

Report

EXECUTIVE SUMMARY



McGill

DATE 11/06/2018 PROJECT NUMBER 12981-008



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CONTEXT & MAIN OBJECTIVES

Context of the Study

CONTEXT

McGill will celebrate its bicentennial in 2021. The three years leading up to the anniversary are critical for McGill's future success as it provides a once-in-a-century opportunity to strengthen its reputation in the face of growing national and international competition. To make the most out of this opportunity, McGill will invest in building its central marketing capacity and launch its first brand campaign in over a decade.

It is in this context that Léger was commissioned by McGill to develop **solid research** aimed at gathering relevant data and insights on **McGill's brand and image in the eyes of various key markets and targets**, which would help **develop a unique and strong brand positioning**.

More specifically, this study provides insights on the following targets:

TARGET 1: Prospective students and parents of prospective students (for both local and international markets);

TARGET 2: McGill Community (including students, faculty members and staff);

TARGET 3: McGill Alumni (from all of McGill's key markets);

TARGET 4: Quebec business community.

The purpose of this executive summary is to **highlight major trends in all of the studies carried out under this mandate**, in order to allow a better comparison between the four targets listed above. Overall results are therefore presented according to major themes, based on the research objectives presented on the following page. However, for more detailed results, please **consult each report separately by clicking on the hyperlinks below**:



Qualitative research with prospective students



Quantitative research with McGill Community



Quantitative research with McGill Alumni



Quantitative research with the Quebec business community



Quantitative research with prospective students & parents of prospective students



Qualitative research with McGill Alumni

Study Objectives

MAIN OBJECTIVES

The main objectives of this research mandate were as follows:

- Measure **awareness** (unaided and aided) of McGill and other competitive institutions (*for targets 1 and 4*);
- Measure at what **level McGill is taken into consideration** to pursue studies compared to other academic institutions (*for target 1*);
- Identify the **most important criteria in choosing a university** (*for targets 1, 2 and 3*);
- Understand how McGill is perceived on these same criteria, in order to **identify priorities for actions** (what to capitalize on, improve, maintain or control) (*for targets 1, 2 and 3*);
- Understand **perceptions** of McGill, including a complete understanding of its **strengths and weaknesses** compared to other competitive academic institutions, as well as **misconceptions** about McGill (*for all targets*);
- Identify **qualities and characteristics that represent compelling differentiators** compared to other institutions, and understand possible differences in views between targets (*for all targets*);
- Explore perceptions of **specific aspects of the McGill experience**, such as tuition, costs of living in residences, meal plans, the fact that the school is based in a French city, perception of Quebec's climate (especially winters), etc. (*for target 1*);
- Measure **emotional connection** to McGill through various performance indicators, including the likelihood to recommend McGill (NPS) and level of pride in being part of the McGill community (*for targets 2 and 3*);
- Understand the most important choice criteria in the **donation process**, measure at what level McGill is taken into consideration for future donations and understand the reasons behind whether or not McGill is considered for donations (*for target 3 and 4*).

A group of people are gathered around a table in a meeting. They are looking at various documents, including a large chart with several pie charts and a bar chart. One person is writing on a document with a pen. The scene is brightly lit, suggesting a sunny day. The overall atmosphere is professional and collaborative.

METHODOLOGY

Methodology

#	TYPE OF STUDY	TARGET	NO. OF PARTICIPANTS	ADDITIONAL INFORMATION	DATE OF DATA COLLECTION	WEIGHTING
1	Qualitative: <i>Focus groups</i>	Prospective students <i>(Recruitment by Léger)</i>	Montreal: 20 participants Toronto: 17 participants London: 16 participants New York: 17 participants	Animation by Christian Bourque and Catherine Hunter.	March 12, 2018: Montreal (X2) March 13, 2018: Toronto (X2) March 15, 2018: London (X2) March 19, 2018: New York (X2)	-
2	Quantitative: <i>Web survey</i>	McGill Alumni <i>(Lists provided by McGill)</i>	1,617 respondents from: <ul style="list-style-type: none"> Province of Quebec Rest of Canada United States Europe ROW (mainly Asia) 	McGill was responsible for distributing the survey to potential participants with a unique link provided by Léger.	March 19 – March 26, 2018	According to the real distribution of alumni by region .
3	Quantitative: <i>Web survey</i>	McGill Community <i>(Lists provided by McGill)</i>	3,342 respondents: <ul style="list-style-type: none"> Students Faculty members Staff members 	Segmentation analysis in which McGill students were classified in 5 segments.	March 19 – April 2, 2018	According to the respondents' status at McGill (type of student, faculty and staff).
4	Quantitative: <i>Telephone survey</i>	Quebec business community <i>(Lists purchased via Info Canada)</i>	300 Quebec businesses: <ul style="list-style-type: none"> With a minimum of 50 employees Quotas: 150 businesses in Montreal CMA and 30 whose official language is English 	We asked to speak specifically to the person who is responsible for charitable donations within the company.	March 22 – April 16, 2018	According to the company's size and region where it is located.
5	Quantitative: <i>Web survey</i>	Prospective students and parents of prospective students <i>(Léger Web Panel)</i>	2,618 respondents from: <ul style="list-style-type: none"> Province of Quebec Rest of Canada United States London 	The research report presents a comparison between students and parents , but also between regions .	April 3 – April 23, 2018	According to the real distribution of prospective students and parents of prospective students by region .
6	Qualitative: <i>Focus groups</i>	McGill Alumni <i>(Recruitment by McGill)</i>	Toronto: 14 participants Montreal: 16 participants Toronto: 15 participants	Animation by Christian Bourque and Alexandre Tellier.	May 8, 2018: Toronto (X2) May 10, 2018: Montreal (X2) May 29, 2018: Toronto (X2)	-

