mission | 10 |
| Behavior Objectives | 10 |
| Knowledge Objectives..... | 11 |
| Belief Objectives | 11 |
| Barriers, Benefits and the Competition..... | 11 |
| Barriers | 11 |
| Benefits | 12 |
| Competition..... | 12 |
| Positioning..... | 13 |
| Marketing Mix - Product | 14 |
| Core Product | 14 |
| Actual Product..... | 15 |
| Augmented Product..... | 16 |
| Marketing Mix - Price..... | 16 |
| Marketing Mix - Place | 18 |
| Marketing Mix - Promotion | 19 |
| Creative Brief..... | 19 |
| Messengers | 21 |
| Creative Strategy | 22 |
| Communication Channels..... | 23 |
| Evaluation and Monitoring..... | 23 |
| Partnerships | 25 |
| Budget and Resources..... | 26 |
| Conclusion..... | 26 |
| Appendices | |

| | |
|--|----|
| Appendix A- Recommended sequence of RHED courses | 28 |
| Appendix B - Wood Street Centre recreation based programs..... | 32 |
| Appendix C – RHED Logo..... | 33 |
| Appendix D - Augmented Product; EPHE attire | 34 |
| Appendix E – McKinnon Building..... | 35 |
| Appendix F – Poster..... | 36 |
| Appendix G – Information Included in all Presentations | 37 |
| Appendix H - Relevant 2015 STEP jobs | 39 |

INTRODUCTION

University of Victoria's Bachelor of Arts in Recreation and Health Education Co-operative Education (RHED) program is a university degree that "prepares graduates with a foundation that supports social change" (UVIC, 2015). Graduates have the education and experience to enter the workforce to help reduce current health issues through health education and increasing recreation in Canada. RHED is a 4.5 year program with course work in recreation, wellness, administration, health promotion and leadership (UVIC, 2015). Students are also required to participate in 4 related work terms. Approximately 30 students are accepted into RHED each year after completing various pre-requisites in their first year of post-secondary studies (University of Victoria Calendar, 2015). The current recommended course sequence is included in Appendix A. For the purpose of this marketing plan, changes have been made to improve the RHED program and are detailed on page 4.

There are currently students from various places and ages enrolled in RHED, however the population generally consists of individuals ages 19-25 from Western Canada. The similarity amongst RHED students are their clear value of recreation and health. Both past and present RHED students surveyed for this plan report that they are passionate about course topics and have thoroughly enjoyed their time in RHED.

The following social marketing plan intends to market the RHED program at the University of Victoria (UVIC) to Whitehorse Yukon secondary school students. Social Marketing uses commercial marketing techniques to influence the behavior of individuals to contribute to the wellbeing of the individual and society (Lee & Kotler, 2011). Marketing a program such as RHED is beneficial for society because it produces experienced and educated professionals who will improve the recreational use and health of society. Individuals seeking a degree in RHED will benefit through obtaining a University degree which therein leads to the probable enhancement of social good.

BACKGROUND

Social Issue – Health in Canada

Canadian health is becoming an issue as levels of physical inactivity, unhealthy eating and poor lifestyle habits are increasing. Heart disease and cardiovascular disease are now 2 of the top 3 causes of death in Canada (Stats Canada, 2014). In 2013, 18.8% of Canadian adults were classified as overweight followed by an astonishing 31% of Canadian youth (Stats Canada, 2013). Overweightness and obesity is directly correlated with heart disease, cardiovascular disease, and other unnecessary health conditions that decrease Canadian's quality of life. What is more, poor health also negatively affects broader populations. Canadian provinces and territories currently spend exponential amounts of finances and resources as a result of health issues. The British Columbian health care system spends approximately \$211 million a year in direct costs and an additional \$362 million a year in indirect costs related to physical inactivity (Colman & Walker, 2004). In summation, a total of 573 million dollars would be available for better use in British Columbia if levels of physical activity were increased. It is clear that there are distinct health issues in Canada that need to be addressed in order to reduce health care spending and improve the quality of life for Canadians.

Social Issue Focus – Improving Health in Northern Canada

One of the areas of Canada that is most drastically affected by health inequalities is the northern geographic region of Canada. The health of Canadians in northern communities is not as good as the rest of the country (Romanow, 2002). This is the outcome of the health barriers that this region faces as a result of the dispersed population, harsh environment and lack of health professionals (Young et al, 2014). Small northern communities have limited access to health care, healthy foods, and sources of physical activity, especially during the long, harsh winters. An individual with education in recreation and health could significantly assist these communities. This marketing plan addresses this social issue through increasing health professionals in the North.

Social Issue Focus – Increasing Recreation in Northern Canada

Despite the clear health inequities in Northern Canada, there are also traits in this region which have the potential to assist in counteracting the health deficits. In 1998 the Klondike Gold rush caused the population of the Yukon Territory to soar from 5,000 to 30,000 people (Yukon Archives, 2009). The famous poet Robert W. Service wrote that the true value of the north during this time was not the gold, but the experiences. He believed the lure of gold that drew many people to the North was incomparable to the scenic outdoor activities. Northern Canada currently hosts vast opportunities for recreation which often takes place in true wilderness amidst cascading rivers and incredible mountain ranges. These activities are usually physically active and facilitate participant's engagement with nature. Increased recreation in the north could consequently help combat obesity, reduce stress, improve eco-friendliness, and establish friendships – all solutions to existing social change issues. These experiences in the North should be accessed by more people to improve the wellbeing of both individuals and society. This can be done through increasing recreational professionals and enthusiasts in the north.

How RHED is involved with social change in Canada's North

The World Health Organization believes that in order to deliver effective services and improve health outcomes; skilled and motivated health workers at the right place and right time are essential (2010). RHED produces graduates who have the skills and motivation to effectively deliver these services and improve health outcomes. An effective method of improving the health and wellbeing of Northern communities in Canada and maintaining and increasing the recreation in these areas will be through producing educated and experienced individuals who are familiar with these unique regions. This marketing plan aims to recruit RHED applicants from Northern Geographic constituencies to improve the current health and wellbeing in these areas. The outcome of this marketing plan will therefore serve as a template for expanding the marketing of the RHED program to other northern communities and specialized target populations.

PURPOSE

To produce educated and experienced individuals in the field of Recreation and Health Education who will therefore make a positive impact on the health and well-being of Northern communities and populations.

FOCUS

Post-secondary education and Co-op experience through the BA Recreation Health Education program at the University of Victoria.

