

The Project of Marketing Communication Activities of Faculty of Management and Economics in Zlín for Bosnia and Herzegovina

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I. Theoretical part

- Compile the theoretical information about marketing communications.

II. Practical part

- Analyze relevant current performances of Faculty of Management and Economics in Zlin.
- Prepare the project of marketing communication activities for Bosnia and Herzegovina.
- Submit the project to risk and cost analysis.

Conclusion

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ABSTRAKT

Fakulta managementu a ekonomiky je součástí Univerzity Tomáše Bati ve Zlíně - vcelku mladá vysoká škola, která aktivně buduje svou pověst v zahraničí, jelikož si obě instituce velmi cení internacionalizace, které již vstoupily na konkrétní mezinárodní trhy.

Fakulta managementu a ekonomiky ve Zlíně měla uspokojivý počet zahraničních studentů z Bosny a Hercegoviny. V současné době ale tato instituce nemá žádnou marketinkovou komunikaci směrem k bosenskému trhu.

Tato diplomová práce je projektem marketingové komunikace Fakulty managementu a ekonomiky ve Zlíně, aby mohla úspěšně vstoupit na bosenský trh. Projekt se skládá z několika fází realizace, mimo jiné časové analýzy, analýzy rizik a potenciální partnerství v cílovém trhu.

Klíčová slova: marketingové komunikace, integrované marketingové komunikace, vysokoškolské vzdělávání, internacionalizace, Bosna a Hercegovina

ABSTRACT

Faculty of Management and Economics is part of Tomas Bata University - young university that is actively building its reputation within national borders and abroad. As both institutions highly value internationalization, they have already entered specific international markets.

So far, Faculty of Management and Economics had satisfactory number of international students from Bosnia and Herzegovina. Currently, this institution doesn't have any marketing communications activities toward Bosnian market.

This Master thesis develops marketing communications project for Faculty of Management and Economics in order to successfully enter Bosnian market. Project is consisted of several implementation phases, as well as time analysis, risk analysis and potential partnership in target market.

Keywords: marketing communications, integrated marketing communications, higher education, internationalization, Bosnia and Herzegovina

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INTRODUCTION

Globalization and development in technology affected organizations worldwide and their activities and performances. In addition to commercial companies, higher education institutions have also left their national borders and entered global market. Internationalization in higher education has been accompanied by continuous mobility of students, professors and employees. Bologna process has unified education systems worldwide and increased effect of internationalization.

This Master thesis analyzes theoretical background of marketing communications and integrated marketing communications, as well as marketization of higher education and current trends.

Faculty of Management and Economics in Zlín has been focused on its internationalization since its establishment. Throughout the years, many international students from all over the world have graduated at Faculty of Management and Economics.

Currently, department of International Relations of Faculty of Management and Economics is implementing several projects in order to attract international students. So far, Faculty of Management and Economics and Tomas Bata University have only had indirect cooperation with Embassy of the Czech Republic in Bosnia and Herzegovina.

The aim of this Master thesis is to analyze Bosnian higher education system, as well as current performances of Faculty of Management and Economics and its potential competitors in order to create relevant marketing communications activities for successful entrance to Bosnian market.

The project of this Master thesis will set marketing and communications goals that should be achieved after the project implementation. Specific marketing tools and project phases will be defined. Eventually, project timeline and potential risks will be analyzed and monitoring and controlling activities will be suggested.

I. THEORY

1 MARKETING COMMUNICATIONS

There is no universal definition of marketing communication, but many marketing experts have shared their interpretations of this subject.

According to Fill and Jamieson (2006) marketing communication is a management process through which an organization seeks to engage with its various audiences. In another book, Fill (2006) explains that marketing communications can be used to engage audiences both intellectually and emotionally. To accomplish this, the organization develops, presents and evaluates a series of messages, which it sends to and receives from its different audiences. The objective of this process is to (re)position the organization and its offerings in the minds of particular audiences and in doing so encourage the development of relationships that are of mutual value.

In the past, marketing communications had different names, such as 'advertising' or 'promotion', but today those terms evolved into 'marketing communications'. Because of this, advertising and promotion are often misused as synonyms of marketing communication.

What we consider advertising today is different of what it used to be two decades ago. Advertising is only a part of marketing communications, therefore it cannot be considered as an alternative. As for the usage of term 'promotion', some authors still consider it to be interchangeable term for marketing communications, as both of them are part of marketing, while others think that marketing communications is much broader term and that distinction is inevitable. Today, word 'promotion' is also used in marketing term 'sales promotion', and sometimes it represents its shorter version, which might easily confuse the user.

Marketing communications is also sometimes expressed as 'corporate communication'. Corporate communication is considered as a wider term because it involves other communication than marketing communications, such as company's communication with its employees, shareholders, etc. This distinction is made by the content, not by the method of communication.

For companies communication has transformed from 1-way to 2-way context with customers/end users as active participants. Instead of short-term communication goals, companies are focusing more and more on long-term relationship with their customers.

Customers are now in the center of attention, they are more important than any traditional marketing campaign or business strategy. With the help of globalization and progress in technology, they are able to see and hear everything and for organizations worldwide this might be either great opportunity or deadly threat.

Consumers are not likely to come flocking to new products and services unless they are aware of them.

Therefore, marketers must consider how to communicate the value of a product and/or service—or more specifically, the value proposition—to the target market (Grewal and Levy, 2014).

Companies engage daily with their target audiences in order to successfully implement their business and communication goals. Fill (2009) explains that engagement refers to the use of communication tools, media and messages in order to captivate an audience, often achieved through a blend of intellectual and emotional engagement or stimulation. The ultimate goal of engagement is to develop a dialogue between company and audience, that will end in purchase of product or service and develop positive relationship with end users. This dialogue or engagement represents an exchange, whose effectiveness determines whether the purchase will be repeated. According to Fill (2006), for dialogue to occur, therefore, there must first be interaction, and it is the development and depth of the interaction that leads to meaningful dialogue. The rise and significance of direct marketing is a reflection of the way many organizations seek to encourage dialogue with particular audiences.

Therefore, company's willingness and ability to use communications nowadays is directly connected with the implementation of its business and profit goals.

According to Shimp (2010) marketing communications is a critical aspect of companies' overall marketing missions and a major determinant of their successes or failures.

Fill (2009) explains that marketing communications represents a set of three elements: tools, media and messages. Five principal marketing communications tools are: advertising, public relations, sales promotion, personal selling and direct marketing. Media represents the means by which advertising and marketing communication messages are conveyed. Message, as the third element of marketing communication, represents the final communication output that company is sharing with its audience.

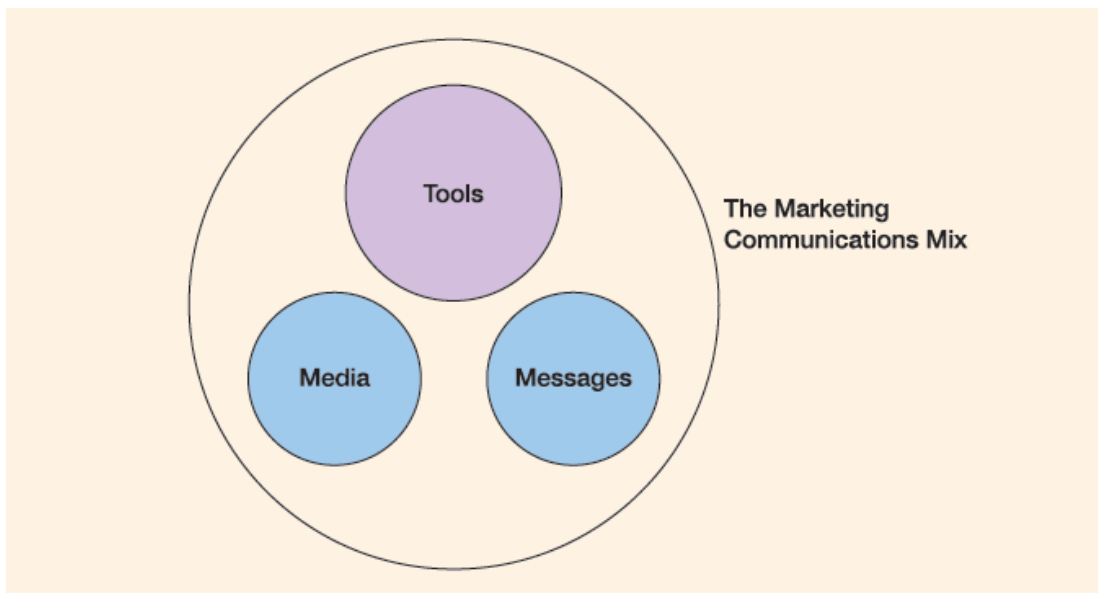


Figure 1: A traditional model of the marketing communications mix (Fill, 2009)

2 INTEGRATED MARKETING COMMUNICATIONS

After understanding the meaning of the term ‘marketing communications’, it becomes much easier to understand the concept of ‘integrated marketing communications’.

Simplest definition of the IMC describes it as the management process of integrating all marketing communications activities across relevant audience points to achieve greater brand coherence (Pickton and Broderick, 2005).

According to Schultz and Schultz (2004) early moves toward integrating business activities were made soon after World War II. The need for effective global communications grew, and companies started to successfully overcome geographical, cultural and internal boundaries. These activities were mainly present in Europe and Japan. Gradually, integrated business activities influenced America.

Firstly introduced in 1950s by Jerome McCarthy, 4 Ps represent theoretical base for almost all marketing concepts. IMC became legitimate marketing approach at the end of 20th century.

Through time and history, many definitions of IMC have been created. As time passed, definitions were upgraded continuously and they extensively evolved compared to the early beginnings of IMC.

In 1989, the American Association of Advertising Agencies (AAAA) defined IMC as a concept of marketing communication planning that recognizes the added value of a comprehensive plan that evaluates the strategic role of a variety of communication disciplines and combines these disciplines to provide clarity, consistency, and maximum communication impact (Percy, 2008).

Thirteen years later, in 2002, Tom Duncan explained IMC as a process for managing the customer relationships that drive brand value. Particularly, he called it a cross-functional process for creating and nourishing profitable relationships with customers and stakeholders by strategically controlling or influencing all messages sent to these groups and encouraging data-driven, purposeful dialogue with them (Pickton and Broderick, 2005).

Philip Kotler, worldwide famous marketing author and guru, defined IMC in 2003 as a way of looking at the whole marketing process from the viewpoint of the customer. Only few years earlier, in 1999, he defined it as the concept under which a company carefully integrates and coordinates its many communications channels to deliver a clear, consistent and compelling message about the organization and its products (Percy, 2008).

'IMC encompasses a variety of communication disciplines – advertising, personal selling, sales promotion, public relations, direct marketing, and online marketing including social media – in combination to provide clarity, consistency, and maximum communicative impact. Instead of consisting of separated marketing communication elements with no unified control, IMC programs regard of the firm's marketing communications elements as part of a whole, each of which offers a different means to connect with the target audience. This integration of elements provides the firm with the best means to reach the target audience with the desired message, and it enhances the value story by offering a clear and consistent message.' (Grewal and Levy, 2014)

'It is a new way of looking at the whole, where once we saw only parts such as advertising, public relations, sales promotion, purchasing, employee communication, and so forth, to look at it the way the consumer sees it – as a flow of information from indistinguishable sources.' (De Pelsmacker, Geuens and Van der Bergh, 2010)

In the early age of IMC the biggest focus was on the process of planning. Although planning is still very important for successful implementation of any IMC strategy, in last decade companies are emphasising more the concept of 'customer relationships'.

'IMC is all about *planning* in order to deliver a *consistent message*.' (Percy, 2008)

Percy (2008) also explains that research published in UK magazine Marketing Week in 2002 showed that there is a link between IMC and increase in sales, market share, and profit.

And yet, although it is found to be the most effective communication approach, not many companies decide to adapt and use the IMC. Pickton and Broderick (2005) think that this happens due to companies' ignorance, unwillingness and inertia, and partly due to the sheer difficulties of achieving true integration. This approach has been recognized mostly by fast moving consumer goods companies whose markets expanded on a global scale.

2.1 Synergetic Effect of IMC

Traditional marketing communications strategies have been focused mainly on products and customers, while delivering generalized messages through mass communication. In comparison, Fill (2006) defines modern approaches as personalized customer-oriented and technology-driven, referring to IMC. According to this, IMC contains added value compared to the traditional marketing communications.

Concept of added value can be explained through the combination of different communications instruments that used to stand independently in traditional approach. Their combination/integration creates 'synergetic effect', which produces greater results in company's communication efforts and sales (profit).

Pickton and Broderick (2005) describe synergy as the $2+2=5$ phenomenon, explaining that by bringing together different marketing communications instruments, the resulting 'whole' is more than the simple sum of its parts. Companies should also be aware of the 'negative synergy' or lack of integration of marketing communications instruments, which at the end might create counter-productive results.

As for the service industry, which will be analyzed further in the text, synergy with its homogeneous approach and consistency adds tangibility to service offerings.

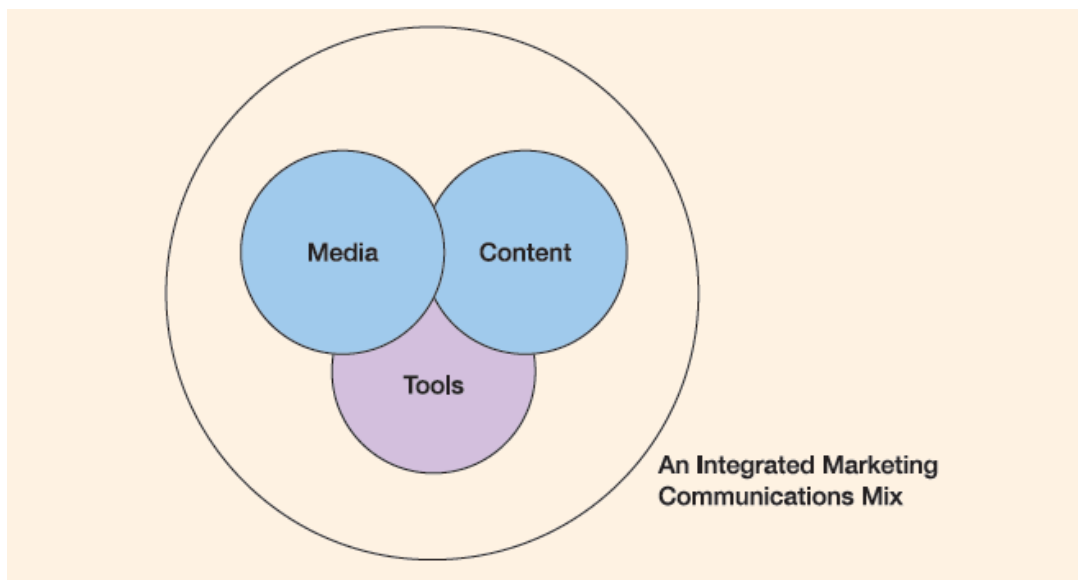


Figure 2: A contemporary model of communications mix (Fill, 2009)

2.2 Benefits of IMC

As widely used and legitimate marketing approach, IMC brings many benefits to companies who decide to go for its adoption and implementation. Besides financial benefits, IMC enables companies to consider and reach all target audiences, while encourages them to use individual and one-to-one communication.

Pickton and Broderick (2005) attribute the synergetic benefits of integrations to 4Es and 4Cs of IMC.