Notes on how to read the report:

- ✓ Numbers in **bold red** characters indicate statistically significant differences that are **lower** than the complement, while numbers in **bold green** indicate statistically significant differences that are **higher** than the complement.
- ✓ Throughout the document, please note that the *passages written in italics and quotation marks* are *verbatim* as expressed by participants during the focus groups or *unaided answers* provided by respondents in the quantitative surveys.



KEY INSIGHTS

1. Decision-Making Process When Choosing a University

MAIN MOTIVATIONS TO ATTEND UNIVERSITY (Targets 1, 2)

Get a degree that is necessary for what I want to do in life



1st motivation for both current and prospective McGill students

To have a great career



2nd motivation for both current and prospective McGill students

I like learning / I like going to school



3rd motivation for current McGill students

To follow my dreams



3rd motivation for prospective McGill students

There are also interesting differences by region regarding **prospective students' number one motivation**:

Among prospective students	QC	ROC	UK	USA
Get a degree that is necessary for what I want to do in life		✓	✓	
To have a great career	✓			
To follow my dreams				✓

MAIN MOTIVATIONS TO STUDY ABROAD (Target 1 only)

Prospective international students' main reason to study abroad is for the **OVERALL EXPERIENCE**

Both **qualitative and quantitative studies** confirmed the statement denoting that studying abroad is **more for social than academic reasons**. According to the survey, the **main motivation** for prospective international students and parents of prospective students are:

- ✓ **Students** | Experiencing something new and different AND Discovering a new culture
- ✓ **Parents** (regarding their child's studies) | Experiencing something new and different

PERCEPTION OF CANADA

(Seen as "better" than other countries on...)



#1: Safety



#2: Political environment



#3: Inclusiveness / tolerance



#4: Local language(s)

PERCEPTION OF MONTREAL

The fact that Montreal is a **safe place to live** has the most "positive impact" on prospective international students' and parents' perception of a university located in this city.

MOST IMPORTANT CRITERIA WHEN CHOOSING A UNIVERSITY (Targets 1, 2, 3)

Criteria for which each target gave a higher score (out of 10) than the average for all criteria	Prospective students	Parents of prospective students	McGill students	McGill alumni
Employability after graduation	#1	#1	#4	#5
Quality of teaching	#2	#2	#6	#4
Renowned in your field of study	#3	#3	#2	#1
Located in a city that is appealing to you	#4	#10	#3	#3
Great campus environment	#5	#5	#7	#9
Access to grants and scholarships	#6	#9		
Hands-on learning/internship programs	#7	#4		
Admission criteria (process to get accepted)	#8	#8		#7
Competitive tuition fees		#6	#8	#8
A global reputation			#1	#2
Reputation as a top research university			#5	#6
State-of-the-art technology in classrooms/labs		#7		
Average (out of 10) for all criteria surveyed	7.1	7.5	5.6	5.1

The **focus groups** conducted with **prospective students** revealed a clear distinction between **local** (Montreal) and **international students** (Toronto, New York and London): **local students** tend to give more importance to **transactional criteria** than to criteria related to the general atmosphere of a university. As for **international students**, the further away they live from a university, the more important **social life** at the university becomes.

MAIN INFLUENCER IN CHOOSING A UNIVERSITY (Targets 1, 2)

Focus groups with **prospective students** revealed that people who went to the institution have the **biggest impact** on a student's choice of a university. Therefore, focusing on **alumni** for future promotions could be a good strategy for McGill.