IMPROVED RHED PROGRAM

The current RHED program is positioned in a way that is not attracting applicants from the North. In order to establish a better position in the minds of the target audience, the following recommendations have been made for the RHED program and are implemented in this marketing plan:

- Allow students to enter RHED in their first year of post-secondary
- Offer online Skype interviews for out of town applicants
- Make the communal space in the McKinnon Building more appealing and comfortable (remove uncomfortable bench and replace with tables and chairs, increase number of electronic outlets, and add new vinyl floor instead of carpet which tends to get dirty)
- Increase mandatory health related courses
- Establish mandatory Physical Literacy course
- Eliminate mandatory skills, performance, analysis (SPA) courses
- Incorporate outdoor activities/trips for EPHE 270 Outdoor Recreation
- Access to CARSA for classes

SWOT ANALYSIS

| MICROENVIRONMENT | |
|-------------------------|-------------------|
| STRENGTHS | WEAKNESSES |

| | | |
|---------------------------------------|---|---|
| Resources | -professors and staff easily accessible with in depth expertise related to recreation and health -guaranteed campus residency for 1 st year | -low funding for program advertisement -low/no staff designated for marketing the RHED program |
| Service Delivery | -UVIC has many delivery channels | -Minimal delivery channels in the Yukon |
| Management Support | -access to professional guidance (academic advisor, Co-op coordinator, career counselor) -RHED professors support | -UVIC does not financially support marketing of RHED |
| Issue Priority | -priority for EPHE | -not a priority for UVIC -competing for resources and support with other faculties and programs -other programs also producing professionals to address social issues |
| Internal Publics | -support from EPHE/RHED professors, staff, students and alumni | -other faculties with own priorities to support |
| Current Alliances and Partners | -Co-operative education -various employers for co-op (ex. Recreation Integration Victoria) -CARSA | |
| Past | -Graduates find quality | |

| | |
|--------------------|--|
| Performance | employment -Graduates greatly enjoyed the program |
|--------------------|--|

Table 1

| MACROENVIRONMENT | | |
|-----------------------------|--|--|
| | OPPORTUNITIES | THREATS |
| Cultural Forces | -healthy lifestyles becoming a trend -ParticipAction and other media promoting physical activity -university education highly valued by employers -Yukon is highly recreational | -staying close to home/familiar climate -trades becoming popular as a career |
| Technological Forces | -online courses | -distance education (online) recreation and/or health degrees |
| Demographic Forces | -high number of young people in Victoria (ages 18-25) -high employment rates in the Yukon -high income in the Yukon | -small population in the Yukon |
| Natural Forces | -outdoor recreation available in Victoria -warmer weather | -more true wilderness in the Yukon -no snow in Victoria (limited winter based activities) |

| | | |
|-------------------------|--|---|
| Economic Forces | <ul style="list-style-type: none"> -student loans available -opportunities for scholarships and/or funding -Yukon Grant available for all Yukoners attending post-secondary full time | <ul style="list-style-type: none"> -tuition costs -transportation costs (gas and flights) |
| External Publics | <ul style="list-style-type: none"> -Experiential programs offered in Whitehorse based on recreation and fitness | <ul style="list-style-type: none"> -other post-secondary establishments offering similar degrees |

Table 2

TARGET AUDIENCE

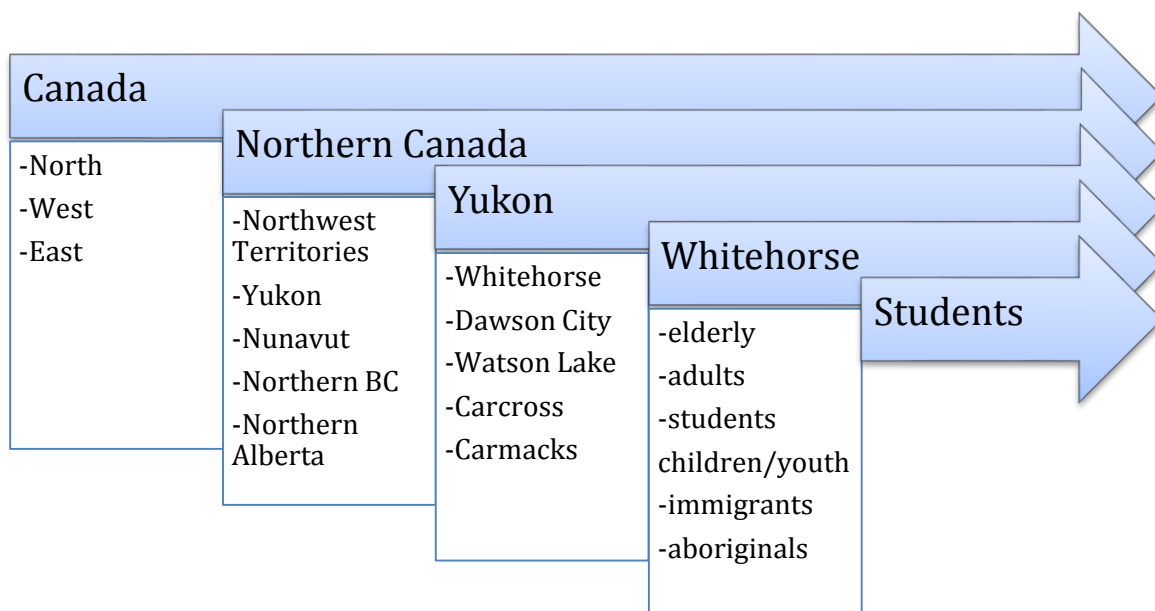


Figure 1

Target Audience – Yukon Territory

This plan aims to recruit students for the RHED program who are familiar with life in northern Canada. The target audience is therefore best selected from a Northern Canadian region. Possible target audiences and the subsequent segmentation is displayed in figure 1. **The primary target audience is Whitehorse Yukon secondary school students, a downstream audience.** This target audience was segmented primarily based on the geographic location of Whitehorse Yukon Territory. The Yukon was selected based on a few key factors. Primarily, the Yukon education system has strong academic ties with British Columbia. Yukon students follow BC curriculum throughout their studies, including writing BC Provincial exams in high school (Yukon Education, 2014). Promoting a BC university program may be more effective in the Yukon Territory as opposed to the other Territories. In addition, the Yukon is an area of Canada where opportunities for recreation are vast. A large portion of 'Yukoners' are passionate about and have a lot of experience in a variety of recreational pursuits. A report done in 2000 by Environment Canada, *The Importance of Nature to Canadians*, assessed the social and economic value of nature-related activities to Canadians. The results showed that Yukoners spend \$1,298 per person on activities in the natural outdoors. The national average remained at a low \$704. Residents of the Yukon both practice and value recreation which are the key components of the RHED program. These are also traits consistent with the success of current and past RHED students. Another reason the Yukon was selected was because it has the highest rate of employment in Canada. The average employment rate in the Yukon from 2005-2014 was 70.8% while the national average was 62.2% (Yukon Bureau of Statistics, 2015). The employment rate in the Yukon is higher than all other provinces and territories in Canada (2015). Based on these statistics, acquiring a career in the Yukon should be achievable for graduates of RHED.