The 4Es of IMC represent:

1. ENHANCING – improve; augment; intensify
2. ECONOMICAL – least cost in the use of financial and other resources; not wasteful
3. EFFICIENT – doing things right; competent; not wasteful
4. EFFECTIVE – doing the right things; producing the outcome required; not wasteful

On the other hand, 4Cs of IMC are:

1. COHERENCE – logically connected; firmly stuck together
2. CONSISTENCY – not self-contradictory; in agreement, harmony, accord
3. CONTINUITY – connected and consistent over time
4. COMPLEMENTARY COMMUNICATIONS – producing a balanced whole; supportive communications

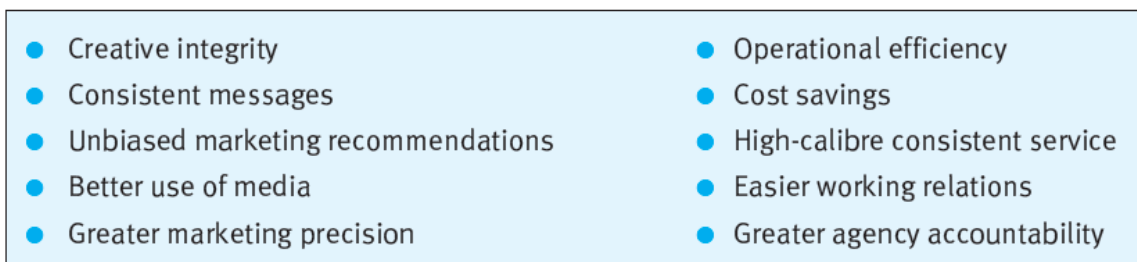


Figure 3: Benefits of integrated marketing communications (Pickton and Broderick, 2005)

2.3 Drivers of IMC

Shultz and Shultz (2004) define drivers of IMC as major global trends in marketing history. They based their definition on three shifts that occurred in the mid-1980s: development of digital technology, development and usage of brands and branding as competitive tools and globalization.

Technology gave the companies the ability to get closer to their customers. Rapid change and development of technology allowed them to finally understand profiles of their end-users. Later on, digital marketing was introduced as a consequence of increased usage of information technology and it became one of the most important marketing communications tools.

Continuous innovation and understanding of market demands used to be enough for creating the desired competitive advantage. But, as more and more companies understood the value of innovation, competition started to grow rapidly. New form of competition advantage evolved – brand. Brand used to be only the identifier of certain product or service, but due to competition growth it became strong marketing tool. Although branding is an intangible asset, companies realized that it brings great value to them, both financial and perceptual.

The third factor, globalization, allowed companies to expand their markets and to reach new customers. World became a market and the need for new communication strategies arose. In process of internationalization, companies have to decide whether to standardize or adapt their communication messages.

Shimp (2010) explains that there has been a reluctance to change from single-function model where organizations used to handle different communication tools through different units due to managerial parochialism and fear of budget cutbacks. Managerial parochialism can be explained as state of mind, where one person or department has a perspective strictly focused on a smaller sections, rather than on a wider context.

2.4 The Communication Mix

‘For any communications campaign to succeed, the firm must deliver the right message to the right audience through the right media, with the ultimate goal of profiting from long-

term customer relationships rather than just short-term transactions.' (Grewal and Levy, 2014)

Elements of communications mix are actually marketing communications tools already mentioned in the previous pages. Through time and development of technology, new elements have been added to the mix, and they adopted two dimensions, online and offline.

Grewal and Levy (2014) divide elements into four quadrants:

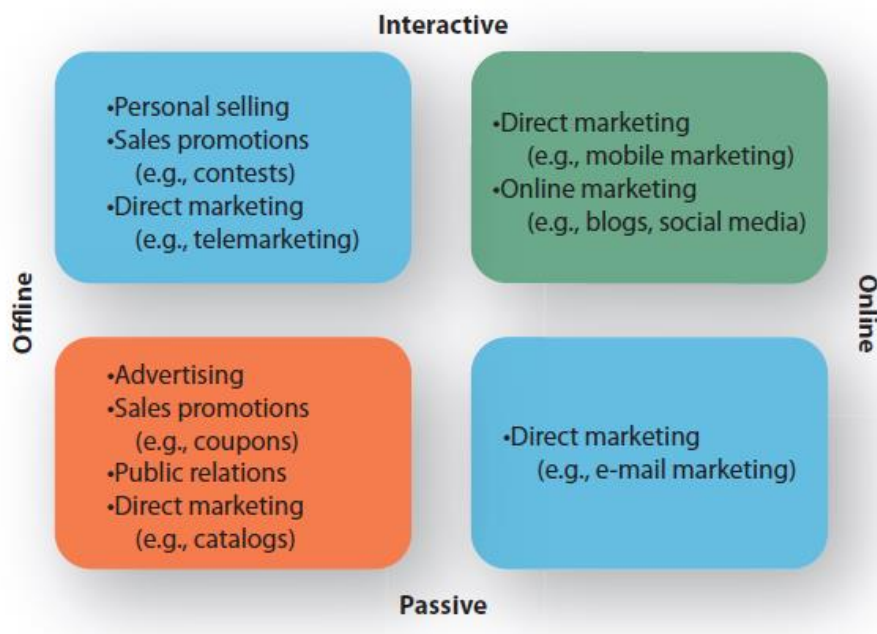


Figure 4: Elements of an IMC strategy (Grewal and Levy, 2014)

The elements are shown on two axes: passive and interactive (from the consumer's perspective) and offline and online.

2.4.1 Advertising

Advertising is the most visible one of all the elements of communications mix. Grewal and Levy (2014) define advertising as placement of announcements and persuasive messages in time or space purchased in any of the mass media by all types of organizations who seek to inform and attract target markets.

Advertising is very effective tool for creating awareness for company's offerings. It used to be passive and offline element, but recently it entered online platforms.

2.4.2 Public relations

Public relations represent a function within the company that manages its communication with its audiences or stakeholders. Public relations are a tool for achieving business objectives, building a strong image and brand, issuing press releases and handling crisis communications.

2.4.3 Sales promotions

Sales promotions represent sales-stimulating programs, such as coupons, free samples, contests, loyalty programs, point-of-purchase displays, etc. Companies usually use sales promotions in combination with other marketing communications tools, for example advertising or personal selling.

Durability of the purchase effect created using sales promotions depends on the chosen method. For instance, free samples and point-of-purchase displays are used to generate short-term sales. On the other hand, usage of contests and loyalty programs are usually incorporated into the company's customer relationship management (CRM) programs, therefore its effect is usually long-term relationship with customers.

2.4.4 Personal selling

Personal selling is the oral presentation and demonstration of products or services in order to influence buyer's purchase decision. It usually represents two-way communications flow, i.e. buyer is active participant.

The cost of personal selling is usually high, but due to its effectiveness it is a profitable tool for companies.

2.4.5 Direct marketing

As it might be derived from its name, direct marketing is a tool for creating direct communication with target audience in order to receive feedback or stimulate purchase.

Catalogs, telemarketing and mail represent traditional methods of direct marketing, while methods such as e-mail and mobile marketing are formed parallel with the development of technology. The major difference is that e-mail and mobile marketing allow companies to target their marketing communications messages to specific individuals/customers at very low cost, or no cost at all.

2.4.6 Online marketing

Today, still many small companies are trying to avoid usage of online marketing. But, it won't take long until any company who might benefit from going online, does it. Online marketing provides interactive communication with different stakeholders, using different media vehicles, such as websites, blogs and social media.

Companies use websites to provide all necessary information for their customers and prospects, to develop two-way communication with them, and eventually to build their brand image. Very often websites represent companies' online stores, where customers can finish their purchases in only few steps.

According to Grewal and Levy (2014) blogs contain periodic posts on a common webpage. Usually blogs communicate trends, announce special events, create positive word-of-mouth, allow companies to create two-way communication with their customers, and eventually blogs help to build long-term relationships between companies and customers.

Social media is the newest trends within biggest global companies. Marketing managers are still shocked by the power of social media. The three most popular social media channels are Facebook, Twitter and Youtube.

2.5 Principles of IMC

The point of integrating marketing communications lays in becoming necessary part of customers' and prospects' daily lives. In order to successfully implement their IMC strategies, companies should follow certain principles in order to stay on track with their strategic and communications goals.

According to Moriarty, Mitchell and Wells (2012) there are ten principles of IMC. They are:

1. *Everything communicates.*
2. *A brand is unified vision and a complex system.*
3. *Brand relationships drive brand value.*
4. *Integration equals integrity.*
5. *People automatically integrate brand messages and experiences.*
6. *Stakeholders overlap.*

7. *All contact points deliver brand messages.*
8. *Strategic consistency drives synergy.*
9. *You can't be integrated externally if you are not integrated internally.*
10. *Integration happens when what your brand says matches what it does and what other say about it.*

Whatever company does - sends a message. Even when company doesn't do anything, it sends a message to its stakeholders. Understanding what drives brand value and how important is synergy, makes it easier for companies to be consistent in presenting messages that correlate with their missions and goals.

2.6 Communication process

As it was already mentioned, communication process traditionally used to be one way process, where companies were sending their information and messages to target audience without creating any relationships with them.

Grewal and Levy (2014) define following components of communication process:

1. **The Sender** - The message originates from sender, who must be clearly identified to the intended audience.
2. **The Transmitter** – Usually marketing department in the company or external agency have the role of transmitter, where they receive the information and transform it to suitable form.
3. **Encoding** – Encoding is the process of converting sender's ideas into visual/verbal message.
4. **The Communication Channel** – The communication channel is the medium, which is the carrier of the message, such as print media, online media, etc.
5. **Decoding** – Decoding is the process of customer's interpretation of sender's message.
6. **Noise** – Noise is any disturbance or interference that affects communication process.
7. **Feedback Loop** – After the message has been sent and received, customer is informing sender whether the message was decoded properly through purchase, complaint, compliment and so forth.

It is important that sender adjusts the message according to the medium used and target group, because interpretations of message might differ.

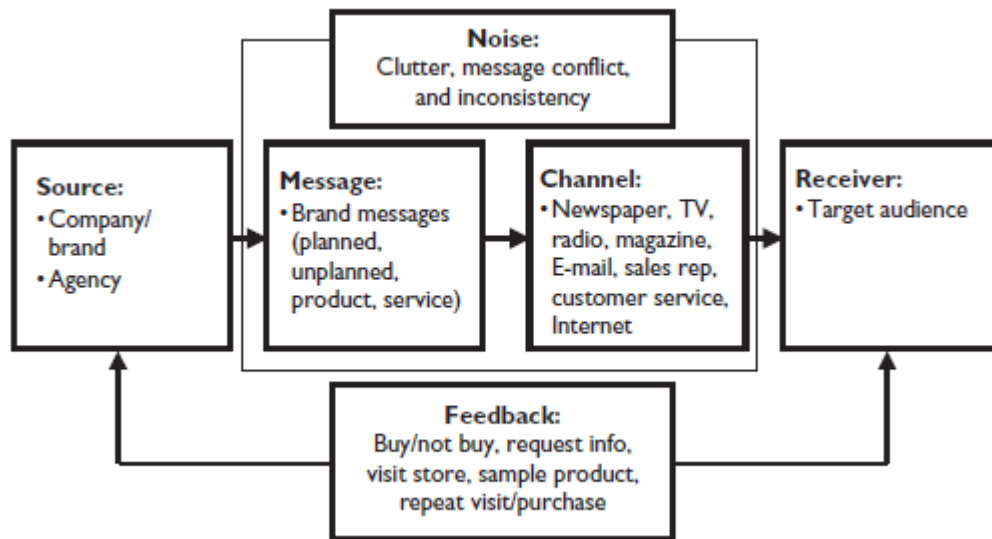


Figure 5: Traditional outbound marketing communication model (Shultz and Shultz, 2014)

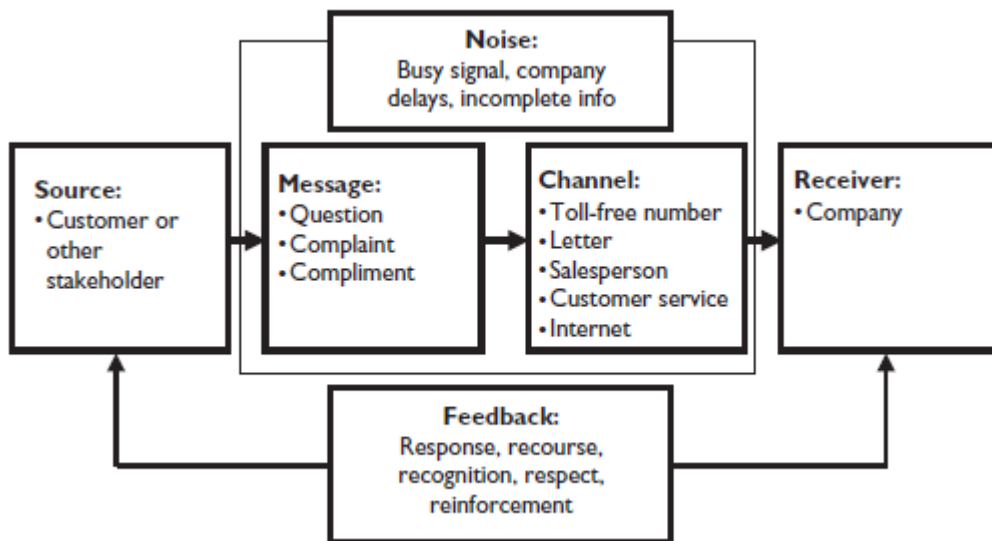


Figure 6: Customer-initiated inbound communication model (Shultz and Shultz, 2014)

Shultz and Shultz (2014) explain the difference between the traditional outbound marketing communication model and customer-oriented inbound communication model.

Latter is focused mainly on the customer, who is the initiator of the communication process. Customer's questions and complaints are processed through new forms of channels which results with the feedback provided by company, who is in this case the receiver of the message.

2.7 How consumers perceive communication / Consumer decision making

After being exposed to the marketing communication message of the company, it usually takes several steps before customer takes any action. Sometimes there is no direct connection between marketing communication message and customer's purchase decision.

Throughout the development of marketing communications, several models of consumer's perception and purchase decision have been identified.

2.7.1 The AIDA Model

The most commonly used is the AIDA model, which suggests that that A stands for attention, I for interest, D for desire and A for action. According to Moriarty, Mitchell and Wells (2012) this concept was first mentioned around 1900 by and advertising pioneer St. Elmo Lewis. Often AIDA model is also referred to as **hierarchy of effects** model. At each stage, consumer decides whether to go to the next step in the process.

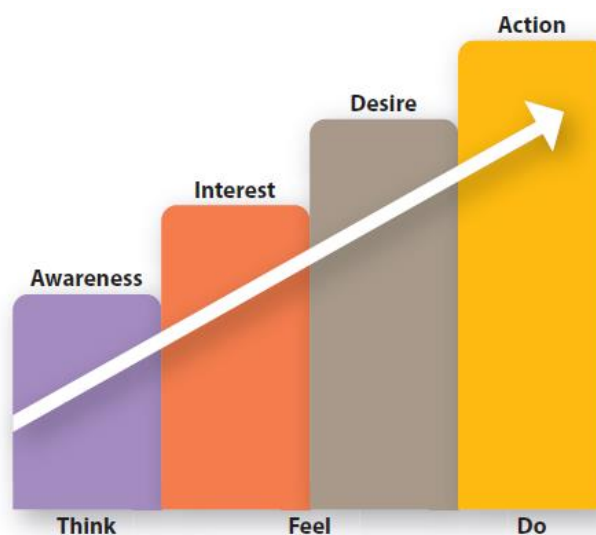


Figure 7: The AIDA model (Grewal and Levy, 2014)

2.7.2 Think/Feel/Do

According to Moriarty, Mitchell and Wells (2012) Think/Feel/Do model was developed in 1970s by FCB advertising agency. It was developed as a strategic planning tool, explaining that advertising motivates people to **think** about the message, **feel** something about the brand, and then **do** something, i.e. make some action.

This model also argues that sometimes consumers do not follow the exact order of steps of AIDA model. Grewal and Levy (2014) explain that for instance, if the consumer makes an impulse purchase, he/she may 'feel' and 'do' before he/she 'thinks'.

2.7.3 Domains

The third approach for explaining consumers' perception and action based on marketing communication messages according to Moriarty, Mitchell and Wells (2012) is Moriarty's domains model. It is based on the idea that messages have simultaneous impact on consumer, unlike previous two approaches who defined it through several steps. **Perception, learning and persuasion** are three key effects or domains of this approach.

Moriarty, Mitchell and Wells (2012) also explain that the idea is that a message can engage consumers' perceptions (attention, interest), educate them (think, learn), and persuade them (change attitude and behavior) all at the same time.

Sometimes there is delayed response to a marketing communication messages – consumers don't act immediately. This is referred to as **lagged effect**. Consumers usually need several exposures to advertisement to fully process its message. Therefore, lagged effect has to be considered in the measurement of marketing communication effects.