QC, ROC, USA
prospective students

Parents / family



UK
prospective students

Professional in the field



Parents among McGill's **undergraduates students**



Parents & professionals in the field among McGill's **graduates students**



Professionals in the field among McGill's **postdoctoral students**

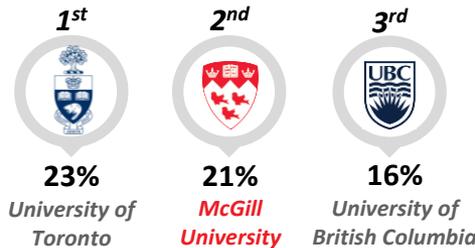


Life partner among McGill's **students in continuing studies**

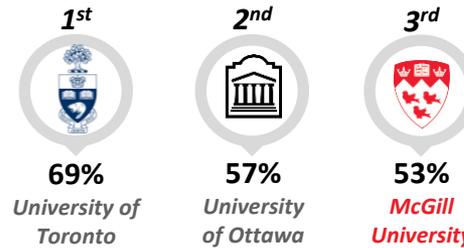
2. Awareness of McGill

AWARENESS OF UNIVERSITIES LOCATED IN CANADA/QUEBEC (Targets 1, 4)

UNAIDED AWARENESS



AIDED AWARENESS



In terms of unaided and aided awareness of Canadian universities, results are **quite similar** for **prospective students** and **parents of prospective students**. However, awareness of McGill is **slightly higher among parents** (unaided: 25% / aided: 59%).

All prospective students from the focus groups held in **Montreal** knew about McGill, however, the opposite was true for **international prospective students**. Some participants were unable to name the Canadian province where McGill is located.

According to alumni from the focus groups held in Toronto and Montreal, **McGill's lack of visibility outside of Montreal is considered as one of its main current weaknesses**, especially compared to other competitive institutions like UofT, which has a more aggressive approach in terms of advertising and communications. **The results presented in the table support this observation since awareness of UofT is greater than that of McGill in all regions surveyed, except Quebec.**

There are also interesting differences by region regarding **prospective students' top 3 most known Canadian universities**:

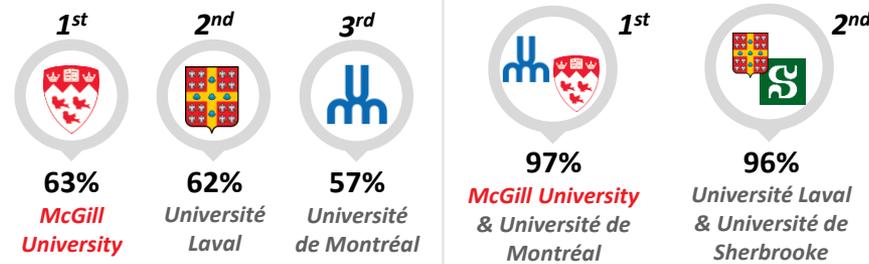


Top 3 most known Canadian universities among PROSPECTIVE STUDENTS

Unaided awareness	CAN students			International students				
	QC	GTA	West	N-Y	Chicago	Tex.	Calif.	UK
University of Toronto	13%	79%	52%	7%	9%	3%	4%	25%
McGill University	60%	35%	38%	4%	3%	1%	1%	5%
University of BC	7%	36%	67%	2%	2%	3%	2%	9%

Aided awareness	CAN students			International students				
	QC	GTA	West	N-Y	Chicago	Tex.	Calif.	UK
University of Toronto	53%	97%	89%	62%	59%	57%	61%	80%
University of Ottawa	76%	84%	73%	45%	36%	42%	36%	50%
McGill University	95%	91%	82%	47%	29%	26%	28%	10%

Top 3 most known Quebec universities among the Quebec BUSINESS COMMUNITY



When **thinking about universities** located in Quebec, **McGill University** and **Université Laval** are top-of-mind for the **Quebec business community**. Results also show that unaided awareness of McGill is significantly higher among companies whose official language is **English**, and among those located in **Montreal CMA**.

Aided awareness of universities is nearly universal among all companies, with **McGill University** once again ranking first.