Target Audience – Whitehorse Yukon

Whitehorse was selected because it is the capital city of the Yukon and has a significantly greater population than other cities in the territory. The reachability

for markets in this area will be the greatest and costs the lowest compared to smaller communities. Whitehorse is also the location of Wood Street Centre, a specialized recreation-based secondary school. See appendix B for details of programs offered at Wood Street Centre. Students from this school have hands on education in recreation and would likely be interested in continuing their education in this field of study.

Target Audience – Secondary School Students

This plan segmented students as a result of their readiness to change and demographic of age 16-19. Many students at this age will be contemplating post-secondary education or preparing to attend. The 2014 Yukon High School Exit Follow-up Survey analyzed the post-secondary pursuits for recent Yukon secondary students. 70% of respondents said it was very important for them to attend college or university. (Yukon Bureau of Statistics, 2014). This shows that Yukon secondary students are strongly contemplating post-secondary education will likely have a greater responsiveness and be most willing to engage in the marketing message. The survey also revealed that those who went to university were most likely to attend one in BC or Alberta. This statistic is beneficial for marketing the BC – based RHED program. Yukon students are also eligible for the Yukon Grant; a considerable scholarship to attend up to five years of post-secondary education. This is therefore a suitable audience to target as a result of the financial incentive and strong likelihood of attending a university in BC.

Most of this target audience will not know that programs in recreation and health exist. However, majority of this population will both value and practice what RHED represents. They are in the contemplation phase for choosing a post-secondary path, but are already in the action phase for practicing recreation and/or health. As a result, their perception of costs in exchange for taking RHED will be lower, and their perception of benefits and self-efficacy will be higher. Many Yukoners would believe they would enjoy RHED; they just need to find out it exists as an ideal educational future.

The greatest social influence for this target audience will be parents. Similar to students, adults in the Yukon tend to be recreation and/or health enthusiasts who would support the RHED program. In addition, university education is highly valued in Canadian society so most parents would advocate for their children to attain any degree of their choosing.

Target Audience – Secondary Target Audience

An additional target audience that will be targeted is the upstream audience of Whitehorse Yukon post-secondary schools. This audience was segmented based on the geographic location and close association to the primary target audience. There are three secondary schools in Whitehorse, Vanier, F.H. Collins, and Porter Creek Secondary. In addition to these establishments, there is also Wood Street Centre which hosts a multitude of recreational-based programs as previously detailed. The small number of secondary schools makes marketing to this audience very realistic. For the purpose of this paper, the focus of the marketing mix will remain on the primary target audience.

OBJECTIVES AND GOALS

Mission

Engage Whitehorse Yukon students in the RHED program so that recreation participation may increase in Northern Canada and health inequities may be reduced.

Behavior Objectives

- Yukon students apply to and enroll in the RHED program.
- Yukon Secondary schools promote the RHED program to students.

Goal

To increase the percentage of RHED students from the Yukon.

Knowledge Objectives

- The RHED program is an engaging and fun program oriented around recreation and health
- To know that co-op are paid work experiences as part of the RHED program
- Co-op opportunities available in the Yukon, across Canada and internationally

Goal

To increase the percentage of Whitehorse Yukon students who know about the RHED.

Belief Objectives

- RHED is a social good for both the student and society
- There are many employment opportunities for RHED graduates
- There are many relevant employment opportunities in the North

Goal

To increase the belief that RHED is beneficial for both the degree holder and society.

BARRIERS, BENEFITS AND THE COMPETITION

Barriers

Barriers that may prevent the target audience from pursuing the RHED program include:

- Monetary and non-monetary costs (see page 11)
- perception of not having intellectual capacity
- never considered it before
- wanting to travel after secondary school
- wanting to work right out of secondary school
- RHED takes longer than other undergraduate programs (4.5 years vs 4)
- No interest in recreation and/or health
- Pursuing a different University degree

→ Already decided to attend another University

Benefits

Benefits the Target Audience will perceive in entering RHED that will help motivate them to do so:

- University education
- Earning money and gaining experience through Co-op
- Variety of interesting course topics
- Unique degree
- Fun social events/building friendships
- sport and recreation opportunities at UVIC
- good weather in Victoria
- Easy to access from the Yukon

Competition

Behaviors the target audience would prefer:

- pursuing a more recognized degree
- attending a different university
- working full time
- traveling

Behaviors the target audience has been doing forever:

- living in Whitehorse
- living with parents

Other post-secondary institutions offering similar degrees:

- Camosun College; BA Sport and Fitness Leadership (4 years)
- Vancouver Island University; Recreation and Sport Management Diploma (2 years) or BA Tourism Management, Major in Recreation (4 years, 3 co-ops)
- Langara; Recreation Leadership Diploma (2 years)
- University of Waterloo; BA Recreation and Leisure Studies (4 years)

The target audience is in the contemplation phase and is therefore ready to pursue post-secondary education. The leading alternatives from the target audience's perspective will be more recognized undergraduate programs and/or other post-secondary institutions offering programs similar to RHED. There are both benefits and costs associated with the competition. Enrolling in a more recognized degree is beneficial because it is a social norm and easily accepted by others. Costs are that the individual may lack interest in the subject, classes may be larger, and the program itself may be less unique. Benefits of taking a similar program at a different institution is that there could be lower tuition fees, a shorter duration and more specialized in one area. There are also costs to programs outside of RHED. Other programs may not be a co-op, have limited flexibility in course sequence, not be University education, and the campus may be difficult or less convenient to access.

As studies in recreation and health become increasingly recognized, the competition for RHED will become primarily similar programs at other post-secondary establishments. Previous efforts from EPHE programs at UVIC show that the number of individuals studying health, fitness and recreation is growing. The Kinesiology program which previously took on 30 students for each fall semester now takes 60 due to popular demand (D. Nichols, personal communication, February 2015).

POSITIONING

We want Northern secondary students to see the RHED program as a desirable post-secondary avenue and as more important and beneficial than other University programs.

