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How Can Universities Use E-marketing To Attract Students?

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Abstract

The purpose of this study was to examine how various universities address E-marketing activities as a help for attracting more students. The key issue was to add knowledge by investigating and understanding E-marketing activities in combination with parts of Promotion Mix, and Relationship Marketing. Three universities in the south of Sweden were interviewed. A qualitative research method was applied, in combination with an deductive approach.

Theories regarding the above mentioned elements were investigated and compared with data from semi-structured interviews of universities' communication departments. Findings showed that in general universities are taking E-marketing into consideration, and understand the importance of its implementation. Yet, they have not applied all the activities which could have been to their advantage. Findings also showed that the universities' most efficient E-marketing tool was their websites, as it could be appreciated by both current and potential students. In addition, Relationship Marketing and Promotion Mix seemed, in all universities, as a proper complement for E-marketing. However, it appeared that both elements were not implemented to their fullest either.

This study could be of use to both practitioners and academics. The study shares information and knowledge of marketing channels which can be useful, yet, have not been used to their full capacity. Practitioners may benefit from the theory and findings, which show how higher education is adjusting to the technological revolution.

Key words: E-marketing, Relationship Marketing, Promotion Mix, Millennials

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Thank you

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1. Introduction

In the first chapter of the dissertation we will present the background, research problem, purpose, research question, theoretical limitations and the outline.

1.1 Background

In the beginning of every new semester, Swedish students receive advertisements from different universities, from all over the country. One can only imagine the amount of information circulating as a result of increased competition for attracting more students. There is an ongoing decrease of applicants, which has to do with the decreasing number of 20-year-olds. The number of 20-year-olds was 30 percent more in 2010 than in 2004; however, recent studies show that this increase has come to an end, and the number will now start to decrease again (Kristianstadsbladet, 2012).

Another contributory factor to the increased competition, is the decreased number of exchange-students visiting Sweden. Swedish reforms stipulated that non-European students have to pay tuition fees from 2011 onward. An obligatory fee has already caused a decrease of 86% in the number of exchange-students since spring 2011 (NyTeknik, 2011). This situation leaves Swedish higher education institutions fighting for a shrinking audience. Institutions have to struggle for their existence and instead of standing in a queue for higher education; students are now courted by the educational institutions that want to attract resources needed for their future existence (Kristianstadsbladet, 2012).

Because of a decrease in the number of students, some universities are exposed to a greater pressure than others. The most high-profiled universities with constantly high application rates will hardly be affected, other than that the admission requirements will be slightly reduced. However, the fact that major universities have much higher application rates than smaller institutions is alarming, since the margin is further enhanced. In the upcoming years the proportion of high school students will be small, and there will be a higher pressure on the low application rated universities in the country (Kristianstadsbladet, 2012).

On the other hand, today's educational institutions world-wide are undergoing fundamental shifts in how they operate and interact with their students, alumni, faculty members, and staff members (Pavithira, 2011). There is one major operational activity which has been unappreciated and that is, marketing. The article "Why marketing and communications must play a more central role" discusses marketing as efforts in recruitment of students. Since recruiting students is becoming more challenging, marketing today should play a more central role in shaping and delivering universities' strategic plans. In addition, students' expectations are rising, and universities are not following their target groups and that is why they need improvements to keep up. Universities are under great pressure to follow prospective students and to respond quickly to the target markets constantly changing preferences, priorities and expectations (The Guardian, 2011).

Traditionally, institutions use flashy catalogues and events to reach future students. However, there is now a new generation of students which we refer to as "Millennials". These days, prospective students spend a hefty amount of time online on different channels and platforms such as search engines (Google, Yahoo and Bing), social networks (Facebook, Myspace and Twitter), blogs (social, scientific, entertainment), and news-pages (Metro and New York Times).

Today marketers follow this generation's online-behavior, in their social networks, search engines, and other channels. Yet, this online tool has not been utilized to its full capacity. Higher educational institutes must find ways to pull this new generation to their websites and into a relationship. By taking into consideration the preferences of the online generation, the effectiveness of online communications and E-marketing aimed at this market segment, can be increased. By engaging on the digital arena, successful communications will be facilitated (Smith, 2012).