3. Opinion of McGill

OPINION OF UNIVERSITIES LOCATED IN CANADA/QUEBEC (Targets 1, 4)

Top 3 best Canadian universities among PROSPECTIVE STUDENTS
(those who know the university)

<p>% of <i>very good</i> opinion</p> <p>1st</p> <p>58% McGill University</p>	<p>2nd</p> <p>47% University of British Columbia</p>	<p>3rd</p> <p>46% McMaster University</p>
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There are also interesting differences by region regarding **prospective students' top 3 most known Canadian universities in terms of overall opinion:**

	QC	🇸🇪	ROC	🇨🇦	USA	🇺🇸	UK	🇬🇧
McGill University	65%		62%		43%			65%
University of British Columbia	22%		59%		43%			37%
McMaster University	23%		53%		40%			50%

Results are **similar** for **prospective students** and **parents of prospective students: McGill ranks first in terms of opinion** (62% among parents), with a significant gap for the second-ranking university (McMaster with 48% among parents). The only difference between both is that Queen's University replaces UBC in the top 3 for parents.

Interestingly, **prospective US students and parents of prospective students** tend to be less divided in their opinion of the various universities under review, suggesting a **more open-mind towards all Canadian institutions**.

McGill ranking first in terms of good opinion among those who know the university is in line with what was heard in the alumni focus groups: wherever you go, **McGill is synonymous with competence, respected degree and credibility**.

That being said, although **people seem to have a very good opinion of McGill, it may be based on a long-standing reputation** that is not necessarily up to date. According to a few alumni in the focus groups, **the brand itself needs to be refreshed: McGill needs to get out there and show the world what McGill is today**.

Top 3 best Quebec universities among the Quebec BUSINESS COMMUNITY
(those who know the university)

<p>% of <i>very good</i> opinion</p> <p>1st</p> <p>60% McGill University</p>	<p>2nd</p> <p>53% Université Laval</p>	<p>3rd</p> <p>47% Université de Sherbrooke</p>
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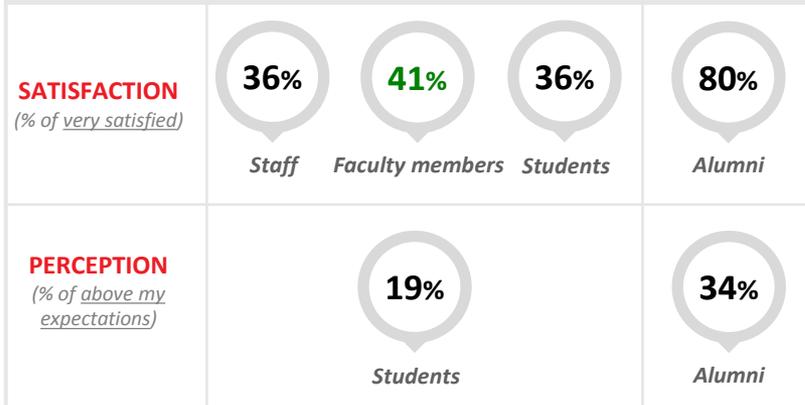
Companies have the **most positive opinion of McGill**, with **Université Laval ranking second**, as was the case for unaided awareness. In terms of the **best university according to perceived overall value of its degrees**, McGill University is **also number one**, outranking all other universities.

Once again, **perception of McGill** is even more positive among English companies, which indicates the relevance for McGill to do more work on its **image within the Francophone community**.

4. Satisfaction and Emotional Connection to McGill



SATISFACTION AND PERCEPTION OF THE OVERALL EXPERIENCE AT MCGILL (Targets 2, 3)



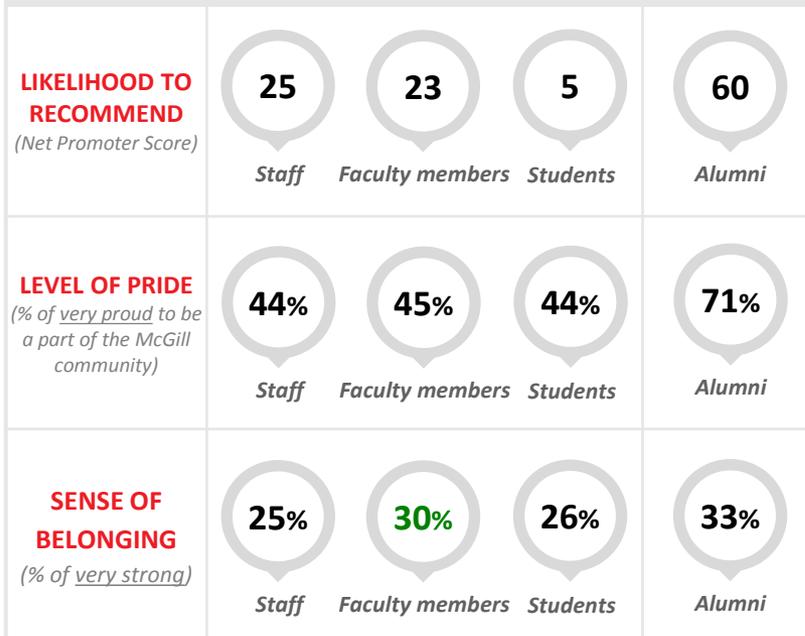
Within the entire McGill community, **faculty members seem to be the most pleased** about their experience: a significantly higher proportion are “*very satisfied*.” As for **alumni**, who are nearly all satisfied with their overall experience at McGill, the **vast majority** think that it is **heading in the right direction** (89%) and that it is **better today compared to 10 years ago** (78%).