2.7.4 Opinion leaders

Fill (2006) explains that the term 'opinion leader' has been identified for the first time in 1955 by Katz and Lazerfeld as an individual who is predisposed to receive information and then reprocess it to influence others. Very often opinion leaders are more persuasive and have more influence than messages received by mass media. Opinion leaders are usually the same social class as target audience, but may be more appreciated within the group/class.

3 MARKETIZATION OF HIGHER EDUCATION / MARKETING COMMUNICATIONS IN HE

3.1 Overview of HE Sector

Business organizations are not the only ones affected by factors of change. Higher education institutions (HEIs) have suffered as well, and in order to stay competitive on the market, they needed to change their strategic and marketing approach.

Nicolescu (2009) explains that changes, such as privatization, diversification, internationalization, decentralization, and increased competition in higher education are common to most countries and attributes these changes to be driving forces for the marketization of higher education.

In the last decade, students have changed the way they choose their HEIs due to the easy information gathering and internet possibilities. Increased competition threatens the survival of some institutions, but no matter how many resources these institutions have, identification of students' needs and provision of higher quality is crucial for attracting prospectus students.

According to Duarte and Alves (2010) it is expected that the competitive scenario will become even more unpredictable and intense in the future, as a consequence of Bologna Convention and harmonization of academic programs.

Ramachandran (2010) considers HEIs to be sources for developing a knowledge society, with their role of serving the community, engaging in research activities, teaching students, and equipping them with useful knowledge and skills.

Maringe and Gibbs (2009) share the view that HEIs have the obligation to reflect on the values of their host communities and through their own autonomy, offer students the choices associated with the development of the authentic, autonomous decision-makers.

The sector of higher education is specific for two reasons. First, HEIs are usually non-profit organizations, which differentiate their marketing concepts from regular business sector, where the primary goal is profit. Second, higher education is a service; therefore marketing of services should be applied for successful implementation of marketing and strategic goals.

3.1.1 Internationalization of HEI

It has been estimated that more than 1.6 million students study outside of their home countries, with more than 547,000 studying in the USA. (Hemsley-Brown, Oplatka, 2006)

The number of students enrolled in higher education outside their country of citizenship has risen dramatically from 0.6 million worldwide in 1975 to three million in 2007, and the number of international students is estimated to reach eight million by 2025. (Maringe, Foskett, 2010)

Globalization is deeply incorporated into the higher education sector. It has affected the number of students, profile of students, quality of programs, diversity of teaching staff, etc. On the other side, internationalization is a key strategy response to the globalization and its influence.

Maringe and Foskett (2010) define internationalization as the integration of an international or intercultural dimension into the tripartite mission of teaching, research and service functions of HE.

These two concepts are not synonymous but they might be considered as two sides of the same coin due to their common characteristics.

Most universities worldwide operated primarily inside of their national borders, and respected the rules of educational systems within their countries. But, with the time, they realized the opportunity globalization has given them, and decided to 'go global'.

The major advantage of globalization in educational systems is mobility; mobility of students, teachers, knowledge, etc. Beside the mobility, universities are able to look for financial support worldwide, which eventually helps them to be more competitive and more successful.

On the other hand, the biggest disadvantage of globalization is risk of failing. The pressure of globalization and internationalization is very high, and institutions should be aware that if they fail to integrate their activities and provide high quality service, it might influence greatly their outcomes and existence.

The global higher education market is not homogeneous; it is characterized by its diversity compared to the home market of the HEI. Competitors are entering the global market all

the time, both from home market and international markets, which brings higher risks, but at the same time, better opportunities.

3.2 Integrated Marketing Communications in Higher Education

Institutions of higher education have always been engaged in marketing practices, they only used different terms, such as admission or recruitment. Although their scope was different from today's practices, the goal was the same.

Development of the technology has narrowed the visibility gap, providing potential students the ability for thorough research about HE opportunities by themselves, which makes them more sophisticated than they used to be.

In the increasingly competitive HE market, HEIs need to enhance their coordination of their marketing communication programs and develop a strong emotional bond with the potential users of their services.

According to DePerro (2006) integrated marketing is said to strengthen the core messages of the institution and create an environment that is focused on achieving the goals set out in its vision. In order to be perceived as a relevant choice in minds of their target markets', HEIs have to invest all their efforts to create healthy organizational environment that understands and accepts the integration of their marketing activities. By integrating their marketing communications programs, HEIs could benefit with greater productivity within recruitment, retention and organizational development.

3.2.1 Should students be considered as customers?

Throughout the history of marketing in HE, there has always been a debate on should students be considered as customers or not. The major argument for not treating students as customers is that HEIs are not like any other services providers. There is a big difference between marketing in HE sector and marketing in the commercial sector. What HEIs offer is highly intangible and many marketing activities from commercial sector may not apply for the HE sector.

Kotler and Fox's 'Strategic marketing for educational institutions' from 1985 is considered to be the official beginning of studies on marketing and marketing activities in HE.

According to Kotler and Fox (1985) students were defined as ‘products’ while employers were the customers. Later on, Kotler and Fox (1995) use only the term ‘customer’ to define students, staff, faculty, alumni, donors, etc.

On the other hand, Ramachandran (2010) argues that institutions develop their brand and increase student loyalty by providing high quality education, which might not necessarily be a consequence of treating them as customers or considering them as raw materials for products developed for industry.

Therefore, HEIs should use student centric approach and proactive marketing activities in order to address students’ needs, rather than identifying business strategies to sell their products/services.

Although students, employers and society are the most important target markets of HEIs, there are many more social groups that should be taken into consideration while developing academic programs, strategies, goals, etc.

Kotler and Fox (1995) used the term ‘public’ to describe a person or group that has actual or potential interest in or effect on the institution and demonstrated 16 major publics, individuals or groups (See Appendix P I). Later on, term ‘public’ evolved to term ‘stakeholder’. Shin (2013) explains that there is a mutual benefiting between the organization and stakeholders, which influences and restricts dynamic relationship.

Kantanen (2007) defines other stakeholders as parents, government and other funding bodies, quality assurance agencies and professional bodies.

Each of the above-mentioned stakeholders has different perception and view of quality, depending on their specific needs.

What is very specific for the modern consumers, in this case stakeholders, is that they are not dependent on organizations to provide them necessary information. Another specificity in HE and crucial difference from the commercial sector is that students are only one time consumers, i.e. there is no repeated purchase of the service.

Nicolescu (2009) argues that the privatization of HE and increased competition at institutional, national and international level require the adoption of more market oriented and business like forms of operation within HEIs.

3.2.2 Marketing activities in HE

After analyzing the process of marketization of HE, international presence of HEIs and usage of IMC in HEIs, it is necessary to analyze activities companies should undertake in order to fulfill their goals.

Marketing departments in many organizations are becoming more and more important, and with the time they are being accepted as equally important parts of the organization as for example, finance department or sales department. It is crucial for every company that relies on its marketing activities that all parts of that company understand and share values delivered by marketing department. Moore (2004) explains that many administrators, deans and department chairs did not like the language of marketing, but eventually they were forced to surrender to a new set of marketing demands.

Therefore, the change deep within the organization must be implemented. According to Horrigan (2007) a cultural change is needed at institutions of higher education before a strategic marketing communication program can be developed.

Today, many institutions understand the need for modern marketing communication and usually are willing to change their traditional approach of recruitment, admission and communication with both prospective students and enrolled students. DePerro (2006) explains that prerequisite for successful marketization of HEIs is the examination of students' decision-making and search for information.

The examination can be done using both secondary and primary data, where surveys, interviews and social media represent best sources for gathering necessary information. Universities should take seriously every direct contact with their prospective students, whether it is the career-fair, conference, exhibition, open day, or any other occasion. Also, universities should be aware of the importance of having open-armed and marketing oriented front-row staff at students' affairs office, because they represent first contact and create first impression for any prospective student.

It is also necessary to provide transparency of information about entry criteria, tuition fees, potential costs, program offerings and possible career opportunities, accreditation details, recognition of diploma, etc. Also, as all universities provide the same service, knowledge, it is necessary to develop specific competitive advantages in order to differentiate themselves.

As mentioned above, services marketing principles apply to HE. In the case of services, both internal and external marketing are equally important, and both eventually influence

students' satisfaction. In order to be successfully responsive to needs and wants of prospective students, HEIs have to apply relationship marketing approach.

As for the internationalization and marketing approach for international context, universities have to develop long-term strategies and goals, where they adjust their local marketing activities to global market. In modern era, the major concern of HEIs should be social media promotion and development of positive word-of-mouth.

According to Niemann, Crystal and Gobler (2003) IMC assumes that customers base their decisions on their perception of reality, rather than on reality itself. Communication professionals need to deliver consistent image of the brand using the right channels that reach potential students. IMC activities of marketing departments can only influence and control a fraction of the impressions that students receive about the institution, but yet, if handled correctly, planned outcome might be reached.

It follows that educational marketing is an indispensable managerial function without which the HEI could not survive in its current competitive environment (Hemsley-Brown, Oplatka, 2004).

4 COMPARISON OF MARKETING APPROACHES IN COMMERCIAL SECTOR AND HE SECTOR

Many marketing and marketing communications differences and similarities between higher education sector and commercial sector have been stressed and highlighted in the theoretical part. The table below represents a spreadsheet with the comparison of commercial and higher education sector.

Table 1: Comparison of marketing approaches in commercial sector and HE sector (own source)

HIGHER EDUCATION SECTOR	COMMERCIAL SECTOR
HEIs are usually non-profit organizations whose main goal is knowledge provision for the community.	Companies are profit organizations with all activities directly connected to the achievement of the main goal – gaining profit.
Higher education is a service (intangible, perishable, inseparability, variability, simultaneity); therefore HEIs should use marketing of services.	Companies offer both products and services, therefore their marketing approach differs.
Both HEIs and companies have to carry out marketing research in order to create effective marketing messages and define further activities.	
Shift from traditional marketing approach to modern consumer marketing approach is very slow due to different focuses of administration.	Most companies are continuously adapting to the most recent marketing practices.
Marketing communications activities are infrequently used; usually during the recruitment period by more developed institutions.	Marketing communications is integral part of all business activities, whether it is sales-oriented, promotion-oriented, community-oriented, etc.
Both HEIs and companies understand the value of internationalization and try to use advantages of globalization.	

HEIs are delivering marketing communications messages with low or no level of manipulation of the target market.	Manipulating target markets in order to achieve business goals is common in commercial sector.
HEIs are addressing students' needs and wants in their marketing approach.	Companies are more focused on business strategies for the implementation of profit goals.
Students are only one-time consumers, and university choice is lifetime decision for them, which highly affects marketing approach of HEIs.	Purchase of products/services of companies is usually repetitive action; therefore companies need to attract their customers over and over again.

Marketing and marketing communications activities of HE and commercial sector highly differ, although they are based on same marketing principles. HEIs are more student-oriented, while commercial organizations are more profit-oriented. Therefore, as they have different goals, their actions also differ.

II. ANALYSIS

The first part explained theoretical concepts of marketing communications and integrated marketing communications, as well as their usage by higher education institutions. Theoretical background represents base for further analysis, which will be made in this part.

Analysis is consisted of two parts: **situation analysis** and **recommended project**.

Firstly, situation analysis focuses on current market situation of the HE in Bosnia and Herzegovina. The goal of this part is to provide insights and information about historical background, relevant institutions, academic programs, etc. This analysis will also include comparison of HE in Bosnia and Herzegovina and HE in Czech Republic. Further, current performances, strategies and services of Faculty of Management and Economics will be analyzed. Eventually, target market will be identified, as well as potential competitors. Therefore, situation analysis is consisted of:

1. Market analysis
2. University analysis
3. Student analysis
4. Competition analysis

Finally, after gathering all necessary information, project of marketing communications activities of Faculty of Management and Economics for Bosnia and Herzegovina will be developed with separately identified goals, marketing tools, project phases, costs, implementation period and potential risks.

5 MARKET ANALYSIS

5.1 Education system in Bosnia and Herzegovina

5.1.1 History

Education in Bosnia and Herzegovina dates many centuries ago. First HEI in Bosnia and Herzegovina has been school of Sufi philosophy (Ottoman Law School), established in 1531 by Gazi-Husrev bey. Many other religious schools have developed over time. In 1887, when Bosnia and Herzegovina was under the Austro-Hungarian Empire, Sharia Law School was established with a five-year program. University of Sarajevo, successor of Ottoman Law School, today biggest university in the country has been modernly incarnated in 1949.

5.1.2 Governance of the Higher Education

The political situation and structure in Bosnia and Herzegovina is very complex as the country is still in the post-war period, and therefore the regulation of education system is different within the country. Political structure of the country is divided in three levels: state, entity (two entities) and cantons (10 cantons in only one entity). There is no ministry dealing with education on the state level. The authority and governance of HE is transferred to entity level. In Republic of Srpska education is regulated by Ministry of Education, while in other entity Federation of Bosnia and Herzegovina authority is transferred to the third level, cantons. Each canton has its own Ministry of Education, who regulates only its canton unit's HE and HEIs. Ministry of Civil Affairs at the state level is in charge of coordinating higher education activities between two entities. Division of education regulating institutions, as well as all others in Bosnia and Herzegovina, leads to high decentralization and high administration costs. In addition, there is no legislation, nor procedural mechanism that ensure the homogeneity of academic standards. HE in Bosnia and Herzegovina faces many governance and coordination problems.

Higher education in Bosnia and Herzegovina is regulated by the Framework Law on Higher Education, which was adopted in July 2007. The law follows the framework of the Bologna process.

5.1.3 Higher Education Institutions

There are 113 public and private institutes of higher education and 4 religious institutes (Educational Country File, 2008).

Public higher education system in Bosnia and Herzegovina comprises from eight universities and two colleges. In the Republic of Srpska, there are two universities: University of Banja Luka and University of East Sarajevo. In the Federation of Bosnia and Herzegovina (FB&H) 5 out of 10 cantons have universities: University of Sarajevo, University of Tuzla, University of Mostar, University 'Džemal Bijedić' Mostar, University of Bihać and University of Zenica. These eight universities are comprised of more than 90 faculties.

There are 22 private HEIs in Bosnia and Herzegovina and the Law on Higher Education treats both public and private institutions equally.

According to National Tempus office (2012), in the academic year 2009/2010 there were 105 137 students enrolled in 43 higher education institutions in Bosnia and Herzegovina including 24 universities, 17 colleges and 2 private faculties. 99 218 students were enrolled in universities, 4773 in colleges, and 1146 in religious faculties.

Studying at public university is free with administration fee around 50 euros. Usually each faculty sets its own quota for regular students (full-time) who do not pay any additional fees and regular self-financed students (full-time) and distance learning students (part-time) who pay 200-1000 euros per 1 academic year (Nezavisne novine, 2010).

5.1.4 Degree Programs

As a result of adoption of Bologna process in Bosnia and Herzegovina higher education is organized and divided almost the same as in other European countries. Majority of HEIs in Bosnia and Herzegovina are using ECTS credit system. Higher education is implemented through three cycles of academic programs, i.e. Bachelor's, Master's and Doctoral programs.

Bachelor's studies last 3-4 years and encompasses between 180 and 240 ECTS. After completion of exams and other obligations, students need to defend Bachelor thesis in order to finish the first cycle. Next cycle, Master's program lasts 1-2 years with 60-120 ECTS. Master's program is finished after Master thesis defense. Finally, Doctoral studies provide 180 ECTS and the duration of this cycle is 3 years and it finishes with the defence of Doctoral dissertation.

5.1.5 Admission Requirements

Everyone who wants to enroll at HEI needs to have completed 4 years of high school/secondary school and to pass entry exam in case it is provided by the HEI. Entrance exam is the most common method of ranking and accepting students, although some institutions use only the grades from secondary education as an enrollment requirement.

5.1.6 Internationalization of Higher Education in Bosnia and Herzegovina

The above-mentioned Ministry of Civil Affairs of Bosnia and Herzegovina is regulating body responsible for international cooperation of HEIs at state level. Some of the activities of the Ministry are promotion of cooperation between Bosnian and foreign HEIs, promotion of the mobility of students and staff, etc. Public and some private universities participate in projects of international exchange. Tempus program and Erasmus Mundus program are the most common projects implemented at higher education level. All universities have International Relations office which is in charge of providing necessary information for students, implementing exchange projects and events, promoting the mobility of students, and many other activities related to the internationalization of higher education in Bosnia and Herzegovina. Since 2007, Bosnia and Herzegovina has become a member state of Central European Exchange Program for University Studies (CEEPUS). The major activity of CEEPUS is creation of international networks and joint programs all over the Europe. The aim of the CEEPUS project is rapprochement of Eastern and South Eastern Europe to Central Europe. This program is also present and implemented in the Czech Republic.