Internet marketing can also level the playing field between large and small institutions (Smith, 2012), as students can easily compare information in institutions home-pages and in comparison-pages such as Studera.nu. When an institute has poor interface, layout, design and structure of its electronic media (home-page, Facebook-page, and digital catalogues/brochures) students will lose interest in that certain institution (Smith, 2012). Some successful institutions are still behind in Internet-profiling. Because of this

huge online trend, it is important to follow up and create a good Internet-profile. Jeff Bezos, the founder of Amazon.com, once said: "if you make customers unhappy on the Internet, they can each tell 6,000 friends" (CSM, 2012). Although some may find it hard to consider students as customers, in reality, that is what they are. Students are buyers who register for courses, apply for graduation, and make donations as alumni (Bejou, 2005). Word-of-mouth or Electronic Word-of-Mouth (eWOM) can be a threatening hazard as students quickly spread bad reviews, based on judgment of the institution's profile (Smith, 2012).

In other words, institutions need strategies that make them more receptive and responsive to their core constituencies - their students. Students increasingly see themselves as customers who purchase education services from competing providers. Pavithira (2011) wrote an article about CRM in higher education, and quoted Kotler once saying: "The best organization in the world will be ineffective if the focus on 'customers' is lost". To put Internet marketing together with CRM (Customer Relationship Management) means we have a student-focused marketing which gives more relevant information to institutions customers, in this case students. The changes which are occurring in the institutional competitive environment, makes CRM important. Globalization and the Internet mean that competition can now come from all over the world. The customer has the power and choice moving to his hands as never before, and leading to the personalization services in most situations (Bejou, 2005). A study made by Katz shows high education institutions use CRM methods to increase customer relationship and increase the application rate (2001, p.23-24):

The focus is currently shifting from improving internal operations to concentrating more on customers. Higher education customers are demanding more attention and immediate service - that is, "Internet time". Proactive institutions are now adjusting their practices by refocusing their efforts externally. Because of the need to concentrate more on customers, many institutions are once again turning to technology - this time to customer relationship management (CRM) software.

For instance, universities can send e-mails to students who are likely to apply for the higher education. Students who studied business administration in high school will, therefore, be contacted by business institutions. The institutions will then send students a code to apply with, and those who do not apply within a certain time will be contacted

again. Although many schools have adopted the Internet for promotional purposes, studies show that the Internet as a marketing channel has not been used to its full capacity (Katz, 2001).

1.2 Problem formulation

A Swedish research-study by Care of Hause (Kristianstadsbladet, 2012) indicates that many Swedish universities lack in marketing skills today. The research shows the lack of publicity in news, and a poor application rate, due to low rates of cohorts, and additional fees for exchange-students. The main problems for some institutions are the lack of appreciation for new ways to market, and a lack of openness, and engagement in student's social networking. Marketers of institutions have to follow the preferences of the online generation and move their strategy to its turf, the Internet. The problem can be solved by introducing E-marketing. Institutions already use some channels of E-marketing but it can be used more wide and effective than it does today. There are also some institutions with good resources such as CRM systems (student/teacher platforms), yet they have not learned to incorporate it properly in their teaching, meaning that the students do not use it either. A theoretical issue is that there is no direct research about this subject. Although there are several theories about digital marketing, neither one mentions anything about how institutions implement it. Also, research regarding CRM is often explaining the implementation by companies, not so much about how it can help institutions, which might be an interesting point of view as well.

1.3 Purpose

The key purpose of this research is to investigate how universities in Sweden address E-marketing activities, Promotion Mix, and Relationship Marketing, and how these can contribute to attract more students. The research will help different universities to get some knowledge of various unappreciated E-marketing channels which can be used today. These activities will be lined up and presented. We will also determine which E-marketing activity is most efficiently used by universities in general. Also, with the help of Relationship Marketing and Promotion Mix, this dissertation aims to show how E-marketing activities could be more personalized and student-as-a-customer related. However, when communication managers are questioned regarding which types of activities they use, focus will be aimed only at the relevant activities. In the end, this dissertation will be a review for universities to learn from each other the most effective

E-marketing activities for attracting students, including insights from theories of E-marketing activities which have not been used.