Regarding **perception** of their overall experience at McGill, once again, **alumni** provided higher scores than **current McGill students**. This makes sense since students have a very different perception of their studies when they are in the middle of them, compared to when they have completed their degree.

There are also relevant differences **by region** regarding **alumni satisfaction and perception** of their overall experience at McGill:

Among alumni	QC	ROC	USA	EU	ROW
Satisfaction	78%	84%	82%	79%	78%
Perception	30%	34%	49%	42%	50%

EMOTIONAL CONNECTION TO MCGILL (Targets 2, 3)



Compared to alumni, McGill’s community does not seem very inclined to recommend the institution. However, it should be noted that the **NPS is higher among those within the community who work for McGill**. Results for level of pride as well as sense of belonging also prove that **alumni are obviously better brand ambassadors**.

As seen in the focus groups with alumni, if **pride associated with being part of the McGill community** seems very **strong across the entire network** (mainly because of McGill’s reputation), **not everyone feels strongly about their sense of belonging towards the institution**. **The more currently involved alumni are with McGill today**, whether by volunteering, mentoring, engaging in social activities or events or serving on boards or committees, **the stronger their attachment and sense of belonging**. As mentioned previously, when it comes to choosing a university, alumni are a **valuable network** for McGill to maximize the brand’s influence with positive word of mouth and referencing. Based on this perspective and following discussions during the focus groups (both with alumni and prospective students), **maintaining the alumni network** (via personalized and effective communications as well as relevant activities in several regions) is a **key element**.

There are also interesting differences **by region** regarding the **alumni’s connection to McGill**:

Among alumni	QC	ROC	USA	EU	ROW
Net Promoter Score	57	61	64	66	61
Level of pride	68%	69%	81%	74%	78%
Sense of belonging	33%	30%	37%	41%	45%

5. Perception of McGill

MAIN CRITERIA WHERE MCGILL PERFORMS BEST (Targets 1, 2, 3)

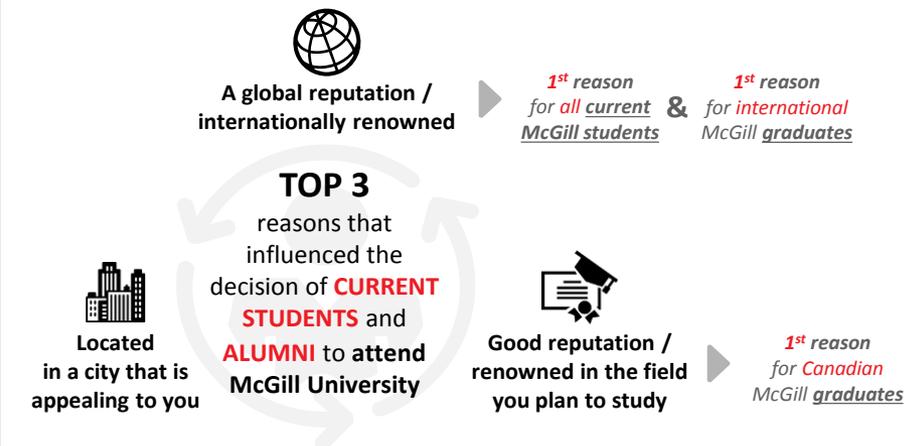
Criteria for which each target gave a higher score (out of 10) than the average for all criteria	Prospective students	Parents of prospective students	McGill students	McGill alumni
A global reputation	#1	#1	#2	#1
Reputation as a top research university	#2	#3	#3	#4
Renowned in your field of study	#3	#2	#4	#3
Employability after graduation	#6	#5	#6	#5
Great campus environment	#8	#8	#7	#9
Opportunity to learn/improve a new language	#4	#7		
Quality of teaching	#5	#4		#7
Diversity of student body	#7		#5	#8
State-of-the-art technology in classrooms/labs	#9	#6		
Located in a city that is appealing to you			#1	#2
Admission criteria (process to get accepted)			#8	#10
Competitive tuition fees			#9	#6
Hands-on learning/internship programs		#9		
Great social life			#10	
Cost of housing off-campus			#11	
Average (out of 10) for all criteria surveyed	7.6	8.0	6.5	7.2

Everyone sees McGill as having an excellent reputation, whether at an international level, in several fields of study, in research or even with employers. During the focus groups conducted with both prospective students, McGill was even called the “*Harvard of Canada*” by some prospective international students. Besides reputation, all targets also agree that McGill provides a great campus environment. Since these elements are all criteria that were/are important for all targets when choosing their university and where McGill performs best, they should be a priority in McGill’s future communications.