MARKETING MIX – PRODUCT

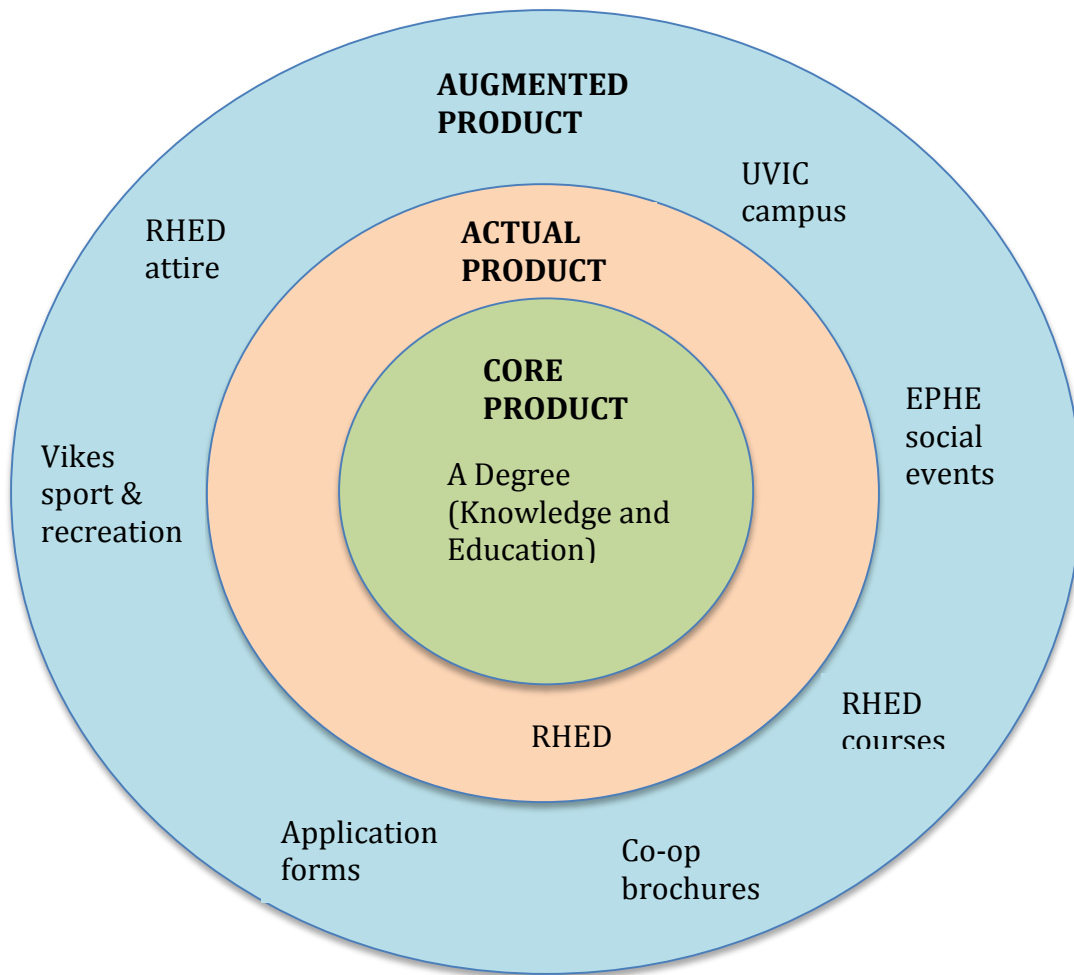


Figure 2

Core Product

This marketing plan consists of three different product levels as displayed in figure 2. The core product, a degree, is the benefit the target audience will receive from being a student in RHED. A degree represents knowledge, education and experience in a focused area of study which increases the likelihood of acquiring a rewarding career. University education is highly valued in Canadian society and is associated with acquiring a quality career.

Actual Product

The actual product is the RHED program which is the service that the target audience will pursue. Yukon graduates have a need to continue their education with a degree that they are interested in and will lead to employment opportunities. The most significant way RHED can be shaped to meet these needs is through emphasizing the Co-op aspect of the program. Co-op allows students to gain hands on experience outside of the classroom, something non-Co-op programs cannot offer. Co-op shows that graduates are employable and able to integrate classroom learning into the workplace. In essence; graduates of RHED offer more to employers as they already have experience in recreation and/or health related professions. Co-op also differentiates RHED from the competition. Earlier in this plan, other similar programs offered in Canada were outlined, none of which offer paid work experiences for students.

Another advantage of RHED compared to the competition is the interdisciplinary coursework. There is an integrated focus of both recreation and health through courses in recreation, wellness, health promotion, administration and leadership. These are concepts which are closely related yet also very distinct. Students are able to learn about various facets of health and recreation which in turn increases their educational depth, expands perspectives and makes them employable to broader work positions. Other programs similar to RHED are focused in sport, recreation or health. The amalgamation of course topics distinguishes RHED from the competition. Graduates are therefore able to positively influence the health of Canadians through many different vocations. RHED graduates are equipped to work through upstream, midstream or downstream efforts to treat, improve and prevent poor health in Canada.

The closest program offered in Victoria is the BA Sport and Fitness Leadership program at Camosun College. This program is more specialized in sport and fitness than the RHED program. The result is a more narrow scope of study and fewer subsequent employment opportunities. It also means that students choosing this

academic path must stay within this area for the duration of their education and subsequent employment. RHED students have more flexibility to work in different fields if their interests and passions change over time.

Part of the actual product includes branding the RHED program. RHED has been branded primarily with the RHED logo as displayed in Appendix C. This logo distinguishes RHED from other UVIC programs and identifies it as an EPHE program by using the EPHE template. The slogan “Get your EPHE’n Game Face On” is the slogan associated with all EPHE programs including RHED. This slogan is displayed on shirts worn at the EPHE pub crawl that takes place at the beginning of the semester each fall.

Augmented Product

The augmented products in this marketing plan are all other RHED elements such as the courses, social events, website and brochures, Vikes sport and recreation, RHED attire, and paperwork. These products provide encouragement, remove barriers and encourage student retention in RHED. In addition, they create more appeal for the program and create memorability. RHED attire is displayed in Appendix D.

MARKETING MIX – PRICE

Potential Costs associated with RHED:

| | |
|---------------------------------|---|
| <u>Monetary</u> | <ul style="list-style-type: none"> -textbooks -cost of living (rent for apartment/residence, food) -transportation |
| <u>Monetary Services</u> | <ul style="list-style-type: none"> -application fee -tuition fees -travel to Victoria (flight costs) -travel to/from Victoria for application |

| | |
|--|---|
| | interview |
| <u>Non-monetary (time and effort)</u> | <ul style="list-style-type: none"> -attending UVIC for one year with the possibility of not getting accepted to RHED -maintaining a good GPA to ensure accepted -completing the RHED application -coming to campus for the interview -moving if accepted -co-op takes more time to complete degree (4.5 years vs 4) |
| <u>Non-monetary (psychological)</u> | <ul style="list-style-type: none"> -moving away from home, family, and friends -waiting to find out if accepted or not -living in a different climate |
| <u>Non-monetary (physical discomfort)</u> | -having to live independently (prepare meals, laundry, etc.) |

Table 3

The target audience is in the contemplation phase, deciding which University and program to enroll in. Monetary costs such as travel and tuition are fees that Yukon students are prepared to incur when they leave for post-secondary education. Yukon students will also be willing to incur some non-monetary costs such as moving away from home, living in a different city/climate, and completing the RHED application process. These are costs associated with pursuing any education outside of the Yukon.