Table 2: HEIs with highest participation under TEMPUS IV (2008-2012) (National Tempus office, 2012)

Institutions	Total	Number of projects	
		JP	SM
UNIVERSITY OF BANJA LUKA	27	17	10
UNIVERSITY OF SARAJEVO	25	17	8
UNIVERSITY OF TUZLA	19	11	8
UNIVERSITY OF MOSTAR	18	8	10
UNIVERSITY OF EAST SARAJEVO	12	5	7
UNIVERSITY OF ZENICA	11	3	8
DZEMAL BIJEDIC' UNIVERSITY OF MOSTAR	10	3	7
UNIVERSITY OF BIHAC	8	2	6

5.1.7 Trends and Challenges

Reforms of higher education in Bosnia and Herzegovina are necessary as many other reforms in its legislation. The reforms should be implemented according to objectives of Bologna process. Some of the necessary activities are development of quality assurance

mechanisms, modification of rules on diploma and diploma supplement, bigger focus on internationalization strategies, recognition of exchanges and study documents acquired abroad, modernization and innovation of education system, and many others. There is no appropriate model for financing the accreditation of HEIs in Bosnia and Herzegovina, due to the lack of relevant law. Therefore, solving this issue happens to be one of the main challenges that HEIs face in the following period. Another challenge for HEIs and entire education system of Bosnia and Herzegovina is solving the problem of decentralization of governance in HE and creating environment for better coordination between different cities, cantons and entities.

According to the current political and legal situation in Bosnia and Herzegovina, it is difficult to believe that any reforms will be implemented in the near future.

5.1.8 Comparison of Education Systems in Bosnia and Herzegovina and Czech Republic

History

Compared to the education system in Bosnia and Herzegovina, higher education in Czech Republic dates back 600 years ago. Czech King and Roman Emperor Charles IV founded a university in 1348 in Prague, which is considered to be the oldest academic institution in Czech Republic and Central Europe. It is now called the Charles University. Because of this university, Czech Republic became an important and reputable European centre of culture and education. Second university established in this area was in Olomouc in 1573.

Governance of Higher Education

Czech Republic is more developed country than Bosnia and Herzegovina with stable political and economic environment. Ministry of Education, Youth and Sports is the central governing body for education at the state level in Czech Republic.

Higher Education Institutions

Unlike Bosnian division of HEIs into public and private, HEIs in Czech Republic are divided into state, public and private institutions. The public and private HEIs are under the responsibility of the Ministry of Education, Youth and Sports, while state institutions are under the responsibility of the Ministry of Defence and the Ministry of the Interior.

As Czech Republic is geographically bigger and has around 6,6 million people more than Bosnia and Herzegovina, bigger number of HEIs is expected. Specifically, Czech Republic has 26 public HEIs, 44 private HEIs and 2 state HEIs with overall number of 369 307 students (Study in the Czech Republic, 2013).

Public universities are more respectable in both Bosnia and Herzegovina and Czech Republic. Tuition fees for private HEIs in Bosnia and Herzegovina vary from 1950 to 8500 euros, while private universities in Czech Republic charge significantly less - between 2000 and 3000 euros per academic year.

Degree Programs

There is a significant difference between duration of studies in these two countries. The only difference in Bachelor's degree programs is necessary final examination in the Czech Republic. Compared to Bosnia and Herzegovina, duration of Master's degree program in Czech Republic is usually 1 to 3 years, where students are able to get 60-180 ECTS credits. In order to complete Master's program, students are obliged to take final state examination and present and defend their Master's thesis. The length of Doctoral degree programs is 3 to 4 years and Doctoral degree program is completed only after completing state Doctoral examination and publicly presenting and defending dissertation (Doctoral thesis), which has to be published.

However, there is no final state examination at HEIs in Bosnia and Herzegovina. Students can take state exams after completion of their studies if there is a need for it.

Admission Requirements

Completion of secondary education is also a requirement for entering Bachelor's degree program in Czech Republic. But, secondary education in Czech Republic finishes with the 'maturita' exam, which is a prerequisite for the university enrollment.

Prerequisites for the admission to Master's and Doctoral programs are the same as in Bosnia and Herzegovina.

5.2 Pestel Analysis of Bosnia And Herzegovina

5.2.1 Political Environment

Generally, political situation in Bosnia and Herzegovina is very unstable. War in the 90's (1992-1995) in Bosnia and Herzegovina divided country into two entities and strained relations between three major ethnic groups: Bosniaks, Croats and Serbs. As a result, political parties and ideologies coincide with ethnical and religious divisions. This brings more instability as politicians manipulate political orientation of people with strict ethnical division and conflict. Therefore, major political parties are focusing more on poor mutual relations, while showing indolence for regulating economy. Bosnia and Herzegovina is demonstrating efforts for accession to European Union, which is often blocked or delayed by disagreements of politicians. Political situation in Bosnia and Herzegovina is regulated by the Office of the Higher Representative (OHR) in Bosnia and Herzegovina, which was created in 1995 after conclusion of the Dayton Peace Agreement.

5.2.2 Economic Environment

Bosnia and Herzegovina is facing problem of still rebuilding a war-torn county on one side, and introducing neo-liberal market on the other side. Bosnia and Herzegovina is a member of CEFTA trade organization. The most important sector of Bosnian economy is service sector, followed by industry and agriculture. Many factories have been demolished during the Bosnian war and have never been renovated. Today, Bosnia and Herzegovina has very high unemployment rate – around 45%, while youth unemployment is 55% (Trading Economics, 2013). However, these numbers don't present the real picture due to the highly developed grey economy. Average net salary in Bosnia and Herzegovina is 411 euros (Institute for Statistics of FB&H, 2014). Overall economic growth of Bosnia and Herzegovina is poor with negative net export. The middle class is disappearing, while there is a big gap between rich and poor.

5.2.3 Social Environment

Population of Bosnia and Herzegovina today is 3.8 million (ABC, 2014). Bosnian war drastically changed ethnic composition and population distribution. Many migrations have led to biggest diaspora in Germany, Sweden and United States. Literacy rate in Bosnia and Herzegovina is 98 %.

Beside poverty and migrations, war has brought depression and PTSD syndrom to Bosnian population. 20 years after the war, society is highly affected by its consequences. One of the consequences is reluctance and laziness of people. National intolerance is also present in daily life accompanied with hatred and conflicts. Religious orientation is very emphasized and three most present religions are Islam, Orthodoxy and Catholicism. As developing country with unregulated system, Bosnia and Herzegovina is facing brain drain of youth population.

5.2.4 Technological Environment

Bosnia and Herzegovina has medium to highly developed information literacy, but lacks technological standards. Emphasis on research and development is very low. The level of technological development in Bosnia and Herzegovina is low compared to developed countries.

5.2.5 Environmental Environment

Ecological legislation of Bosnia and Herzegovina is poor compared to developed countries. Recycling is neglected by authorities with disinterest and lack of awareness of people. Poverty after the war led to illegal constructions which highly affected urbanism of the country.

On the other side, Bosnia and Herzegovina is very enriched with natural resources with many green areas and sources of natural water. Because of this and its multiculturality Bosnia and Herzegovina has always been popular touristic attraction.

5.2.6 Legal Environment

Due to the political and ethnical division of the country, Bosnia and Herzegovina has poor coordination of legal structures of two entities. Many laws have been un-elected because of different political interests. This led to poorly developed legal structure with incomplete implementation of laws.

5.2.7 Conclusion of PESTEL analysis

Recent war has affected all aspects of life in Bosnia and Herzegovina. As time passes, environments are slowly progressing and developing. Political disagreements are the major reason for poor recovery of Bosnia and Herzegovina. Although negative features outweigh positive ones in this analysis, Bosnians are going out of political blindness and are aiming

at peace and prosper on their European path. Saturation of current situation leads to higher tolerance and common desire for better. Many young people decide to work or study abroad through different programs and scholarships, which is highly valued in Bosnia and Herzegovina.

6 UNIVERSITY ANALYSIS

6.1 About the Tomas Bata University (TBU)

Tomas Bata University is young and modern university established on January, 1st 2001 in Zlín. University is named after world-renowned Czech entrepreneur Tomas Bata, who was founder of both Bata company and shoe industry in Zlín. With his vision, ideas and skills, Tomas Bata managed to develop Zlín through infrastructure and education, while building the world base for his global company in the same time.

Tomas Bata University is a bilingual university, with the same importance of both English and Czech language. Currently, TBU has more than 12 600 students, which ranks it among medium-sized universities in the Czech Republic. TBU uses unified credit system (ECTS) which is compatible with other European universities.

TBU offers 100 accredited degree programs with approximately 1/3 of them realized in English and 166 accredited degree courses (TBU brochure, 2013). TBU offers students to study at all three cycles of study (Bachelor's, Master's, Doctoral) at any of its six faculties:

1. Faculty of Management and Economics (FaME)
2. Faculty of Technology (FT)
3. Faculty of Multimedia Communications (FMC)
4. Faculty of Applied Informatics (FAI)
5. Faculty of Humanities (FHS)
6. Faculty of Logistics and Crisis Management (FLCM)

TBU focuses also on the research and development and some of its areas of research have excellent world-wide reputation (polymer engineering, chemistry and technology).

Besides its degree programs, TBU also offers many exchange, sport and extracurricular activities. Staff emphasis is laid upon both theoretical and practical studies, with great respect for students and their opinions.

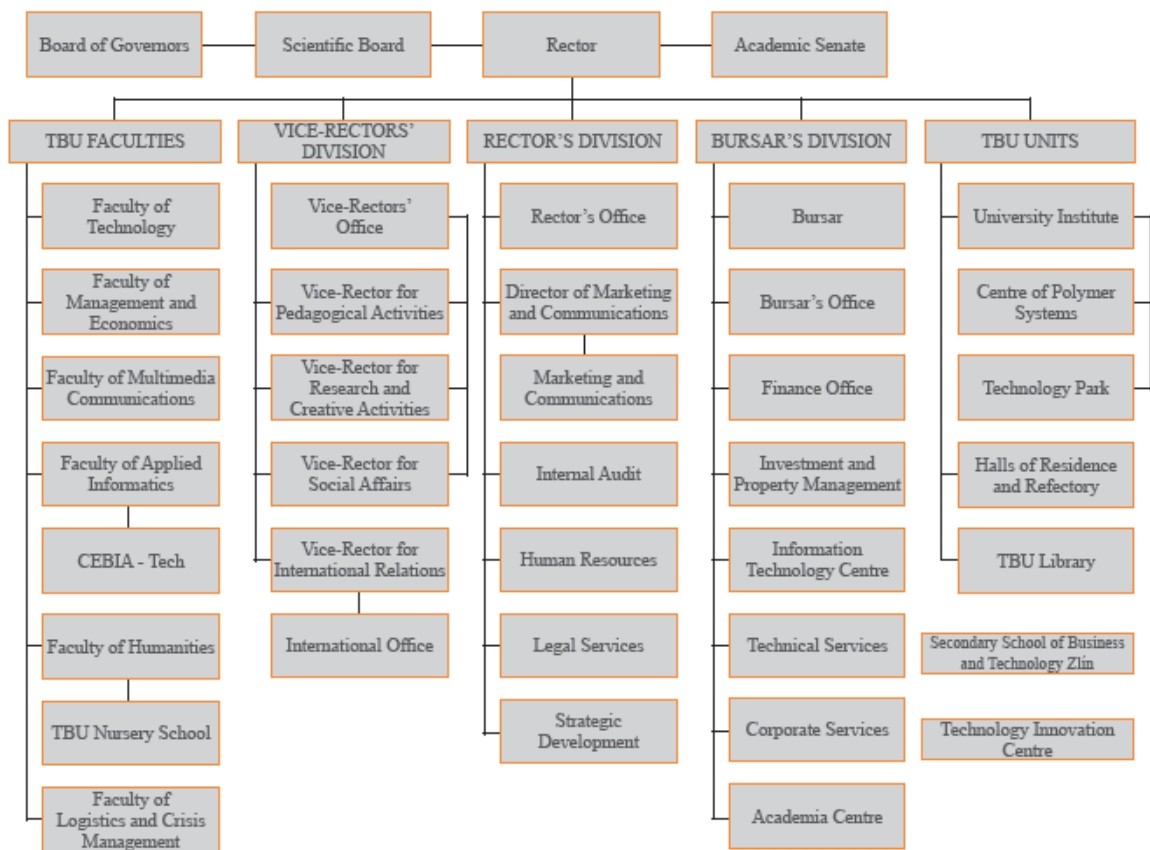


Figure 8: TBU organizational chart (Annual Activity Report, 2011)

TBU is highly centralized university with the great coordination of all institutions.

6.1.1 Mission

The mission of TBU is to develop knowledge, competences and skills, to find new ideas and help to implement them, to serve the society and the individuals, in agreement with the Bata spirit respected at the University (Annual Activity Report, 2011).

6.1.2 Vision

According to the TBU’s Strategic Plan for 2011-2015, vision of the University is to be internationally acclaimed university with significant position in the fields studied, to be able to generate internationally comparable results in Research and Development and innovations and to offer tuition at the internationally recognized standards of higher education.

6.1.3 Admission Requirements of Tomas Bata University

In order to apply for any of degree programs/courses provided by TBU, applicants are required to submit several documents in English. Those are (TBU brochure, 2013):

1. Application Form
2. Diploma and Diploma Supplement (Transcript of Records) of the highest level of education successfully completed
3. Recognition of the Diploma in the Czech Republic
4. CV (Curriculum Vitae)
5. Reference letter(s)
6. International English Certificate (min. B2 level)
7. Other documents + Entrance examination

All applicants are required to cover their tuition fees, medical insurance and visa expenses. Living and travel costs of students are also their liability.

6.2 About the Faculty of Management and Economics (FaME)

According to Tomas Bata University, 2014, the Faculty of Management and Economics (FaME) was established in 1995 when the Institute of Management and Economics separated from the Faculty of Technology, Brno University of Technology. Today, FaME has 3200 students which makes him one of the largest faculties within the University. As TBU, Faculty of Management and Economics offers Bachelor's, Master's and Doctoral studies implemented at a bilingual basis. FaME also offers wide range of work placements and projects for its students, in order for them to be more competitive on the labor market.

FaME understands the importance of scientific research activities and therefore provides facilities and opportunities for its development. FaME established Centre for Applied Economic Research, and organizes projects such as SVOČ competition (Competition for the Best Students' Research and Professional Work) where students are given the opportunity to learn and understand more about scientific research and develop and implement their own ideas in the area of economics and business.

FaME was ranked 8th place in the annual evaluation of economically oriented faculties published by the Economic News daily in January 2014 (Faculty of Management and Economics, 2014). Evaluation encompassed 60 faculties and analyzed categories such as

international involvement, level of applicant's interest in university, teachers, graduates, and research and development. The same evaluation ranked FaME as the third most active HEI in concluding international agreements and partnerships.

6.2.1 Degree Programs in Czech language

Faculty of Management and Economics offers a variety of academic programs, both in English and Czech language.

Programs offered in Czech language are:

Bachelor's Degree

Table 3: Bachelor's degree programs in Czech (Faculty of Management and Economics, 2014)

DEGREE PROGRAM	DEGREE SPECIALIZATION
Economics and Management	Management and Economics
Economic Policy and Administration	Accounting and Taxes
System Engineering and Informatics	Production and Quality

Master's Degree

Table 4: Master's degree programs in Czech (Faculty of Management and Economics, 2014)

DEGREE PROGRAM	DEGREE SPECIALIZATION
Economics and Management	Management and Economics
	Business Administration
	Design Management
	Business Administration (Economics of Tourism)
	Health-care Management
System Engineering and Informatics	Industrial Engineering

Economic Policy and Administration	Finance
	Public Administration and Regional Development
	Public Administration and Regional Development (Financial Control)

Doctoral Degree

Table 5: Doctoral degree programs offered in Czech (Faculty of Management and Economics, 2014)

DEGREE PROGRAM	DEGREE SPECIALIZATION
Economics and Management	Management and Economics
Economic Policy and Administration	Finance

6.2.2 Degree Programs in English

The most important service of every higher education institution is the knowledge they provide to its (potential) students through academic programs they offer.