1.4 Research question

The aim of this study is to identify different E-marketing activities which are being used by Swedish universities today, in combination with Relationship Marketing and Promotion Mix. The research will investigate actual E-marketing strategies which are being used successfully and develop a new pursuit of strategy involving all key factors leading to increased application rates. Thus, the research question is:

How can universities use E-marketing to attract students?

1.5 Limitations

This research will compare E-marketing activities between two larger institutions named Malmö Högskola (24 000 students), Lunds Universitet (47 000 students), and one smaller institution named Kristianstad Högskola (13 000 students). However, their competitive advantage will not be measured in the size of their institutions, rather than their engagement and openness of the institute. Communication managers of each institution will, therefore, be asked regarding their use of E-marketing activities. We will, therefore, map all the activities and use different theories to decide which activities form the best strategy for attracting students. Since we are not dividing universities' different marketing methods within different faculties, we are instead concentrating on E-marketing in general. Also, since universities' largest student segment consists of Millennials, that is why we have chosen E-marketing as a recruitment method. We are aware of other recruitment methods used by universities today, however, in this dissertation we aim to follow the largest target groups' preferences, E-marketing. One problem for us has been to determine how to address the various institutions in English. The Swedish names of the institutions are: Kristianstad Högskola, Lunds Universitet, and Malmö Högskola. However, when we visit their international websites, which are written in English, they all refer to themselves as universities. Therefore, we shall address everyone as they address themselves in their international websites.

1.6 Outline

This first chapter of this dissertation is an *Introduction* which includes background, problem, purpose, research question, and limitations. The second chapter is the *Research Method*, which presents the research approach, data collection, quality issues, and the choice of theoretical framework. Chapter three is the *Theoretical Framework*, where theories are presented as well as relevant facts. Moreover, in chapter four, the *Empirical Findings* are presented which consist of data from interviews. In chapter five, the *Analysis* is presented, and findings are discussed in comparison with theories. The last chapter includes the *Conclusion* where is a concluding discussion, and suggestions to future research.

2. Research Method

The purpose of this chapter is to present the research approach, types of data, choice of interviews as sources, form of interview, and the interview process. After that come time horizon, sample selection, reliability, validity, generalisability, and theoretical framework.

2.1 Research Philosophy

There are four different research philosophies: Positivism, Interpretivism, Realism, and Pragmatism. Research philosophies allows us, as writers, to make assumptions about how we view the world. These assumptions have been very helpful since they have supported the research methods and strategies which we have chosen.

The *positivistic* research philosophy involves an objective stance of the researcher when observing social reality, as the researcher draws general conclusions using the results of the research. When adopting this approach it is expected that the researcher embraces the role of a highly objective analyst using a structured methodology and a quantitative approach to statistical analysis (Saunders *et al.*, 2007). *Interpretivistic* research, however, does not generalize since it considers each business situation as complex and unique. It is of higher importance to understand the details of a situation since people's actions are affected by different interpretations on the situations they find themselves in. The *realistic* researcher argues that there is a possibility that social forces and processes affect individuals, without the individuals being aware of these factors. Furthermore, these factors have an impact on the individuals' interpretations and behaviors (*ibid.*). The last philosophy, *Pragmatism*, allows the researcher to choose a combination of all the different philosophies, because it is unlikely to only use and follow one philosophy (Saunders *et al.*, 2009).

Since the aim of this dissertation is to understand how universities choose to market themselves considering today's generations' preferences, an interpretivistic philosophy has been selected. The marketing process is considered to be a complex environment where each university in this study is unique. Interpretivism is used when investigating humans and it is exactly what this dissertation has done by having interviewed marketing and communication departments. There have not been any statistically tested

hypotheses. Instead, experiments and observations have been used to investigate each university's individual level of marketing.