Although Yukon students will be willing to incur most costs to become a RHED student, it remains in the best interest of marketing RHED to reduce associated

expenses. In order to do this, a combination of benefit based and competition based strategies will be used. The most significant monetary benefit emphasized in this plan is the Co-operative education component of RHED. Students participate in paid work experiences which reduces financial barriers. Another monetary incentive emphasized is the Yukon Grant. The Yukon Grant is a substantial scholarship of approximately 5,200\$ every year for up to 5 years of full-time post-secondary education that Yukon students are entitled to. This is a great benefit for Yukon students pursuing University education. There are also many nonmonetary benefits for a degree in RHED including small class sizes, plenty of availability to meet with professors, community oriented, and EPHE events.

The Monetary costs for pursuing RHED as a program of choice have been decreased through offering online interviews for out of town applicants, having scholarships and loans available for students, and on-campus job opportunities. In addition, many professors avoid textbooks and opt for online resources. Nonmonetary costs are also decreased through offering the application online. Furthermore, GPA is not the only consideration in being accepted to RHED; the application and interview are also strongly taken into consideration.

Utilizing the competition as a strategy to reduce the costs associated with RHED is another marketing tactic. Other universities and programs in Canada have higher tuition costs than UVIC. According to Stats Canada, the average tuition fee for Health, Parks, Recreation and Fitness related degrees in Canada for 2014-2015 is 5,691\$ as compared to 6,471\$ for math and computer sciences or 7,151\$ for engineering (2015). Specifically in B.C., the tuition cost for Health, Parks, Recreation and Fitness related degrees is approximately 4,947\$ whereas Alberta is 5,207\$ and Ontario is 6,800\$.

MARKETING MIX - PLACE

The initial place considered for this marketing plan is the location where information on RHED will be distributed. The target audience, Whitehorse Yukon

students, spend most of their time in secondary schools. Therefore the RHED program will be marketed primarily within these locations. These establishments include Vanier Secondary School, F.H. Collins Secondary School, Porter Creek Secondary School and Wood Street Centre. The promotional efforts for this marketing plan will occur within these schools as it is convenient and easily accessible for the target audience.

The other place considered in this marketing plan is the location where Yukon students will actually partake in RHED. The RHED program is situated primarily in the McKinnon building on campus at the University of Victoria. (Appendix E). The University of Victoria is in Victoria B.C. and is easily accessible from downtown, the airport and Swartz Bay Ferry terminal. UVIC is a beautiful campus full of green space and is easy to get around. The campus is situated in a ring shape with a one-way road running throughout. There is plenty of bike storage, parking and bus services running to and from all areas of the city. In summation; UVIC is easily accessible and convenient. The McKinnon building is located next to the bookstore and bus exchange. It has green space with a parking lot and bike storage. The inside hosts a multitude of learning resources including study space, classrooms, labs and professors offices. In addition there is a swimming pool, small fitness center and gymnasium with access to sport equipment. A benefit of the RHED program is that most classes take place in this same building, making classes' accessible and convenient.

MARKETING MIX – PROMOTION

Creative Brief

Purpose and Focus: Produce educated and experience individuals in the Recreation and Health Education program at the University of Victoria who will therefore make a positive impact on the health and well-being of Northern populations.

Target Audience Description and Insight: Whitehorse Yukon secondary school students ages 16-19 years old. Most are in the contemplation or action phase in

regards to pursuing post-secondary education and will therefore be thinking about leaving home for possible academic avenues and potentially applying to various schools. They know about the generic university degrees available such as biology, English and engineering. The problem is that they do not know about the RHED program which is more unique and could be a better fit for some of their passions. Yukon students have a lot of experience in recreation, the outdoors, and what life is like living in a northern geographic region. These are all factors that could benefit the purpose and focus of this marketing plan. The main competing behaviors for this target audience will be pursuing a different degree after graduating from high school.

Communication Objectives:

- To know: RHED graduates are highly employable and contribute to social good
- To believe: RHED is a fun and beneficial degree to have
- To do: Apply to RHED

Benefits to Promise:

- You will have a fun and enjoyable experience in RHED.
- You will have access to paid work experience opportunities through RHED.
- You will have opportunities in a wide variety of quality careers with a degree in RHED.

Supports for the Promise:

- Real stories from other RHED students
- Photos from various co-ops
- Photos from EPHE social events

Style or Tone:

- Credible and fun

Openings:

- Walking the hallways at school
- Class presentations

Positioning:

The RHED program is a desirable post-secondary avenue and is more important and beneficial than other University programs.

Key Messages

- Co-op offers paid work experiences
- You are able to complete co-op terms at home in the Yukon
- You can study a topic that you are passionate about
- You will be eligible for the Yukon Grant
- You will make some incredible friends
- With a degree in RHED you are able to contribute to the good of society (improving Northern access to and use of recreation, as well as health)
- There are national and international co-op opportunities

Messengers

The primary messenger for the marketing of RHED to Yukon students will be secondary schools where the posters will be displayed. Whitehorse Yukon secondary schools will be a partner in this plan, implementing the promotion through stationing posters and allowing current RHED students to make presentations to classes.

Another messenger for the marketing of RHED to Yukon students will be delivered by current EPHE Co-op students from the Yukon. At the end of each work terms students are required to submit a report, create a poster, and attend a poster presentation. This marketing plan facilitates the option for Yukon RHED students to

complete a PowerPoint presentation to Yukon secondary students which highlights their work terms and experiences in the RHED program. They will therefore be acting as a spokesperson, promoting their own program and consequently increasing credibility and achieving higher attention. The first presentation is scheduled to be completed by 5th year RHED student Cat Lane in Whitehorse Yukon on May 03 at Porter Creek Secondary School. Please see the PowerPoint presentation included with this plan.