FaME offers programs in English for international students at all three levels of the academic cycle.

Bachelor's Degree

Table 6: Bachelor's degree programs in English (Faculty of Management and Economics, 2014)

DEGREE PROGRAM	DEGREE SPECIALIZATION
Economics and Management	Management and Economics

Master's Degree

Table 7: Master's degree programs in English (Faculty of Management and Economics, 2014)

DEGREE PROGRAM	DEGREE SPECIALIZATION
Economics and Management	Management and Marketing
	Business Administration
Economic Policy and Administration	Finance

Doctoral Degree

Table 8: Doctoral degree programs offered in English (Faculty of Management and Economics, 2014)

DEGREE PROGRAM	DEGREE SPECIALIZATION
Economics and Management	Management and Economics
Economic Policy and Administration	Finance

Both private and public HEIs in Czech Republic charge tuition fees for all programs offered in English. Tuition fee for Bachelor's and Master's programs at FaME is 2000 euros per academic year, while tuition fee for Doctoral programs is approximately 1875 euros per academic year. Students are able to apply for the reduction of tuition fee to the rectorate and International Office.

After completing studies at FaME, graduates receive Diploma Supplement, which is recognized throughout Europe.

6.2.3 Additional Services

Scholarships and Other Benefits

Full-time students at TBU are offered scholarships and other benefits at various stages of their studies. Scholarships are provided from TBU for best and talented students and students from socially weak families (TBU brochure, 2013). Applicants are assessed by their previous study results and results of their entrance exam, while applicants in financial need have to write a request or provide proof of insufficient family income.

The amount of scholarship for Bachelor's and Master's students is 2400 euros per year, while students of Doctoral programs receive 2880 - 3840 euros per year, depending on their academic performance.

Extracurricular Activities

Throughout time Tomas Bata University has developed excellent infrastructure. Students are able to use modernly furnished library and computer facilities for studying, while there are many sport facilities for students' leisure time. Sport is very important in Zlín and Czech Republic, and therefore many sport groups and clubs are established at university level. Also, TBU often organizes sport competitions and events.

FaME and TBU have good coordination with accommodation facilities in Zlín. International students are usually situated in University's halls of residence with great location and solid service. University offers two refectories and one restaurant for students with menus at very reasonable prices.

Throughout the academic year, University and its faculties organize many cultural events, such as Gala Ball, Christmas Tree Lighting Up, Christmas Party, Rag Day, TBU Freshman Welcome Party, Researchers' Night, BusFest, Miss Academia, etc.

TBU's association, Buddy System, also organizes many social and cultural events specially for international students, as well as many excursions and trips.

6.3 Swot Analysis of TBU and FaME

Before creating and implementing project, it is necessary to get to know both internal and external factors that might influence project's outcome.

6.3.1 Internal Factors

Table 9: Internal factors of SWOT analysis (own source)

STRENGTHS	WEAKNESSES
Highly developed university infrastructure and well-equipped facilities	Young university without established historical significance
High name recognition	Lack of international reputation
International staff (teachers and guest lecturers)	Globally unknown location

Young and dynamic staff	Complicated documents recognition process for Bachelor's program applicants
Constant tendency for improvement of internationalization strategy	Lack of diversity of programs offered in English
Strong and well-developed marketing strategy/approach	High tuition fees
Effective social media presence	Frivolous approach of the academic staff
Proactive participation in national and international partnerships and agreements with HEIs and relevant institutions	Medium to low quality of academic programs provided in English
Diverse offer of projects and extracurricular activities for students	Low percentage of long-term international students compared to the total number of international students
High centralization and coordination of facilities within University	
High technological development and wide range of softwares used and included in curriculum	
Focus on scientific research	
Good national ranking among universities	

Strengths

One of the most important strength of FaME (TBU) is that its infrastructure is highly developed with well-equipped facilities. All facilities of TBU abound with latest technological devices, computer softwares and books which creates motivating environment for its students.

High centralization of TBU and good coordination of facilities creates corporate and marketing advantage for these institutions. It results in integrated marketing approach of all faculties and university, which leads to higher brand awareness and bigger reach of target markets.

FaME already has strong and well-developed marketing strategy, which is a good base for implementation of this project.

Weaknesses

TBU is a young university without established historical significance. It directly affects its reputation in the Czech Republic and abroad. Although name recognition is its strength, TBU's location is globally unknown, which makes it difficult to improve its international positioning.

Another weakness of TBU is its tuition fees for international students. They might be considered high by target market of this project.

6.3.2 External Factors

Table 10: External factors of SWOT analysis (own source)

OPPORTUNITIES	THREATS
Better recruitment outcome as a result of popular social trend of studying abroad	Highly competitive higher education market in Czech Republic
Strategic alliances and partnerships with specific international institutions	Transnational competition due to the globalization effect
Adoption of distance learning method	Downward demographic curve for the target group (18 years youngsters)
Improvement of faculty's and university's brand position through more effective marketing communication	Specific government policies for enrollment
Focus on Zlín's relatively small size as an opportunity for intimate and self-developing learning experience	Higher costs of improved corporate and internationalization strategies
Leverage university's provision of diverse and high quality extracurricular services	
Implementation of international standards in order to build well-recognized academic programs	

Improvement of English proficiency of staff and students	
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Opportunities

Marketing communications environment is continuously changing. Development of technology allows organizations to reach its target markets and send marketing messages more effectively and at lower cost. FaME and UTB should focus on latest marketing communications trends in order to improve their brand position in international environment.

Zlín's relatively small size should be stressed in marketing activities as it might represent competitive advantage and opportunity for intimate and self-developing learning experience.

Focus of TBU and FaME should also be improvement of English proficiency of staff and students through different projects.

Threats

On one side, higher education market in Czech Republic is highly competitive. On the other side, TBU and FaME are facing international competition due to the globalization effect. Effective marketing communications activities will directly influence market position.

FaME is also facing downward demographic curve for the target group, i.e. potential applicants in 2014.

6.3.3 Conclusion of SWOT Analysis

SWOT analysis for FaME and TBU shows that strengths outweigh weaknesses and opportunities outweigh threats, which means that current position of these institutions is satisfactory and provides good base for improvement of its corporate and marketing strategies. FaME should focus on enhancing its strengths and eliminating weaknesses, while taking into consideration effect of external factors.

6.4 Corporate Strategy of TBU and FaME

Tomas Bata University is actively upgrading and implementing its corporate and internationalization strategies. In 2011, the University developed and published 'Strategic Plan for Education, Science, Research, Development, Innovation, Art and Other Creative Activities of Tomas Bata University in Zlín for 2011-2015', with the updated version of the same document for the 2014.

In the above-mentioned documents, TBU has defined corporate, internationalization, financial and other aims in addition with specific guidelines for effective results (Strategic Plan for Education, Science, Research, Development, Innovation, Art and Other Creative Activities of Tomas Bata University in Zlín for 2011-2015, 2010):

1. To optimize the structure of the TBU constituent parts
2. To renew and develop the TBU infrastructure
3. To strengthen the good reputation of TBU
4. To create the identity of TBU as a respected and prestigious institution in the academic and social environment
5. To increase the responsibility of the TBU for the employability of graduates and their success in the labor market
6. To implement the National Qualification Framework of Tertiary Education
7. To develop an internal and external quality evaluation
8. To diversify the forms of study and the educational methods
9. To improve the efficiency of educational activities
10. Development of services for TBU students and employees

In order to achieve defined aims, TBU plans to continuously improve the educational process, activities in the research and development sphere and innovations and to successfully transfer necessary knowledge to its end-users – students. Also, by hiring internationally successful specialists and experts, TBU plans to provide higher quality of its degree programs for all three cycles.

Through its strategies and activities, TBU aims to prevent young people from leaving the Zlín region in order to develop and maintain balanced infrastructure and competitiveness of the region. On the national level, TBU aims to be ranked among leading universities in the Czech Republic, while on the international level; TBU aims to attain an internationally significant position.

6.5 Internationalization Strategy of TBU and FaME

Since its establishment, Tomas Bata University has laid great emphasis on the development of its internationalization. Through offerings of bilingual academic programs and both Czech and international staff, TBU is building its position in the international market of higher education.

According to Tomas Bata University (2013), 900 international students from 40 countries all over the world are enrolled at TBU annually.

Besides long-term programs for international students at all three academic levels, TBU is actively participating in the Erasmus exchange program with more than 200 bilateral agreements within the program. According to Tomas Bata University (2013) University has 242 incoming and 310 outgoing exchange students every year. In addition to Erasmus program, TBU is participating in many other projects, such as Erasmus IP, Erasmus Mundus, Leonardo da Vinci, Gruntvig, CEEPUS, free-mover mobility, etc.

According to Annual Activity Report (2011) in 2011 TBU concluded 78 partnership contracts with universities and other institutions in 33 countries, in particular with the Vietnam, Armenia, Russian Federation and China. Also, TBU cooperates with Czech embassies abroad and embassies of foreign countries in the Czech Republic, such as Bosnia and Herzegovina, Serbia, Ukraine, China, India, Brazil, the Republic of South Africa, etc.

TBU established Buddy System as an association that actively helps incoming students with administration and day-to-day obstacles and organizes many events and trips in order to improve complement students' stay in Zlín and Czech Republic.

6.6 Current Marketing Communications Strategy for International Students

Many marketing activities were implemented in order to improve University's internationalization. International Office of Tomas Bata University is actively and successfully implementing their promotional and marketing goals using variety of channels and materials. International Office is in charge for every student coming to TBU, whether to study degree program or to participate in exchange program. From the very arrival, this department is actively communicating and helping international students with all their problems and situations.

In coordination with the marketing department, International Office has many promotions, both face-to-face and online.

6.6.1 Websites

Both FaME (fame.utb.cz) and TBU (utb.cz) are actively updating their websites and using them as a marketing tool. Websites are inter-connected and provide information for all stakeholders.



Figure 9: Print screen of official website of TBU (Tomas Bata University, 2014)

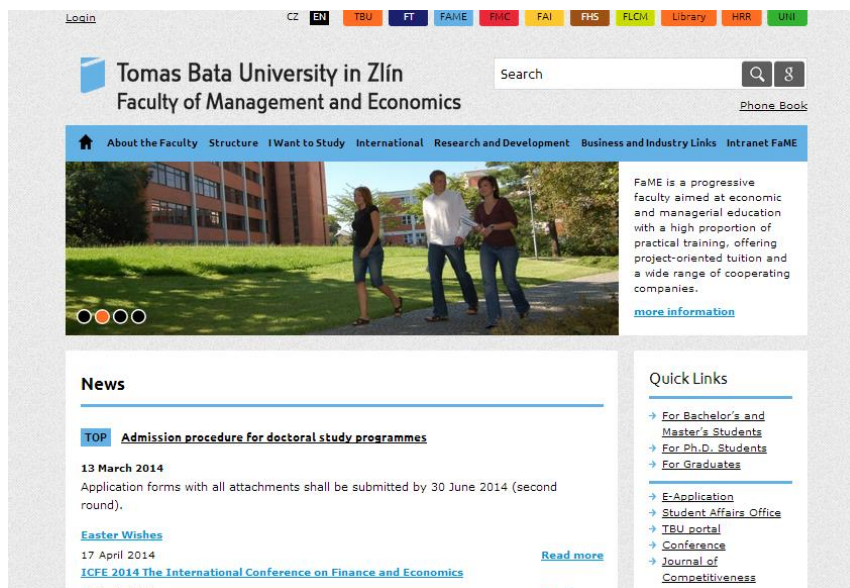


Figure 10: Print screen of official website of FaME (Faculty of Management and Economics, 2014)

6.6.2 Promotional videos

Another way of promotion used by these institutions is promotional video. Marketing department has created several films and videos in cooperation with students. The latest videos are available on the University's website: Tomas Bata University in Zlín– 5 minutes and Tomas Bata University in Zlín– 30 seconds.

6.6.3 Virtual Tour

All stakeholders can find virtual tour application on TBU's website. It is a very innovative and attractive tool that uses latest IT trends. Using Virtual Tour potential applicants can see the real picture of Zlín and Tomas Bata University, with all its facilities, including refectories, halls of residence, etc.

6.6.4 Educational Fairs Abroad

In order to improve their brand awareness, brand image and increase number of their students, both Czech and international, departments for international relations of FaME and TBU are participating on many educational fairs. Beside Brno and Prague, they are attending fairs in Slovakia, Ukraine, Brazil, China and Philippines.

6.6.5 Promotions at Secondary Schools - ROAD SHOW

PR department of FaME is implementing this project for last 3 years with the assistance of students who are graduates of targeting schools in Czech Republic and Slovakia. Beside presentations and promotional materials in high schools, in 2014 FaME has created competition for students who want to test their knowledge and learn more about the field of economics. Competition lasted for 4 weeks and 4 students with the best results received tablets and one-day visit to FaME and TBU.

6.6.6 Promotional Materials

TBU and its Marketing and Communications department published brochures and leaflets for promotion of university, faculties and academic programs in English. Published materials are used by University's partners, cooperating universities and Czech embassies in order to support promotion of TBU abroad. Materials are also used for educational fairs abroad, promotional and other trips abroad and in cooperation with international students and TBU graduates.

TBU published brochure BE IN STUDY IN ZLÍN and Tomas Bata University profile. In order to reduce information barriers for potential applicants, TBU also published ‘Guide for International Students’. The aim of the guide is to lower administrative obstacles that international students face after their arrival to the Czech Republic (See Appendix P II).

7 STUDENT ANALYSIS

7.1 Current Situation

According to the Annual Activity Report (2013), total number of international students at TBU was 863. From this number, 242 were participating in exchange programs, while the rest were long-term students (621).

Spreadsheet with short-term and long-term international students at FaME in previous years is shown below:

Table 11: Short – term international students (internal source of FaME)

	OUTGOING STUDENTS	INCOMING STUDENTS
2006/07	49	43
2007/08	48	42
2008/09	50	49
2009/10	60	44
2010/11	61	58
2011/12	66	57
2012/13	60	52
2013/14	66	54

Table 12: Long-term international students (internal source of FaME)

	INCOMING STUDENTS FOR MASTER'S DEGREE	INCOMING STUDENTS FOR DOCTORAL DEGREE
2012/13	9	5
2013/14	11	10

Both numbers of short-term outgoing students and long-term students at FaME have upward trend, while number of incoming short-term students varies through years. Last four years have downward trend.

7.2 Identification of the Target Market

Target market has been selected based on students' preferences, goals and financial possibility to achieve those goals. Although FaME offers degree programs for foreigners at all three academic cycles, the goal of this project is to attract Master's and Doctoral students due to the complex process of document recognition for Bachelor's studies. Therefore, target market is narrowed to the age group from 20 to 30 years old. Both male and female students seeking for academic improvement are target group of this project. Although the goal is to reach students from all over Bosnia and Herzegovina, the emphasis is on the capital Sarajevo which has the greatest concentration of students. Target market students want to study abroad, improve their social skills, travel and are very mobile and flexible. Also they have good knowledge of English and come from upper-lower class or middle class family. Although parents of potential students/applicants are not main target market of this project, they should also be informed by our marketing communications activities. They are the ones who provide financial support for their children, so in order for them to support students' application they should have all necessary information. This target market can be reached with specific marketing communications tools or directly by our main target market – students. On the other hand, this project is also targeting potential students of Doctoral programs who are financially independent and already have some professional experience.

8 COMPETITION ANALYSIS

As the project of this Master thesis is marketing communications plan for the market of Bosnia and Herzegovina, competition analysis will be conducted from the viewpoint of a student from Bosnia and Herzegovina as a customer/end-user.