However, obvious differences were highlighted during the focus groups among prospective local students and international students. While Montreal students mostly associate McGill with its main educational language, English, international students associate it with the City of Montreal. While McGill’s language of education is considered as a barrier for some French-speaking students in Montreal, international students consider the predominant use of the French language in Quebec as part of the experience they seek when they go abroad.

Among all targets, parents of prospective students seem to have the best perception of McGill since they gave higher scores to all of the elements surveyed (average: 8.0/10).

MAIN REASONS FOR CONSIDERING/ATTENDING MCGILL (Targets 1, 2, 3)



The fact that all of McGill’s programs are offered in English had a “major positive impact” on the decision to attend McGill for nearly three-quarters of students (72%), a proportion that decreases to 58% for those whose first language is French. On the other hand, being aware that students have the right to submit written work in French had a “major impact” on only 8% of all students, but nearly a quarter of francophone students (24%).

According to alumni from the focus groups, if McGill’s reputation was the main driver behind their decision to go to McGill, it is also something they have benefited from during the course of their career. McGill’s name allowed them to be respected for their degree, gain instant credibility with others and be considered as well-educated.



It should be noted that many of the prospective students met during the focus groups in Montreal said they would not attend McGill University because they have the perception that it is very difficult to be accepted into a program, given its competitive environment. Furthermore, many of them have the perception that the tuition fees at McGill are higher than elsewhere.

6. McGill Brand & Image

MAIN UNAIDED ASPECTS THAT DISTINGUISH MCGILL FROM OTHER UNIVERSITIES (All targets)

Among PROSPECTIVE STUDENTS & PARENTS	"Reputation"	QC (both) "Reputation"	ROC (students) (parents) "The City of Montreal" "Reputation"	International (both) "Good university"
Among MCGILL COMMUNITY	"Good reputation"	Staff "Quality of research"	Faculty members "Quality of research"	Students "Good reputation"
Among MCGILL ALUMNI	"International reputation"	"The City of Montreal"	QC "Good reputation"	ROC / USA / EU / ROW "The city of Montreal"
Among the Quebec BUSINESS COMMUNITY	"Reputation"	French-speaking companies "Reputation"	English-speaking companies "Programs offered"	

These results from the quantitative surveys are **strongly correlated** with the **top 3 reasons** that influenced the decision of McGill's current students and alumni to attend the institution: **global reputation, reputation in the field of study** and **location in an appealing city**. Thus, these are **important aspects** on which McGill should focus its efforts to attract new students.

Apart from its global reputation and the City of Montreal, **McGill's other key strengths, according to focus group alumni** are the overall **quality of education** (faculties, programs, teaching), the **student body**, the **multicultural environment**, the **campus environment** and the **recognition of McGill's degrees in the industry**.

Focus groups conducted in Montreal with prospective students revealed interesting distinctions between Montreal universities. If **McGill** rhymes with **academics, Concordia**, its major competitor for English students, rhymes with **social life**. In terms of programs, "*Concordia (JMSB) is commerce and McGill leans towards science.*" Some perceive **UdeM** as being **more accessible** based on the R Score, and others perceive **UQAM** as a university with **lower tuition fees**, compared to McGill. It should also be noted that many local students mentioned the **JMSB COOP program as a big advantage** for Concordia.

MAIN PERSONALITY TRAITS TO DESCRIBE MCGILL (Targets 1, 2, 3)

	Prospective students	Parents of prospective students	McGill community	McGill alumni
International	✓	✓	✓	✓
Renowned	✓	✓	✓	✓
Leader		✓		
Smart	✓			
Competent		✓		
Performance-driven			✓	
Humble			✓	
Approachable			✓	
Old-fashioned	✓	✓		
Inaccessible	✓	✓		✓
Snobbish	✓	✓		✓
Messy	✓	✓	✓	✓

MOST appropriate traits →

← **LEAST** appropriate traits

It should be noted that the **McGill community** seems to have a different opinion of traits that **LEAST** describes McGill, excluding "**messy**." While other targets also agree that "**snobbish**" and "**inaccessible**" do not describe the institution, the McGill community considers that terms like "**humble**" and "**approachable**" do not correspond to McGill. Furthermore, McGill staff members specifically consider that "**conservative**" is one of the **MOST** appropriate traits to describe McGill.