Creative Strategy

→ Posters

- Please see Appendix F
- Includes QR code that students are able to scan with their phones which opens the RHED web page
- corresponds with social marketing recommendations for developing creative strategies including being simple, clear, focused on benefits, and creating vivid messages (Lee & Kotler, 2011)
- Use of simple key messages so the information is not overwhelming
- Use of real pictures to enhance authenticity
- Visually appealing with bright colors to attract attention

→ Class presentation by RHED students

- Created by RHED students as an alternative to the poster at the end of a Co-op
- Incorporates 3 slides of information that is mandatory to be included and focuses on some of the key messages from this marketing plan (appendix G)
- More in depth than poster with opportunity to answer questions
- Use of current student enhances credibility
- corresponds with social marketing recommendations for developing creative strategies including being clear, focused on benefits, using

credible sources, creating vivid and personal messages, and telling stories about real people (Lee & Kotler, 2011)

Communication Channels – Type

Posters are a selective media channel and will be used to reach the target audience cost effectively. The presentation to the target audience by current Yukon RHED students is a personal media channel and is beneficial to use in addition to the posters because it will establish trust and authenticity for the RHED program.

Communication Channels – Vehicles

All messages will be communicated in Whitehorse Secondary Schools.

Communication Channels – Timing

Posters will be displayed by the end of November 2015. This occurs while school is in session, therefore reaching majority of students. This also takes place during an ideal time when the target audience will be starting to consider post-secondary education. Presentations by RHED students will be done in December when returning home for Christmas. These presentations will summarize Co-ops completed either in the summer and/or during the fall. Both creative strategies released around the same time will help emphasize and position the RHED program in the minds of the target audience. This will allow adequate time for the target audience to inquire more about RHED. There will also be an option of presentations in May when RHED students from the Yukon return home to visit or work. This provides an opportunity to impact the target audience for the following year. Although May presentations are not ideal for timing, it improves the frequency and reach for the target audience and increases availabilities for the presenters.

EVALUATION AND MONITORING

A very important part of marketing the RHED program will be monitoring this plan throughout the process and evaluating its effectiveness after the plan has been completed. There are various reasons this is being done. This plan represents one of

the first initiatives to increase RHED applicants, specifically from the North. The RHED program has had little marketing in B.C. and no marketing at all in the Yukon. As a result, there is no history or similar plan to use as a guideline. Monitoring the progress of this plan will notify if midcourse changes are needed in order to achieve goals.

This plan is intended to act as a template for future marketing of the RHED program to other Northern communities or specific populations. Monitoring and evaluating this plan is therefore critical in knowing what methodologies are effective and any changes that could be made for improvement. In addition, a final evaluation proving success could help get support from UVIC for funding in further marketing of the RHED program.

| INPUTS | OUTPUTS | OUTCOMES | IMPACT |
|----------------|--------------------|---------------------|---------------------|
| -money | -approximately 12 | -changes in | -Yukon health care |
| -students time | posters (3 per | behavior: increase | costs reduced |
| creating and | school) | in percentage of | -Northern health |
| presenting | -reach = all high | RHED applicants | improved |
| presentation | school students | from Whitehorse | -Increased |
| -posters | -frequency = | -changes in | recreation by |
| | school days during | behavior intent: | locals and visitors |
| | school hours | increase number of | in the Yukon |
| | | Yukon students | |
| | | interested in | |
| | | RHED/thinking of | |
| | | applying | |
| | | -changes in belief: | |
| | | increase Yukon | |
| | | students who | |
| | | believe Recreation | |

| |
|--|
| <p>and Health is a beneficial degree to obtain</p> |
|--|

Table 4

Table 4 summarizes the inputs, outputs, outcomes and impacts of this social marketing plan. Indicators will be determined through various methods of measurement. A quantitative survey through the form of a questionnaire will be given to students after listening to the presentation to determine behavior intent. This will take place during the campaign. Qualitative surveys will be used through e-mailing Whitehorse teachers both during the campaign and after the campaign with feedback on student interest. Finally, UVIC records will be accessed to determine the number of applicants from the Yukon after the campaign has concluded.

PARTNERSHIPS

UVIC will not be a likely partnership for marketing RHED. UVIC currently does not prioritize the marketing of smaller programs such as RHED (D. Nichols, spoken word, February 2015). As a result, partnerships outside of the University will be one of the greatest assets in supporting and marketing the RHED program. Creating a partnership with CARSA would provide access to many resources and an incredible facility that would be appealing to the target audience.

For this particular target audience, creating a partnership with the Yukon Government will be very effective. The Yukon Government Department of Education has a Student Training and Employment Program (STEP) which offers Yukoners pursuing post-secondary education with paid work experiences relevant to their field of study (Yukon Government, 2014). This plan proposes that the Yukon Department of Education partners with UVIC co-op to ensure Yukon students have access to co-op opportunities at home. A sample of 2014 STEP job postings relevant to RHED are detailed in Appendix G. A partnership with the Department of

Education will also enable the promotional efforts outlined in this plan to be put to action. Posters will be displayed and presentations will be given in Whitehorse high schools.

This plan also proposes that a partnership be created with Yukon Health and Social Services. It is within the Yukon government's best interest to promote the RHED program to young Yukoners. Once educated with this degree, graduates would be able to return to the Yukon to benefit the health of citizens and increase tourism through recreational opportunities. Creating a partnership with Yukon Health and Social Services could help provide funding and support for this marketing plan while furthering health and profitability of the territory.

BUDGET & RESOURCES

There are various resources required to promote the RHED program. The material resources required are the posters and human resources required will be RHED students producing and presenting to the Yukon students, RHED co-op advisor, and secondary school staff members.

There is no funding from UVIC for marketing of the RHED program. Possible sources of income include donations and/or grants from the Yukon government. As detailed above, it is within the Yukon's best interest to have professionals working in the Yukon with a degree in RHED.

CONCLUSION

I have been privileged to live in several provinces and territories in Canada. As a result I have been able to experience what health and recreation look like in a wide variety of geographic locations. In particular, I have both witnessed and experienced health disparities between communities in Northern Canada and the rest of the country. At the same time, I was able to take part in the most incredible recreational activities in these same northern communities. These experiences made me passionate to continue being involved in recreation and also improve the health of

Northern populations. The RHED program has offered me the opportunity to combine both of these passions.

The Yukon slogan 'Larger than life' thoroughly embodies recreational and health enthusiasts from this amazing territory. It is in the best interest of RHED, UVIC, Whitehorse, the Yukon, and the country to increase RHED graduates from the North. This plan is designed to provide recommendations for improving and marketing the RHED program to specific Northern populations, and I hope that it could serve as an effective template in actually doing so.

I have contacted the Physical Education teacher Trevor Hale at Porter Creek Secondary School in Whitehorse Yukon and I will be presenting the Power Point presentation from this plan to the Outdoor Experiential Class and Gym classes when I return to Whitehorse at the end of May. I have arranged this with the intent of marketing RHED to other like-minded students who would benefit from RHED and in turn, use their acquired education and experiences to benefit society.