As a result of globalization and latest social trends, competition is divided into countries: Bosnia and Herzegovina, Austria and Czech Republic. The biggest number of students from Bosnia and Herzegovina who are going abroad for studies go to Austria. Due to the historical connections with Austro-Hungarian empire, until 2013 students from Balkan countries didn't pay tuition fees at Austrian universities. Even after the introduction of tuition fee payment, Austria remained very attractive destination for Bosnia students. Turkey is becoming more and more interesting for students from Bosnia and Herzegovina due to the similarity of the culture. Turkish government is offering Bosnian students the opportunity to study on some of the most prestigious university with financial support through the project called Türkiye Bursları. Usually, students interested in economics are not accepted for this program, because project's main focuses are other fields of studying. Studying in Germany and USA is also very popular, but due to the complex application process and high requirements, not many students succeed with their applications. Therefore, Czech Republic can be considered to be in top three favourable destinations with low costs of living and opportunity to apply for Government scholarships.

8.1 Competitors in Bosnia and Herzegovina

Competition in Bosnia and Herzegovina is mostly located in the capital – Sarajevo. Students from all over Bosnia and Herzegovina tend to apply for variety of programs at Sarajevan universities. Competition analysis is based only on universities that offer studies in the field of economics. According to the needs of target market, competition in Sarajevo is based on 4 private universities and 1 public university. All private institution in this analysis offer studies only in English, while the School of Economics and Business Sarajevo as part of the public university offers studies in both English and Bosnian. Following universities mostly use billboard advertising and presentations in secondary schools as their promotional activities.

1. International Burch University (IBU)

International Burch University is a HEI established in 2008 and is a private institution with high percentage of international students.

Faculty of Economics of IBU offers programs at all three academic cycles.

Tuition fee for Bachelor's studies is approximately 3200 euros per 1 academic year. Tuition fee for Master's and Doctoral studies is approximately 1950 euros for 1 academic year. IBU offers possibility of free education for honor students through scholarships for the full amount of the tuition (Studying in Sarajevo, 2010).

The University also offers part-time employment for its students, helping them to gain professional experience and to earn pocket money.

2. Sarajevo School of Science and Technology (SSST)

Sarajevo School of Science and Technology is considered to be elite private institution of higher education. SSST is the first private university in Bosnia and Herzegovina established with the cooperation of the University of Buckingham. University offers two degrees to its graduates – one from the Sarajevo School of Science and Technology and the other from the University of Buckingham. Majority of students at SSST are from Bosnia and Herzegovina.

SSST has a department of Economics and offers studies at all three academic cycles.

Tuition fee for 1 academic year is 5000 euros for all degrees and cycles. SSST offers loans with grace period for its students in need for financial support (Studying in Sarajevo, 2010).

3. International University of Sarajevo (IUS)

International University of Sarajevo is established in 2004 by a group of intellectuals and businessmen from Turkey and Bosnia and Herzegovina. International University of Sarajevo is also known for many international students, coming from 23 countries, with the majority of students from Turkey.

Faculty of Business and Administration of IUS offers courses at all three academic cycles.

Tuition fee for all programs is 3850 euros per 1 academic year. IUS offers special reductions for best students in the amount of 25-100 % (Studying in Sarajevo, 2010).

4. American University in Bosnia and Herzegovina (AUBIH)

American University in Bosnia and Herzegovina is established in partnership with the State University of New York Canton (SUNY) and offers several programs in 4 different cities: Sarajevo, Banja Luka, Tuzla and Mostar.

From the field of economics, AUBIH offers International Finance program at Bachelor's level, MBA Business Administration and Doctoral program International Finance.

Tuition fee for Bachelor's studies is 5500 euros per 1 semester, for Master's studies 7500 euros per 1 academic year and for Doctoral program 8500 euros per 1 academic year. AUBIH also provides scholarships for limited number of students (Studying in Sarajevo, 2010).

5. University of Sarajevo

As already mentioned, University of Sarajevo is the oldest public higher education institution in Bosnia and Herzegovina. It is also the biggest university in the country. Due to the decentralization of the University, quality of studies varies at different faculties.

School of Economics and Business Sarajevo (SEBS) is the most developed faculty within the University. With its accredited programs and courses in English and Bosnian, SEBS is highly competitive with all private universities in the country. Courses are implemented at all three academic cycles.

There is no tuition fee for regular full-time students at SEBS. According to students' choice and rankings of the entrance exam, students are able to choose self-financed full-time studies or distance learning program. In those cases, tuition fee is 500 euros per 1 academic year. This tuition fee is implemented at both Bachelor's and Master's programs. As for the Doctoral programs, all students have to pay the tuition fee in the amount of 3500 euros per 1 academic year (School of Economics and Business, 2011).

8.2 Competitors in Austria

As it is already mentioned, Austria is the most attractive destination for students from Bosnia and Herzegovina. There is a strong historical background between Bosnia and Herzegovina and Austria and many intellectuals and public figures attended Austrian universities. Most popular student cities are Vienna and Graz with big society of Bosnian and Balkan students. All students enrolled to Austrian universities are privileged for

applying for specific student jobs. Therefore, most of the Bosnian students in Austria work part-time jobs in order to support their studies. At the beginning of studies, students are allowed to work 10 hours per week, while after fulfilling specific academic requirements, this number increases to 20 hours per week. Studies at Austrian universities are mostly conducted in German and C1 level is required. Students are offered to spend 2 semesters learning/improving German after their enrollment. Competitors in Vienna are University of Vienna and Vienna University of Economics and Business, while University of Graz is the only competitor from Graz. Competition analysis excludes all expensive private universities because they are not considered to be an option for project's target market.

Universities in Austria don't have any marketing approach toward students from Bosnia and Herzegovina.

1. University of Vienna

University of Vienna is the oldest university in German-speaking world and it is established in 1365. It is a public higher education institution with approximately 92 000 students.

University's Faculty of Business, Economics and Statistics offers variety of programs at all three academic cycles.

Tuition fee for both EU and non-EU citizens is the same, around 380 euros per 1 semester, due to the University's decision.

2. Vienna University of Economics and Business (WU)

Vienna University of Economics and Business is the largest university in Europe that focuses on business and economics established in 1898. It is a public university with approximately 23 584 students.

With its strict focus on the field of economics, University provides many specific degree programs for its students.

Tuition fee for EU citizens is around 380 euros per semester, while students from Bosnia and Herzegovina, as well as students from all non-EU countries, pay around 740 euros per 1 semester.

3. University of Graz

University of Graz is second oldest and second largest university in Austria. It is established in 1585 and today has around 31 600 students.

University's Faculty of Business, Economics and Social Sciences offers variety of programs at all three academic cycles.

Tuition fee for students from Bosnia and Herzegovina is around 740 euros per 1 semester, but there is a chance for refund if students fulfill required academic criterias (StudirajEU, 2011).

8.3 Competitors in the Czech Republic

Analysis of competition in Czech Republic is based mainly on the offer of Czech government scholarships for foreigners. Granting scholarships for students from developing countries is important part of foreign development of Czech Republic. On average 18 students go for studies in Czech Republic annually with this project. In the selection process, technical faculties have the advantage, i.e. maximum 3 students are accepted for studies in the field of economics. As Tomas Bata University joined the government project with its academic programs at Faculty of Management and Economics and Faculty of Applied Informatics, its international market position is highly improved.

According to the studies available in English in the field of economics, TBU's main competitors are Czech University of Life Sciences Prague and Masary University Brno (Ministry of Education, Youth and Sports, 2014).

So far, HEIs from Czech Republic have only been promoted in Bosnia and Herzegovina through activities of Embassy of the Czech Republic in Bosnia and Herzegovina.

1. Czech University of Life Sciences Prague (CULS)

Czech University of Life Sciences Prague is higher education institution established in 1906. CULS has approximately 18 000 students.

Faculty of Economics and Management offers only a Doctoral program Economics and Management – Sector Economics and Economics of Enterprise in English.

Government program is financing student's tuition fee and scholarship for coverage of living expenses.

2. Masaryk University Brno

Masaryk University Brno is established in 1919 and is the third Czech university and second largest university in the country. University has approximately 42 000 students.

Faculty of Economics and Administration offers two Master's programs in English: Economics and Management – Business Management and Finance and Accounting – Finance.

Scholarship in the amount of approximately 500 euros is covering living expenses of students.

According to the studies available in Czech for foreign students, all public universities are considered to be competitors, due to the government's financial support. Programs of Czech government and Ministry of Education are targeting mostly students from developing countries who are willing to study in Czech. Since 2013, all public universities in Czech Republic are partners in the project, but only for Bachelor's studies. Students who don't speak required level of Czech usually spend 1 year studying the language. These courses are financed by the government, too.

9 PROJECT OF MARKETING COMMUNICATION ACTIVITIES

9.1 Marketing and Communications Goals

In order to successfully prepare marketing communication project, it is necessary to determine both marketing and communications goals. These goals will be guides through the development process and measure for analysis of the results.

Marketing and Communications goals are:

1. To develop brand awareness.

One of the aims of this project is to reach target market in Bosnia and Herzegovina and inform them about degree programs and other benefits of studying at Faculty of Management and Economics in Zlín. The goal is to make 35 % of target audience aware of degree programs offered by the end of first year of implementation.

2. To enhance brand image.

It is very important that one of the results of this marketing communications project is improvement of the brand image of FaME and TBU. Through specific marketing communications activities, overall perception about these institutions should be influenced and improved. Also, FaME wants to establish their market position in Bosnia and Herzegovina as a strong competitor.

3. To change or influence students' current beliefs or attitudes about the Czech Republic, Zlín and University.

It is possible that Czech Republic has negative or unknown reputation in Bosnia and Herzegovina. Aim is to affect and change these beliefs through adequate communications.

4. To increase number of full time international students from Bosnia and Herzegovina (at FaME)

By raising awareness about opportunities and possibilities for studying at FaME using effective marketing communications tools, FaME wants to encourage students to apply for offered degree programs. The goal is to receive 2-7 applications from target audience.

9.2 Communication Mix

In order to satisfy communications and marketing goals of this project, several marketing tools should be used. As it is already analyzed in the theoretical part, synergetic effect of integrated marketing communications is a great advantage for organizations.

Elements of communications mix:

1. Advertising

Advertising is the most used marketing tool due to its strong effect on building brand awareness. Advertising will mostly be used on online platforms in the form of banners, media ads, advertising on Facebook and viral marketing. Banners and media ads will target online informative portals that offer the possibility for this type of advertising. This type of advertising is directly linked to websites/pages and makes students' information gathering process much easier. Print advertising will only be conducted in the form of posters as a type of outdoor advertising. Print media that is targeting students, such as student magazines and newsletters are not very developed and popular in Bosnia and Herzegovina. Therefore, it shouldn't be included in this marketing communications plan.

2. Personal Selling

As it is already mentioned, both Tomas Bata University and Faculty of Management and Economics are visiting educational fairs as part of their internationalization strategy. Therefore, the biggest event for this marketing communications project is annually organized Scholarship Fair in Sarajevo. The fair is organized by International Office of University of Sarajevo, King Baudouin Foundation from Belgium, Faculty of Mechanical Engineering (where the fair is held) and Student Parliament of the University of Sarajevo. Scholarship fair brings together embassies, educational institutions and non-governmental organization in order to provide adequate information and direct contact for students. Many young people visit this fair in order to gather information and apply for internships, degree programs, or community engagements. Beside students, participating organizations/institutions also have many benefits from attending such events. Having direct contact with potential applicants brings many possibilities for participants, such as building/raising awareness of programs offered, recruitment of applicants/students, building relationship with target market, etc. For FaME as Czech educational institution without any representative agency in Bosnia and Herzegovina this is a crucial opportunity to share necessary information, past experiences, testimonials and many other. Another benefit of this

event is that beside necessary stand that is offered by the organizers, participants can choose desired marketing approach, i.e. they can develop entire marketing concept.

3. Public Relations

Beside FaME representatives on the above-mentioned Scholarship Fair, 1-2 alumni students from Bosnia and Herzegovina will be present to share their experiences and testimonials. As this project represents first step for entering Bosnian market as a competitive educational institution, FaME needs to share practical experiences, student stories and impressions.

News releases/sponsored articles will be created and published by targeted informational websites in Bosnia and Herzegovina. For example, several websites are sharing information about international opportunities for students in Bosnia and Herzegovina and other Balkan countries. This activity might also build brand awareness in Croatia, Serbia, Montenegro and Macedonia.

Another planned PR activity is usage of FaME's social media accounts in order to share students' testimonials.

4. Direct Marketing

Great development of information technology and constant innovations allow marketers/organizations to easily target their marketing messages and reach potential end-users. Direct marketing will be used during the Scholarship Fair in the form of direct contact with students in order to attain feedback. Also, online marketing will be actively used to share information and online content with the target market.

Today, many traditional search engines are often replaced by social media. Public is aware that it can easily find wanted content using this marketing channel. Social media allows organizations to implement low cost viral marketing campaigns and create two way communication with their target market. Also, as social media provides opportunity to target messages and content, and offers opportunity to reach large number of people, it automatically increases brand awareness. Therefore, FaME's official websites and social media profiles (Facebook, Instagram) will be actively used for the purpose of this project.

E-mail marketing will also be used after developing student database.

9.3 Partnerships

It is very important for Tomas Bata University and Faculty of Management and Economics to establish strong partnerships with institutions from Bosnia and Herzegovina in order to successfully enter Bosnian market. Currently, TBU has only indirect type of partnership with Embassy of the Czech Republic in Bosnia and Herzegovina. Suggested partnerships for this project and future internationalization goals are School of Economics and Business Sarajevo (University of Sarajevo), Embassy of the Czech Republic in Bosnia and Herzegovina and Alumni society in Bosnia and Herzegovina.

1. School of Economics and Business Sarajevo (SEBS), University of Sarajevo

As it is already mentioned in the Market Analysis, University of Sarajevo is very decentralized educational institution. Therefore, the best institution to establish partnership with is School of Economics and Business Sarajevo. SEBS is one of the best educational institution in Bosnia and Herzegovina in general. Many experts, economists and public figures in the country are full-time or guest professors at this institution.

International Office is in charge for all international cooperation with institutions, professors, students, etc.

Official website of SEBS: <http://www.efsa.unsa.ba>

Contact information for International Office at SEBS:

E-mail: cms@efsa.unsa.ba

Telephone: +387 33 564 364

Recommended activity for making the first step toward successful partnership with SEBS is organization of guest lecturer's visit from FaME. This visit should be organized in cooperation with the International Office of SEBS. Direct contact with the Faculty's employees provides great opportunity for discussion about future collaboration. Therefore, meeting should be organized with relevant departments during the visit.

As Tomas Bata phenomenon is very important aspect of TBU's brand, guest professor should prepare lecture on entrepreneurship. SEBS is frequently organizing workshops and lectures for their students as a extracurricular activity. Therefore, in cooperation with SEBS guest lecturer should also organize and deliver a workshop. In addition to the in-class lecture about entrepreneurship, professor should prepare interactive workshop called

'Bata phenomenon – Entrepreneurship lesson form Tomas Bata, founder of Bata shoes company'. The aim of this workshop is to present the life and work of Tomas Bata and his leaderships and entrepreneurship skills and to create brand awareness for TBU and FaME. The presentation should also contain information on Bata's entrance to Balkan market. Workshop should be supported by promotional materials, such as brochures, pens and bonbons, roll-up banner and should be concluded with short presentation on FaME's programs for international students.

Also, in cooperation with PR department of SEBS, promotional posters should be placed in convenient locations and information/article about opportunities for Bosnian students offered by FaME should be published on SEBS's official website.

The partnership with School of Economics and Business might lead to a bilateral agreement, exchange program, joint projects, etc.

2. Embassy of the Czech Republic in Bosnia and Herzegovina

All students from Bosnia and Herzegovina that were studying at FaME or are still students were recruited through Czech embassy. Anually, Czech embassy offers governmental and non-governmental programs for students from Bosnia and Herzegovina and helps them with the application process.

Development Cooperation Department of Embassy of the Czech Republic is in charge for promotion and implementation of international educational projects.

Official website of the Embassy of the Czech Republic in B&H:

<https://www.mzv.cz/sarajevo>

Contact information for Development Cooperation Department:

E-mail: czech.development@gmail.com

Telephone: +387 33 447 525

First step toward partnership establishment with Embassy of Czech Republic in Bosnia and Herzegovina is recovery of communication with the Development Cooperation Department. Also, during the visit of FaME's representatives to Bosnia and Herzegovina, meeting with this department should be arranged. Through e-mail/telephone correspondence and direct contact (meeting) current situation about FaME's promotion in B&H should be analyzed and future activities should be discussed.