MAIN ATTRIBUTES THAT MAKE MCGILL UNIQUE (Targets 1, 2, 3)

TOP 3 attributes that help McGill differentiate itself from other academic institutions	Prospective students	Parents of prospective students	McGill community	McGill alumni
McGill is one of Canada's top universities	1	1	1	2
McGill provides very high-quality education	2	2		
McGill's degrees are respected and recognized around the world	3		2	1
McGill's degrees are valued by top employers		3		
McGill has a unique history, punctuated with great discoveries and achievements for nearly 200 years			3	3

7. Donation Process

MOST IMPORTANT CRITERIA WHEN CHOOSING TO MAKE DONATIONS TO AN ORGANIZATION (Targets 3, 4)

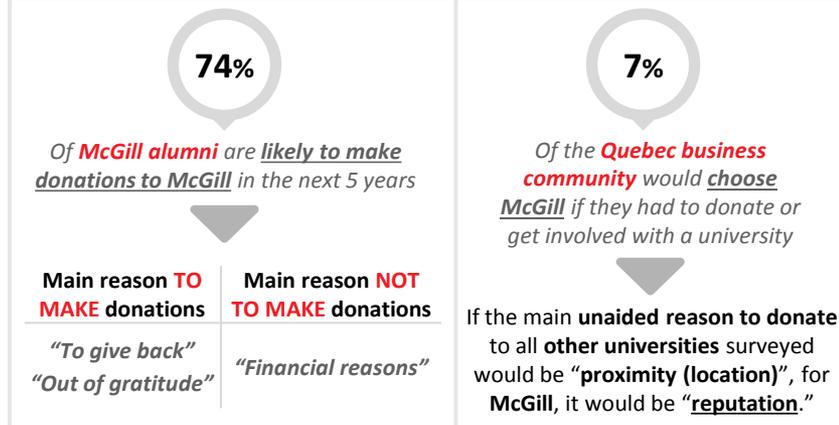
AMONG MCGILL ALUMNI	AMONG THE BUSINESS COMMUNITY
#1: Having a concrete idea of what the organization will do with the donations received (knowing the impact of your gift)	#1: Giving to an organization that benefits the local community
#2: Reputation of the organization / organization I feel I can trust	#2: Having a concrete idea of what the organization will do with the donations received (knowing the impact of your gift)

Having a concrete idea of what the organization will do with the donations received seems to be of major concern for both McGill alumni and Quebec businesses.

For instance, during the focus groups held with alumni in Montreal, many of them said they would be more inclined to donate to McGill if they were presented with a clear and concrete project that could be used for their donations.

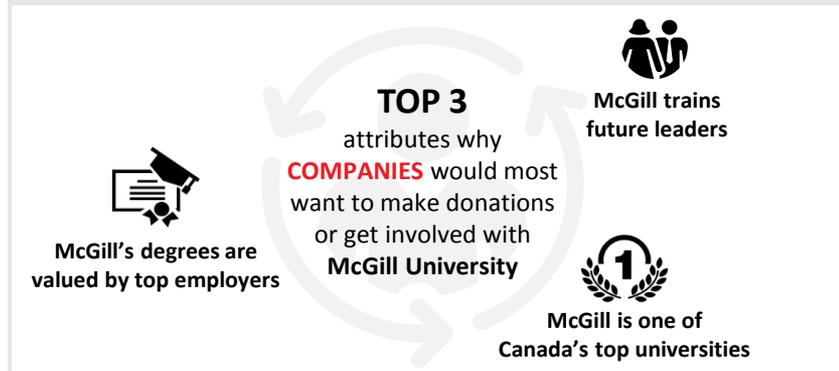
Others also proposed a more personalized approach when McGill asks them for contributions: "In the newsletters, McGill should use terms like "we need your help" instead of just announcing the possibility of volunteering."

MAIN REASONS FOR MAKING DONATIONS TO MCGILL (Targets 3, 4)



It should be noted that a sense of belonging towards McGill is also a powerful driver when it comes to willingness to make donations or gifts to the university, as seen with alumni during the focus groups. Results also showed that alumni are more inclined to support McGill when they are solicited for a specific project rather than McGill as a whole, and when they know their gifts will directly impact students. Both quantitative and qualitative studies with alumni also revealed that the area alumni are most interested in when it comes to a charitable donation to McGill is funding scholarships/bursaries.