Appendix A- Recommended sequence of RHED courses

Year one: Pre-Recreation and Health Education program in one of the Faculties of Humanities, Science or Social Sciences

| Requirement | Units |
|--------------------------------|-------|
| September - April | |
| One of CSC 100 or 110 | 1.5 |
| ENGL135, and one of 146 or 147 | 3.0 |
| EPHE 141 | 1.5 |
| EPHE 142 | 1.5 |
| EPHE 143 | 1.5 |
| PSYC 100A and 100B | 3.0 |
| One of SOCI 100A or 100B | 1.5 |
| One Elective (see Note 1) | 1.5 |
| Total academic units | 15.0 |

Year two

| Requirement | Units |
|--------------------------|-------|
| September - April | |
| EPHE 200 | 0.0 |
| EPHE 241 | 1.5 |

| Requirement | Units |
|-----------------------------|-------|
| EPHE 243 | 1.5 |
| EPHE 244 | 1.5 |
| EPHE 252 | 1.5 |
| EPHE 253 | 1.5 |
| EPHE 270 | 1.5 |
| Four Electives (see Note 1) | 6.0 |

May - August

| | |
|--------------------------|------|
| Work Term I (see Note 4) | |
| Total academic units | 15.0 |

Year three

| Requirement | Units |
|-----------------------------|-------|
| September - December | |
| One of EPHE 104– 137 | 0.5 |
| EPHE 351 | 1.5 |
| EPHE 358 | 1.5 |
| EPHE 360 | 1.5 |
| One Elective | 1.5 |

January - April

| Requirement | Units |
|--------------|-------|
| Work Term II | |

May - August

| | |
|---------------------------|------|
| ENGL 225 | 1.5 |
| EPHE 359 | 1.5 |
| EPHE 356 | 1.5 |
| ED-D 417 | 1.5 |
| ED-D 418 | 1.5 |
| One Elective (see Note 1) | 1.5 |
| Total academic units | 15.5 |

Year four

| Requirement | Units |
|-------------|-------|
|-------------|-------|

September - December

| | |
|---------------|--|
| Work Term III | |
|---------------|--|

January - April

| | |
|---|-----|
| Two of ADMN (approved by EPHE Adviser) (see Note 2) | 3.0 |
| Two of EPHE 104– 137 | 1.0 |
| Two Electives (see Note 1) | 3.0 |

May - August

| Requirement | Units |
|----------------------|-------|
| Work Term IV | |
| Total academic units | 7.0 |

Year five

| Requirement | Units |
|---|-------------|
| September - April | |
| EPHE 454 (full-year course, must register in both terms) (see Note 3) | 1.5 |
| EPHE 445 | 1.5 |
| Three Electives (see Note 1) | 4.5 |
| Total academic units | 7.5 |
| | |
| Total Units for Degree | 60.0 |

Appendix B - Wood Street Centre recreation based programs

Wood Street Centre

Wood St. Centre offers several unique programs which include:

- [CHAOS - Community : Heritage : Adventure : Outdoors : Skills](#) - CHAOS is an experiential program that is offered to Yukon students in grades 9 and 10 and is based at Wood Street. "CHAOS" stands for Community, Heritage, Adventure, Outdoors and Skills. These programs have been developed in collaboration with the First Nations Programs and Partnerships Unit at the Department of Education.
CHAOS 10 will be offered in the fall 2013 semester and CHAOS 9 will be offered in the spring 2014 semester.
- ACES (Achievement, Challenge, Environment and Service) - is a Yukon public school program of studies for grade 10 students. The program integrates Social Studies 10, Science 10, Outdoor Pursuits and Physical Education 10 (including 30 days of outdoor experience).
- [FACES \(French, Achievement, Challenge, Environment, Service\)](#) is a Yukon Public school program of studies for grade 10 students with instruction in French. The program integrates Science Humaines 10 (FSS 10), Éducation physique (FPE 10), Sciences 10 (FSC 10), and Plein air et environnement (FOE 10), including 30 days of outdoor activities.
- [Experiential Science 11](#) - is a Yukon public school program of studies for grade 11 students. The program integrates Biology 11, Geography 12, Chemistry 11, Art 11. The program features 30 to 35 days of field studies each semester and two days each week in Yukon College science labs.
- OPES (Outdoor Pursuits and Experiential Science)/PASE (Plein Air et Sciences Expérientielles) - OPES 9 and PASE 9 are Yukon public school programs of studies for grade 9 students. The programs integrate Science 9, Social Studies 9, Physical Education 9 and Outdoor Pursuits. The program features 3-5 overnight trips each semester and a variety of day trips.
- MAD (Music Arts and Drama) - MAD is a highly successful program which provides students with four to five-credit courses including: English, social studies, theatre performance, and a choice between several fine arts and applied skills. The MAD 9/10 program is held every fall semester and is based out of Wood Street Centre. The goal of the program is to provide students with a solid foundation in creative dramatics, acting, stagecraft, music, dance and play writing fundamentals. MAD 9/10 is available to all Whitehorse secondary school students.

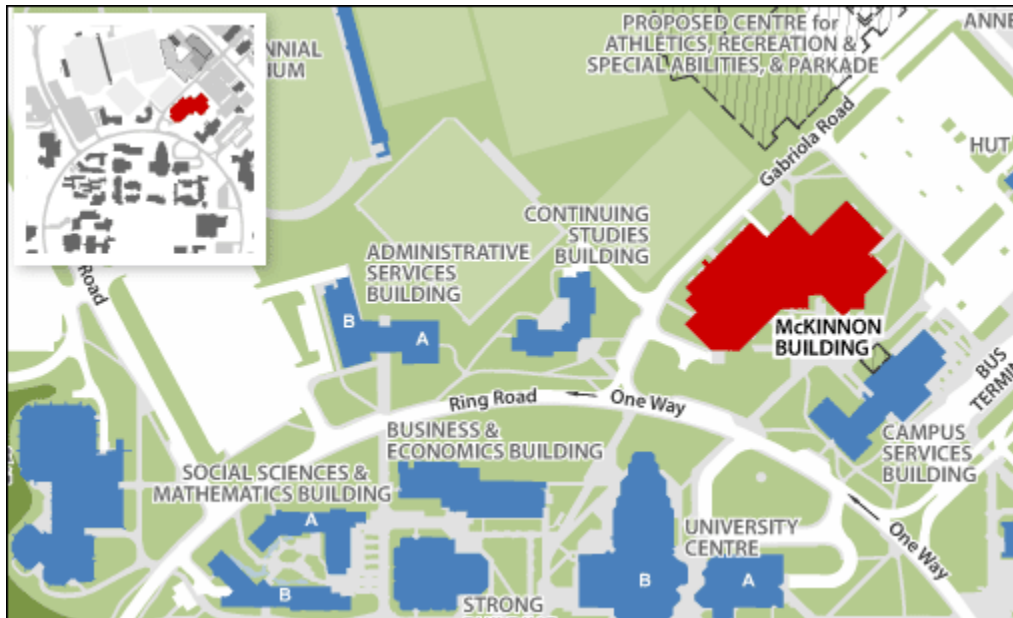
Appendix C - RHED Logo



Appendix D - Augmented Product; EPHE attire



Appendix E- McKinnon Building



Appendix F - Poster

Thinking of University?
Study what you love, and earn money while doing it!