Partnership with Czech embassy in Sarajevo will help FaME to establish promotional channels in B&H. In order to successfully implement arranged activities, promotional materials should be delivered to the above-mentioned department.

3. Alumni society in Bosnia and Herzegovina

Creating and managing alumni society in Bosnia and Herzegovina brings FaME and UTB great advantage for the implementation of marketing communications project. So far, 3 students from B&H have completed studies at FaME (Nera Dragoje, Tanja Mičić and Nina Mujezinović) and 3 more will complete it in May 2014 (Ena Fejzagić, Mirna Babović and Alen Premilovac). Although this number is not big, potential benefits of word of mouth and their participation in this project are huge.

As majority of alumni students are graduates of SEBS, they might help the partnership establishment with this institution with their personal contacts and recommendations. Also, they should be invited to participate at Scholarship Fair in order to provide their personal insights and experiences. Throughout the implementation of this marketing communications project communication with alumni students should be established and maintained. Positive stories and experiences of alumni students are greatest asset for building brand awareness, brand image and potential recruitment.

Also, it is recommended to choose one or more alumni students to be external collaborator(s) for this project. This student should be representative of FaME and UTB in Bosnia and Herzegovina in the absence of FaME's employees. International Relations office should discuss details and scope of this participation with chosen student(s).

The partnership and successful cooperation should be awarded with promotional materials, such as sweatshirts or t-shirts with TBU's or FaME's name and logo.

9.4 Communication Strategy

Faculty of Management and Economics doesn't have any market position in Bosnia and Herzegovina. Awareness of the target market is very low or non-existent. Therefore, through six phases, this communication strategy has to fulfill several communication objectives, such as creating brand awareness, enhancing brand awareness and creating brand recognition.

As target market might perceive FaME's offerings as standard in quality but costly in terms of price, overall benefits should be stressed. These benefits include the opportunity for studies abroad, international community, improvement of English language skills, great location in Central Europe, low costs of living, and many more.

This project should create or improve perception of the target market about the Czech Republic and build resemblance with Balkan lifestyle through visual presentations, historical heritage and Slavic origins.

Desired perception in target market's mind can be achieved through specific and targeted messages that include all necessary information presented through marketing approach.

Core message about FaME that this marketing communication project should deliver is that it is student-centered organization with great focus on students' well being (through many different projects and activities) and that FaME as well as the University values and supports internationalization.

Expected results after the implementation of this marketing communication project is that target market perceive studying at FaME and TBU as a good opportunity for academic improvement and 'great value for money'. Also, target market should associate FaME with Czech Republic which leads to better brand recognition.

9.5 Marketing Communications Campaign

Implementation of this marketing communications project should start in August 2014. Campaign for promotion and recruitment for academic year 2015/2016 consists of 6 phases.

PHASE 1 – COMMUNICATION ESTABLISHMENT WITH PARTNER INSTITUTIONS

The first step toward successful implementation of this project is establishing communication and cooperation with recommended partners in Bosnia and Herzegovina. In this phase project implementers should explain current situation and goals of this project. In cooperation with each partner implementers should define further activities and common goals and schedule meetings during the period of visit to Bosnia and Herzegovina.

The start of the implementation phase is set up in August because Czech Embassy in Bosnia and Herzegovina is actively participating in promotion of government scholarships. Approximate applications period for this program is 1-30 September 2014.

Arrangements about the participation on the 5th Scholarship Fair should be implemented.

PHASE 2 – SOCIAL MEDIA PROMOTION

Websites and Facebook fan pages of both FaME and UTB are frequently updated and highly developed compared to today's IT and social media trend. Official websites provide English translation for current international students and potential applicants with menu options such as 'I Want to Study', 'International', 'Applicant' and 'Student'. On the other hand, Facebook Pages are completely in Czech.

In this project phase, implementers should develop bilingual Instagram profile and Facebook Page profile in English. Creation of both Facebook and Instagram profiles is free and their maintenance should be assigned to the PR office.

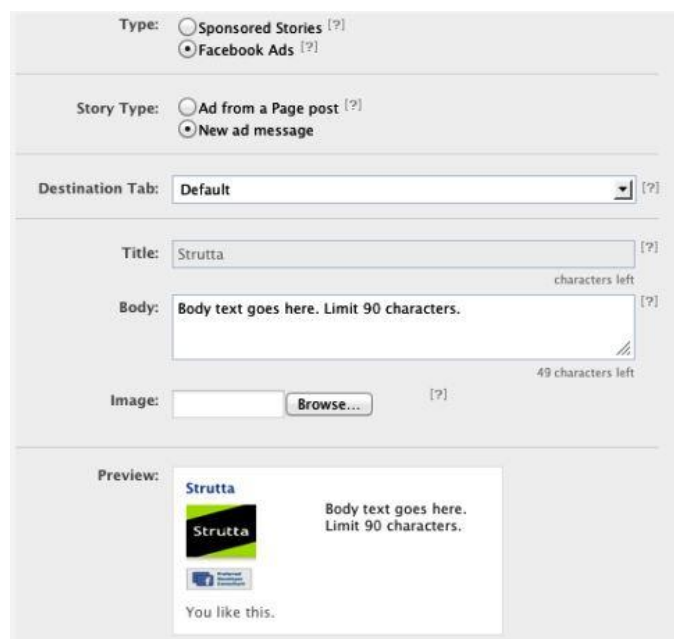
Great example for Instagram profile development is TBU's Library official profile 'knihovnautb' (Knihovna UTB) (See Appendix P III). Instagram profile should be updated with attractive pictures from daily life, quotes, achievements and FaME's activities and projects for students. Organizations usually update their social media profiles with consistent messages simultaneously which provides them all benefits of integrated marketing communications.

Instagram users have developed and used several hashtags (#) for Tomas Bata University so far such as #utbzlin, #tbuzlin and #tomasbatauniversity. According to this, FaME should create profile 'fameutb' (Faculty of Management and Economics UTB). Also, it is recommended that TBU uses one of above mentioned hashtags as name for their Instagram profile.

After the creation of Facebook Page (recommended name 'Faculty of Management and Economics, Tomas Bata University'), its maintenance should be consistent to the maintenance of Facebook Page in Czech 'Fakulta managementu a ekonomiky, Univerzita Tomáše Bati ve Zlíně'. Implementers of this project phase should filter some of the posts aimed at potential applicants from Czech Republic and create new ones representing Zlín and close touristic attractions, application process, international students' testimonials, graduation ceremony, etc. Facebook Page should also contain links for official websites of FaME and TBU. In order to collect likes and promote new fan page, Facebook fan page should be promoted on official FaME's and TBU's websites and Facebook Pages 'Knihovna Univerzity Tomáše Bati ve Zlíně', 'Univerzita Tomáše Bati ve Zlíně', 'Erasmus life in Zlín' and 'Buddy System Zlín'.

As current members of Facebook fan pages can invite their friends directly to the page, alumni students from Bosnia and Herzegovina should be asked to like the Facebook page and invite their friends who might be interested in studying abroad opportunities.

In this phase, it is recommended that project implementers use paid targeting advertisement on Facebook to reach its target market. This method is budget friendly (Page administrators set their own budget), simple to establish, provides precise targeting and option to review analytics.



The image shows a screenshot of Facebook's self-serve interface for creating an advertisement. The interface is divided into several sections:

- Type:** Two radio buttons are present: 'Sponsored Stories' (unselected) and 'Facebook Ads' (selected).
- Story Type:** Two radio buttons are present: 'Ad from a Page post' (unselected) and 'New ad message' (selected).
- Destination Tab:** A dropdown menu is set to 'Default'.
- Title:** A text input field contains the word 'Strutta'.
- Body:** A text area contains the placeholder text 'Body text goes here. Limit 90 characters.'.
- Image:** An empty image input field with a 'Browse...' button.
- Preview:** A preview window showing the ad as it would appear. It includes the 'Strutta' logo, the body text, and a 'You like this.' notification.

Figure 11: Facebook's self-serve interface (Social media examiner, 2014)

Organizations can choose between daily or a lifetime budget, as well as cost per click or cost per thousand impressions. Results and the effectiveness should be measured with the number of likes from Bosnia and Herzegovina.

Recommended messages and slogans for Facebook advertisements are:

1. Study opportunity in the Czech Republic – Tomas Bata University
2. Looking for academic specialization abroad?
3. Interested in discovering Czech Republic through your next academic adventure?
4. Tomas Bata University – Explore academic opportunities

Advertisements should be supported by TBU's and FaME's logos. Targeted advertising is the quickest way to get likes and increase brand awareness. Facebook also offers option of Promoted Posts for organizations which will be used in the phase 5.



Figure 12: Location of Facebook Advertising (Stream SEO, 2014)

PHASE 3 – ADVERTISING ON BOSNIAN WEBSITES

In this phase, FaME should use advertising and PR marketing activities. The period of this phase should coincide with the phase 2 in order to promote FaME through different channels and successfully create brand awareness.

News releases should be created containing the description of FaME and TBU with relevant academic programs and the announcement about participation on 5th Scholarship Fair. News releases should also include contact, website and social media information.

News releases should be sent to following websites:

1. www.efsa.unsa.ba (School of Economics and Business Sarajevo – partner)
2. www.mladi.info (Portal for young people)
3. www.mladiinfo.eu (Promotion of educational opportunities for Balkans)
4. www.stipendije.ba (Portal about scholarship opportunities)
5. www.studomat.ba (Student informative portal)

Posting studying opportunities on www.mladiinfo.eu is free and everyone can do it. This website also offers banner advertising but with the minimum duration of 3 months.

In cooperation with www.studomat.ba online banner advertisements should be created and displayed on their website. Portal www.studomat.ba offers first time advertisers to publish free sponsored article.

PHASE 4 – VISIT TO SARAJEVO

This phase starts with the visit of FaME's representatives to Bosnia and Herzegovina. In this project phase, representatives should attend all scheduled meetings with its partners. During the visit, representatives should also create contact network with other institutions in order to improve promotional activities in the following period.

In cooperation with International Office of SEBS, guest lecture and planned workshop should be held. Alumni students should be invited to these events.

Some of the promotional materials should also be given to partner institutions.

In this phase promotional posters should be distributed and displayed at convenient locations at SEBS and potentially to other economic faculties in Sarajevo.

The 5th Scholarship Fair will be organized in the middle of October 2014. Scholarship Fair is financed by grant and therefore the participation is free. All participants will have same white stands arranged throughout the Faculty of Mechanical Engineering. One or two alumni students should also be present during the fair. Presenters should prepare and bring posters, brochures, visual presentations on tablet and other promotional materials.



Figure 13: 3rd Scholarship Fair in Sarajevo (Guide through third Scholarship Fair, 2012)

Presenters should use current promotional materials available in Textbook and Souvenir Shop, FaME’s PR office, International Office and Marketing and Communications department at TBU.

Following materials should be used:

Table 13: Recommended materials for participation on Scholarship Fair (own source)

ITEM	QUANTITY
TBU profile brochure, English version	10 pieces
Guide for International Students	10 pieces
TBU Brochure 2013	10 pieces
Roll-up banner	1 piece
T-shirt with FaME’s/UTB’s name and logos	2-3 pieces
Bonbons	1 kg
Ballpoint pen	10 pieces
Lip Gloss	7 pieces

Badge with creative FaME's wordplay	7 pieces
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In case of the publication of new brochure(s), those brochures should also be used for promotional activities.



Figure 14: Promotional materials of TBU (Tomas Bata University, 2014)



Figure 15: Promotional materials of FaME (Fakulta managementu a ekonomiky (Facebook), 2014)

For this and other international promotional occasions roll-up banner should be created. There is also a possibility to create it in Bosnia and Herzegovina due to the lower price.



Figure 16: Recommended design for roll-up banner (own source)

Using tablet is recommended in case presenters already have it or are able to borrow it for this occasion. FaME's stand should be original with visible Faculty's and University's logos. Fair offers direct contact with the target market and this opportunity should be maximally used. Visual promotion and high-quality promotional materials will affect first impression of the target market. As it is already mentioned, presenters should also use the fair as the opportunity to establish contact network with other participating organizations for future collaboration.

The best promotional activities for such events are real life experiences which should be shared by alumni students. They should provide insights, testimonials, advices, suggestions and be open for questions. Students should wear visual FaME's identity (T-shirt, badge) and be relaxed and enthusiastic.

Presenters should prepare a paper with table to collect contact information of interested students in order to enter them in their database and to send them information package with all brochures in electronic format.

Media representative will also be present at the fair and presenters should use this as opportunity to reach bigger audience.

It is recommended that presenters plan and organize ‘Alumni coffee’ event where interested students and alumni students will be brought together to talk about the student life at FaME in relaxed environment. Recommended locations are local coffee shops or SEBS’s facilities. It can be organized directly after the fair or the day after. This event should be also presented at the fair and all interested students should be invited to come. Alumni students should bring promotional videos and their personal pictures.

Alumni students should give their contact information for any additional questions.

PHASE 5 – FACEBOOK PROMOTION

In this phase project implementers should introduce Facebook Sponsored Posts. This method allows administrators of Facebook Pages to promote their posts to those Facebook users who have already liked the Page and to their friends. This allows FaME's implementers to specifically target its messages. Sponsored Posts also increase engagement from existing followers. These posts will be shown in NewsFeed part of the Facebook which allows greater visibility compared to the Facebook Advertisements from the phase 2. Compared to Facebook Advertisements this method should be used after creating brand awareness and it is also useful for promoting events and offers online.

Sponsored Posts are also budget friendly. For example 5\$ investment generates estimated reach between 1300 and 2400 Facebook users. Bigger investments reach bigger number of users.



Figure 17: Comparison of Facebook advertising and Sponsored Post (Social media examiner, 2014)

Figure above visually explains the difference between Facebook Advertisement and Sponsored Post. Both of them encourage engagement of Facebook users, but the Sponsored Post assigns the advertisement to Facebook friend, which will more likely attract target market.

The effectiveness of this method can be monitored through number of likes and analytics offered by Facebook.

PHASE 6 – FOLLOW-UP ACTIVITIES

As this is the final phase of this project, the results and effectiveness of the marketing communications activities should be analyzed. Potential mistakes should be discussed and improved for future activities.

Implementers should continue their communication with partners and plan any further collaboration with them.

One of the follow-up activities should also be cooperation with 1-2 alumni students. They should be entitled to arrange meetings, presentations and workshops on behalf of FaME as external collaborators (subcontractors).

Social media promotion should be continued.

9.6 Budget

Very specific information were used for the budget below, therefore there shouldn't be a big deviation. For the implementation of the recommended project of marketing activities for Faculty of Management and Economics, it is necessary to invest 813.4 €.

Table 14: Planned budget (own source)

ACTIVITY	PRICE	QUANTITY	TOTAL
Facebook Advertising	Self-defined budget	5 ads	20 €
Facebook Sponsored Posts	Self-defined budget	10 posts	30 €
Online banner on www.studomat.ba (banner D; right sidebar 300 x 250 px)	7.5 € / day	1 banner / 10 days	75 €
Posters	0.7 € / piece	15 pieces	10.5 €
Roll-up banner	70 € / piece	1 piece	70 €
Brochure TBU profile	3 € / piece	20 pieces	60 €
Brochure TBU 2013	3 € / piece	20 pieces	60 €
Guide for International Students	1.7 € / piece	20 pieces	34 €
T-shirt	4.8 € / piece	10 pieces	48 €
Bonbons	9.7 € / kg	2 kg	19.4 €
Lip Gloss	0.5 € / piece	10 pieces	5 €
Badge	0.3 € / piece	10 pieces	3 €
Pens	0.3 € / piece	20 pieces	6 €
Airplane ticket (Vienna – Sarajevo)	200 € / ticket	1 ticket	200 €
Acommodation	40 € / night	4 nights	160 €
Alumni Coffee Event			12.5 €

TOTAL	813,4 €
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9.7 Time Analysis

In order to achieve project goals and achieve planned results, every project needs to make time analysis. On one hand, time planning serves as a project guideline, demonstrating precise time activities. On the other hand, time planning maximally utilizes knowledge and skills of project implementers, reaching optimal results.