Although McGill University ranks first in terms of opinion and the perceived value of its diplomas among the Quebec business community, it is not among the top-of-mind universities when it comes to choosing a university to donate to.



MAIN CAUSES OR CHARITABLE FIELDS OF INTEREST (Targets 3, 4)



Making donations is by far the FIRST way both McGill alumni and Quebec businesses contribute to an organization or cause

Regarding donations made to organizations in the past few years, **higher education** (including funding for research) comes in **fifth place** among both McGill alumni and the Quebec business community. Top priority causes for both targets are as follows:

AMONG MCGILL ALUMNI	AMONG THE BUSINESS COMMUNITY
#1: Healthcare/medicine or healthcare advocacy	#1: Community service/benefit (hunger relief, job training, child welfare, etc.)
#2: Community service/benefit (hunger relief, job training, child welfare, etc.)	#2: Healthcare/medicine or healthcare advocacy

8. McGill's Clientele (Student Segmentation)

THE CAREERIST: 21% (of all McGill students)

Focused and determined, these students decided to enroll in university mainly because obtaining their degree was a requirement for what they want to do in life. Having a great professional career is very important to them, and consists of their main motivation to attend university. Less likely to get involved in social activities or student associations, their emotional connection to McGill is lower compared to other students. They seek to obtain their degree as quickly as possible. This segment is overrepresented among Medicine students and those attending the School of Continuing Studies.



This segment is overrepresented among:

- Gender: Female
- Age: Older students
- Type of degree: Continuing Studies
- Faculty: Medicine
- Ethnicity: -
- Citizenship: Canadian students

THE ACHIEVER: 12% (of all McGill students)

These students are driven by the achievement of success, both academically and professionally. Obtaining a degree is necessary for what they want to do in life, and they hope to graduate with honors as quickly as possible. A great deal of importance is given to the recognition of peers and family, and they value prestige, advancement, material benefit and security more than other students. Less likely to get involved in social activities or student associations, their emotional connection to McGill is lower than other segments. To them, McGill is a gateway to a successful future.



This segment is overrepresented among:

- Gender: -
- Age: Younger students
- Type of degree: -
- Faculty: Engineering
- Ethnicity: Non-Caucasian
- Citizenship: -

THE INDEPENDENT: 26% (of all McGill students)

These students are mainly characterized by their need for independence: they value having the freedom to make their own decisions and they do not mind working on their own. This is in line with their main motivations to attend university: they seek personal challenges, perfecting their knowledge in a field they are passionate about and self-improvement / fulfilment more than other students. They attend university first and foremost for themselves, to live THE experience, and not because it is mandatory or a requirement for what they want to do in life.

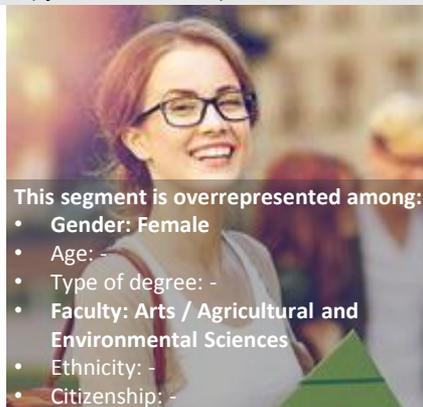


This segment is overrepresented among:

- Gender: -
- Age: Younger students
- Type of degree: Undergraduate
- Faculty: Arts / Sciences
- Ethnicity: -
- Citizenship: International students

THE ALTRUIST: 18% (of all McGill students)

For these students, attending university is not just about their personal experience. Of course, they like to learn and they seek the pursuit of knowledge and self-actualization, but they are also motivated by helping others and giving back to society more than other segments. They usually care for others and the quality that make this segment stand out from their fellow classmates is definitely how much they value social engagement. If their emotional connection towards McGill is qualified as average, they are more inclined to get involved in student associations. Social life is important to them.



This segment is overrepresented among:

- Gender: Female
- Age: -
- Type of degree: -
- Faculty: Arts / Agricultural and Environmental Sciences
- Ethnicity: -
- Citizenship: -

THE SOCIABLE: 23% (of all McGill students)

These students love university and part of that experience is meeting new people and getting involved in social activities and student associations. They are looking to live the typical college experience, and that implies making the most out of the campus life. Overrepresented among students from the Faculty of Management, they aim for success and value qualities like leadership, team membership, risk-taking and prestige more than the average student. Attending university was some kind of a dream for them, and that may explain why their emotional connection to McGill is so strong.



This segment is overrepresented among:

- Gender: Male
- Age: Older students
- Type of degree: Continuing Studies
- Faculty: Management
- Ethnicity: -
- Citizenship: -

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