In the BA Co-operative Education Recreation & Health Education Program at the University of Victoria.

Co-op are paid work experiences that contribute to your degree!

Incredible work opportunities in the Yukon!

Make friends for life!

UNIVERSITY OF VICTORIA
RHED

www.uvic.ca/education/exercise/undergraduate/recreation/index.php






Appendix G – Information Included in all Class Presentations

ABOUT RHED

- University of Victoria is an amazing campus
- Guaranteed first year on campus residence
- 4.5 years with 4 Co-operative education work terms (able to challenge one work term)
- Courses in sport, recreation, wellness, health, fitness and administration
- Graduates work in variety of vocations
- UVIC is an awesome University
 - Many sports and recreation teams
 - Cheer on the Vikes at sporting events
 - Guaranteed first year on campus residence

Why a Degree in Recreation and Health?

- the average tuition fee for Health, Parks, Recreation and Fitness related degrees in Canada is LOW
 - 5,691\$ as compared to 6,471\$ for math and computer sciences or 7,151\$ for engineering (Stats Canada, 2014)
- Study something you are passionate about
- Rewarding career opportunities
- You will be contributing to social good
 - ↑ Physical activity
 - ↑ Eco-friendliness
 - ↑ Happiness and quality of life in individuals
 - ↑ Reduce health care costs
 - ↑ Improve health in Northern Canada

Why RHED could be good for you?

- Many courses involve active learning
- Wide variety of courses (physiology, exercise prescription, outdoor recreation, management, administration etc.)
- Get to know your professors and their expertise
- Receive the Yukon Grant for pursuing post-secondary education
- You will make friends for life and be involved in some of UVICs great social events (RHED is part of UVICs largest and most successful pub crawls)
- Victoria has great weather all year – you will not need snow gear

Appendix H- Relevant 2015 STEP jobs

STEP-15001-G Special Projects Assistant

The Assistant will assist with the administration and management of Team Yukon at the 2015 Western Canada Summer Games and be part of the Yukon's Mission Staff at the games. The assistant will be playing a key role in assisting the branch with the promotion of the 2016 Arctic Winter and Arctic X-Games throughout all Yukon. As well, it will support the promotion and development of physical literacy throughout Yukon. They will also be assisting with the day-to-day functions of the office.

Field of Study: Second or third year in Sport and Recreation Administration, Event Management Sport Performance, or other related field.

Qualifications: Proven organizational, presentation and event management skills; good written and oral communication skills; public relations and marketing coursework and/or experience. Good knowledge of physical literacy and sport development, the sport system and how it is integrated. A willingness to travel outside Whitehorse for periods of up to one week proving a high level of comfort working in small communities with coaches, teachers, athletes and community volunteers. A valid Class 5 driver's license is required.

STEP-15009-P Program Coordinator

Employer: Equinox Outdoor Learning Centre

The Program Coordinator is responsible for the day-to-day operation of our camp, as well as running programs for groups who participate in our adventure-based programs. This includes registering campers, communicating with parents, training, supervising and supporting our two to four day camp leaders, teaching activities. Working directly with the campers/groups and ensuring a high level of safety and professionalism is maintained in all our programs.

Field of Study: Third or subsequent year of Recreation and Leisure Studies, Tourism, Education or other related field.

Qualifications: Current Standard First Aid; current Basic Rescuer CPR Level C; current Bronze Cross or higher; experience working with children, youth and adults; experience leading youth programs; excellent organizational, written and oral communication skills.

STEP-15029-P Recreation Summer Assistant Coordinator

Employer: Skookum Jim Friendship Centre

The Recreation Summer Assistant Coordinator will be responsible for assisting the Recreation Coordinator with the implementation of recreational activities throughout the summer, including Keish Summer Day Camps for Whitehorse children and youth and on-the-land camps such as Traditional Parenting Program's Harvest Camp and other initiatives. The coordinator will enjoy a rewarding summer of working with urban Aboriginal youth in a recreational setting and will gain valuable experience in the non-profit sector and learn the ways in which these programs are delivered. More information about our programs can be found

at: www.skookumjim.com.

Field of Study: Recreation, Health & Social, Business, or related fields.

Qualification: First Aid; leadership skills; general computer skills; passport to safety program; must be a Yukon resident attending a full-time undergraduate program; RCMP criminal check; knowledge of Yukon First Nation culture is important.

STEP-15091-P Guest Services Coordinator

Employer: Up North Adventures

This person is responsible for welcoming clients and facilitating all aspects of trip logistics. This seasonal position is suitable for applicants with Tourism Industry education or experience, or those wishing to gain more experience. The Guest Services Coordinator duties include assessing and assigning appropriate equipment to individuals' tour needs as well as assisting guests with pre-trip preparation. Other duties may include: supervision of staff, office time, computer work and use of cash register to process payments

Field of Study: Tourism, Outdoor Recreation, Environmental Education

Qualifications: The successful applicant: must possess superior organizational and time management skills; be punctual; good oral and written communication skills in English; ability to communicate in a second language is an asset; demonstrate the ability to work in a fast paced, seasonal work environment; have a valid Class 4 Yukon Driver's License; current First Aid and CPR (Wilderness First Aid is preferred); strong customer service skills are critical as the applicant will often be dealing with people from around the world (who may or may not have strong English speaking ability)

STEP-15059-P Health Promotion Officer

Employer: Selkirk First Nation

Location: Pelly Crossing

The Health Promotion Officer, working under the direction of the Health and Social Director and in collaboration with the local health centre, will be responsible for providing education seminars and workshops for the community of Pelly Crossing and provide written materials to promote healthy living, to be distributed throughout the community. This position is expected to work closely with the Home and Community Care Coordinator to provide support and/or advice for the health needs of individuals in need of programming within Pelly Crossing. An expectation of this position is to develop and implement a Health Promotion Plan to ensure ongoing programming.

Field of Study: Health, Social Sciences

Qualifications: Ability to work independently and in a group. Good oral and written communication skills.

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