PERT and critical path method is used to analyze possible duration of each phase, interdependence of phases and shortest duration of project implementation. Time unit for this analysis is 1 day.

Activities for this analysis are already defined project phases, i.e.:

Table 15: List of activities (own source)

PROJECT PHASE	TIME FRAME	ACTIVITY'S NAME
Phase 1	25	A
Phase 2	120	B
Phase 3	20	C
Phase 4	5	D
Phase 5	50	E
Phase 6	60	F

The table below represents WinQSB table with input data about project phase predecessors, optimistic time, most likely time and pessimistic time.

Table 16: Input table in WinQSB (own source)

Activity Number	Activity Name	Immediate Predecessor (list number/name, separated by ',')	Optimistic time (a)	Most likely time (m)	Pessimistic time (b)
1	A		20	25	28
2	B	A	110	120	125
3	C	B	14	20	25
4	D	A,B,C	3	5	7
5	E	B,C	40	50	54
6	F	D,E	56	60	62

Resulting table of activity analysis is presented in the Appendix section (See Appendix P IV). The results show critical path, mean time of activities, earliest start, earliest finish, latest start and latest finish of each activity, as well as slack time. WinQSB also calculates expected project completion time using input data.

Expected duration of this project is 272 days, equal to approximately 8 month period.

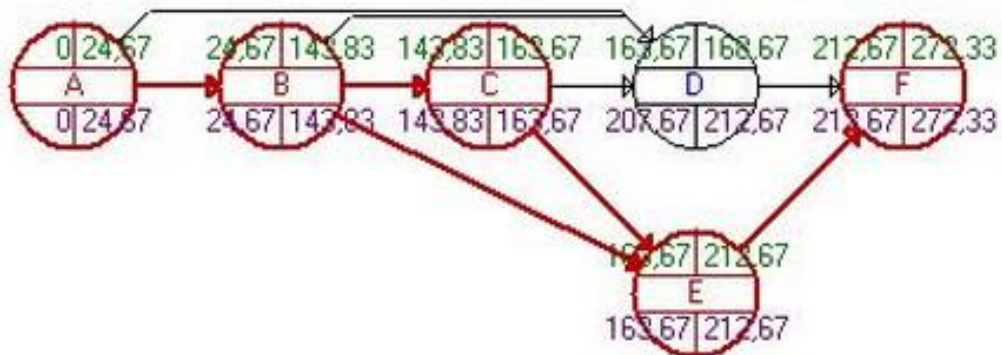


Figure 18: Graphical representation of project activities – critical path method (own source)

The figure above represents a graphical presentation of project activities, i.e. project phases.

9.7.1 Project Timeline

Project implementation starts in the middle of August and finishes in the middle of May. Middle of August is chosen to be starting point due to the summer vacation period. Finishing period is defined in May because target market can still be influenced to submit application by the deadlines in May/June.

Phase 2 has continuous implementation. The main aim of this phase is to provide frequent updates of social media profiles in order to maintain its established market position and provide information for potential applicants.

Implementers of this project should decide whether to continue with the marketing communications activities in Bosnia and Herzegovina. In case of the need for re-implementation of this project, implementation cycles, project improvement and activities should be defined.

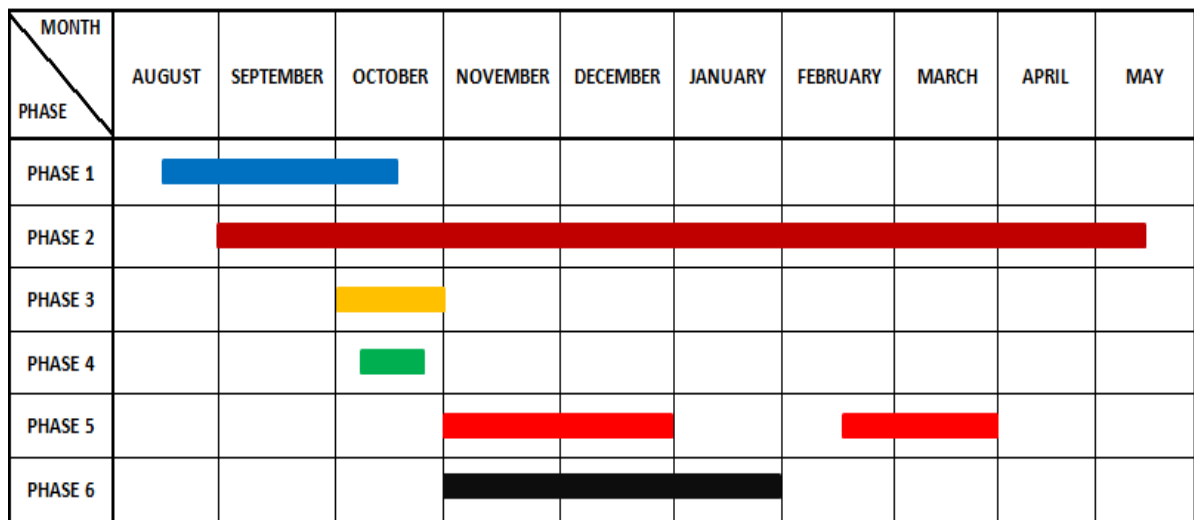


Figure 19: Project timeline (own source)

It is important to remark that project timeline doesn't show exact number of days, but time spans during which project phases should be implemented.

9.8 Risk Analysis

Like any other marketing communications project, the project of entering Bosnian market and implementing marketing communications activities faces some risks.

Following risks should be taken into consideration before implementing this marketing communications project:

1. Disintegrated marketing communications activities

Benefits of the integrated marketing activities have been discussed in the theoretical part. The project is consisted of many different marketing communications tools used together in order to achieve better results. But, unsuccessful integration of marketing

communications messages and activities is a potential risk. If implementers of this project loose focus from marketing and communications goals and don't implement activities consistently, the targeted results might not be achieved. Good organizational skills and internal communications are necessary for avoidance of this risk.

2. Negative perception about the Czech Republic

Historical connections to the Soviet Union might lead to the creation of negative perception about Czech Republic. As Czech Republic and Bosnia and Herzegovina don't have many common points in history and economy, this might lead to target market not being familiar with the culture and development of the Czech Republic. Project implementers should focus on creating positive image of FaMe, as well as of the country. This risk is directly connected to the risk number 3.

3. Disinterest of target market

Disinterest of the target group might be result of the negative image of the Czech Republic, lack of information or the amount of the tuition fee. Disinterest leads to lower number of applicants, therefore needs and abilities of target market should be understood. On the other hand, project implementers should focus on delivering right messages to the right audience, while emphasising all the benefits.

4. Additional economic instability in Bosnia and Herzegovina

As it is explained in the SWOT analysis, Bosnia and Herzegovina is facing many political and economic problems on a daily basis. Further deterioration of the current state will lead to negative response of the target market. This risk couldn't be influenced by project implementers.

9.9 Monitoring and Evaluation

Every project should be evaluated in order to analyze effectiveness of used methods. The monitoring and evaluation should be connected to the last project phase 'Follow-up Activities'. The results of the project should be discussed and associated with specific marketing communications activities.

First, successfully agreed partnership should be analyzed and compared to the partnerships recommended in the project. Targeted partnerships and any others that might be concluded

after the implementation period provide good base for better and easier follow-up activities and potential re-implementation of the project.

As it is already mentioned using promotional tools on Facebook allows users to access analytics from specific period. These analytics provide diagrams, pie charts and tables containing the information about gender, age and preferences of the target market, as well as the analysis of their visits and returns to the Page. In addition, number of likes also measures the impact of the Facebook Page, which eventually leads to the decision on the creation of wanted brand awareness. Project implementers should also measure analytics of its website, as well as Instagram profile.

Also, new market position should be estimated and compared with the previous one. Differences and potential mistakes should be analyzed.

But the most important measure of project effectiveness is the number of received applications from Bosnia and Herzegovina. This information will be available after application deadline. Implementers should analyze if the goal of 2-7 applications is achieved, not achieved or even surpassed.

After conducting monitoring and controlling, effective tools should be stressed and reused, while ineffective should be revoked. With all relevant information, future activities should be defined.

CONCLUSION

Several analyses have been conducted throughout this Master thesis in order to suggest and create relevant marketing communications project for entering Bosnian market.

Theoretical part analyzed concepts of both marketing communications and integrated marketing communications in order to stress importance of integration and potential synergetic affect that creates positive outcomes for organizations. Comparison of marketing and marketing communications activities of higher education sector and commercial sector has also been conducted in order to understand uniqueness of higher education sector and necessity for different approach.

Second part of this Master thesis was focused on gathering relevant information that will influence creation of the final project.

Eventually, marketing communications project is created with specific project phases, project timeline and project budget. Like all other projects, implementation of Project of Marketing Communications Activities of FaME for Bosnia and Herzegovina is facing potential risks, which were consequently defined and analyzed.

This project was created on principles of marketing communications plan, and comprises of necessary insights and information that will help its potential implementation.

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LIST OF ABBREVIATIONS

IMC	Integrated marketing communications
AAAA	American Association of Advertising Agencies
UK	United Kingdom
CRM	Customer relationship management
HE	Higher education
HEI	Higher education institution
USA	United States of America
FAME	Faculty of Management and Economics
FB&H	Federation of Bosnia and Herzegovina
BIH	Bosna i Herzegovina
B&H	Bosnia and Herzegovina
ECTS	European credit transfer and accumulation system
CEEPUS	Central European exchange program for university studies
OHR	Office of the Higher Representative
CEFTA	Central European free trade agreement
PTSP	Posttraumatic stress disorder
TBU	Tomas Bata University
FT	Faculty of Technology
FMC	Faculty of Multimedia Communications
FAI	Faculty of Applied Informatics
FHS	Faculty of Humanities
FLCM	Faculty of Logistics and Crisis Management
CV	Curriculum vitae
SVOČ	Studentská vědecká a odborná činnost

IBU	International Burch University
SSST	Sarajevo School of Science and Technology
IUS	International University Sarajevo
AUBIH	American University in Bosnia and Herzegovina
SUNY	State University of New York Canton
SEBS	School of Economics and Business Sarajevo
EU	European Union
CULS	Czech University of Life Sciences
IES	Institute of Economics Studies
CERGE-EI	Center for Economic Research and Graduate Education – Economic Institute
PR	Public relations
UTB	Univerzita Tomáše Bati

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APPENDICES

APPENDIX I: The University and Its Publics

APPENDIX II: Overview of TBU's Promotional Materials in English

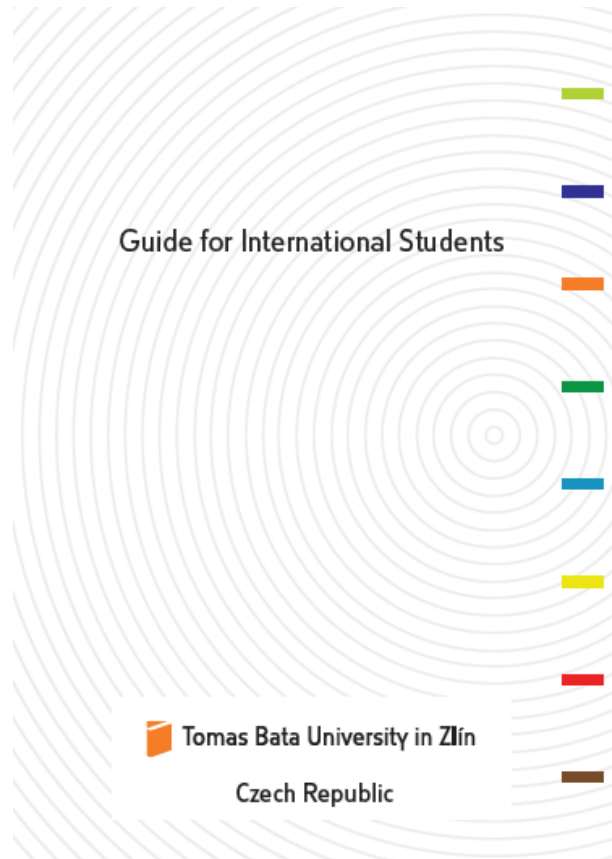
APPENDIX III: Instagram Profile of TBU Library

APPENDIX IV: Activity analysis

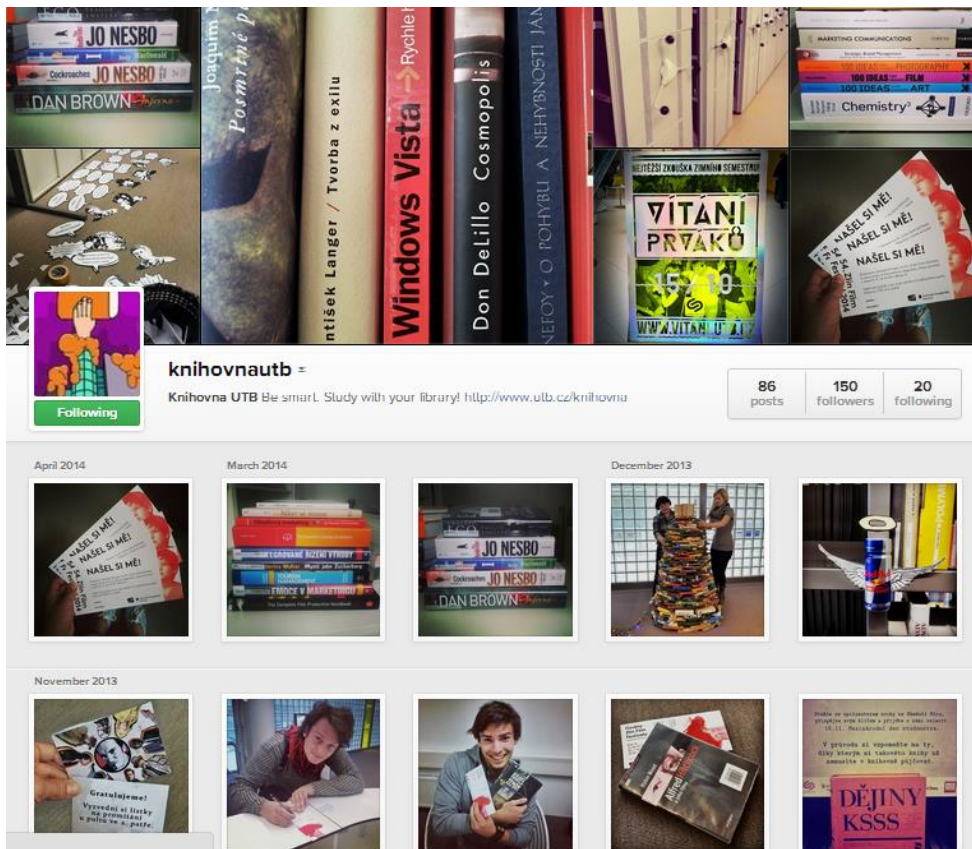
APPENDIX P I: THE UNIVERSITY AND ITS PUBLICS (KOTLER AND FOX, 1995)



APPENDIX P II: OVERVIEW OF TBU'S PROMOTIONAL MATERIALS IN ENGLISH (TOMAS BATA UNIVERSITY, 2014)



APPENDIX P III: INSTAGRAM PROFILE OF TBU LIBRARY (INSTAGRAM, 2014)



APPENDIX P IV: ACTIVITY ANALYSIS (OWN SOURCE)

04-29-2014 12:45:36	Activity Name	On Critical Path	Activity Mean Time	Earliest Start	Earliest Finish	Latest Start	Latest Finish	Slack [LS-ES]	Activity Time Distribution	Standard Deviation
1	A	Yes	24,6667	0	24,6667	0	24,6666	0	3-Time estimate	1,3333
2	B	Yes	119,1667	24,6667	143,8333	24,6666	143,8333	0	3-Time estimate	2,5
3	C	Yes	19,8333	143,8333	163,6667	143,8333	163,6666	0	3-Time estimate	1,8333
4	D	no	5	163,6667	168,6667	207,6666	212,6666	44,0000	3-Time estimate	0,6667
5	E	Yes	49	163,6667	212,6667	163,6666	212,6666	0	3-Time estimate	2,3333
6	F	Yes	59,6667	212,6667	272,3333	212,6666	272,3333	0	3-Time estimate	1
	Project Completion Time	=		272,33	days					
	Number of Critical Path(s)	=		2						