2.2 Research approach

A *qualitative approach* is considered appropriate to implement in this study with the intention of understanding and interpreting how universities perceive their process for attracting students. Since the perception of a company's e-marketing process is a complex matter to investigate, a qualitative study is more suitable than a quantitative approach, as a quantitative approach would not provide in-depth information and explanations to interpret. Quantitative data in form of objective numbers or statistics, is not anticipated, however to subjectively investigate what has been done and measure the impact of it in a qualitative perspective, is anticipated. Our qualitative analysis means that we have collect data through interviews, and written it down the same day. Initially, the data-collection dominated the time, yet as the study progressed, the analysis took over, and to some extent, controlled the collection work. Renowned market-investigation researchers Christensen *et al.* (2008) describes this in an example: when conducting the first interview, one will start the analysis at the same time, and unavoidably reflect on the respondent's answers and compare them with the theoretical framework and one's own understanding of the problem. Since our interviews were not made at the same dates, we reflected and analyzed answers immediately after each interview.

Hence, the qualitative analysis will start with interviews as a form of data collection. If we used surveys, as in a quantitative analysis, that would make it difficult to emphasize on the understanding. Rather than to test and verify; the respondents' point of view, the interpretation, and the closeness to "data" by us as researchers, was important, and observations were made in natural settings.

The purpose of our reading of the literature depended on the approach we intended to use in our research. There are two different ways to approach a research, the inductive and the deductive approach. If we would wish to explore collected data and develop theories from them, which we would subsequently relate to the literature, this is known as an *inductive approach*, where one does not start with any predetermined theories or conceptual frameworks (Saunders *et al.*, 2009). However, in this study we had used the

literature to our help for identifying theories and ideas which we had tested using data, as a *deductive approach*. Our study has conducted a deductive approach as it all started by investigating literature within the field of study. From thence, we developed a model combining different marketing activities, and linked all the theories together for creating a strategy of attracting Millennials. Later, we conducted interviews from which data was based upon. Data was thereby compared and analyzed with theory, to finally end with a conclusion of differences and similarities between them. If new data came up which could not fit under theories, we just mentioned them in the conclusion.

2.3 Types of data

There are different types of data, including primary and secondary data. Christensen *et al.* (2008) describes the secondary data as something which has been collected and compiled in a different context and with a purpose other than for the present investigation. The secondary data that we use are published and commercial sources (external data), and internal information (internal data). Published and commercial sources may be those from government agencies, trade organizations, newspapers, magazines, consumer panels, index, and market research. The external data is found primarily through libraries and their full-text databases of articles, research reports and surveys. Domestic information is such which is published by universities themselves, i.e. marketing activities, enrolment rates, and customer information. The primary data has helped us when the information from the secondary data did not precisely fit our research problem as we needed more customized information that meets our needs. This may be in the form of market surveys using different collection techniques, to obtain the respondents' personal marketing activities. Christensen *et al.* continues to explain that primary data can be collected through questionnaires, interviews, observation-studies or experiments. In this case, we used semi-structured interviews with as little “interview-effect” as possible in order not to control or influence respondents’ answers. Advantages of the primary data were that the information was adapted to the study problem, the information was current, and it was possible to structure the collection (Christensen *et al.*, 2008).

2.4 Choice of interviews as data sources

The reason for our interview approach is explained with the help of Christensen *et al.* (2008) who describes the advantages of doing interviews as: aim and objective, personal contact, nature of questions, and timing.

The *aim and objective*, is lifted through interviews, since we wanted to highlight and identify what was being investigated, and believed it was facilitated through conducting interviews. The facilitation occurred due to the respondents' ability to talk freely about the research aim and objective, and unexpected yet useful information was brought. The *personal contact* often becomes crucial when the problem area is complex and if the target group is, for instance, senior managers or experts. In these cases it would have been difficult to conduct a survey, if they wished not to share sensitive or confidential information, or if they were short on time. However, when conducting the interview, we were able to create a trust of the respondent which allowed us to generate the information we needed. An observation was irrelevant to get the valuable and descriptive information from a respondent, and was only used when we hesitated on the truth of the information we got. If we would have chosen telephone-interviews, we would have lost the personal contact where we would be able to see respondents' expressions. The *nature of questions*, since we had many, complex or open questions, it was most convenient for us to conduct an interview. Since we had the ability to make related follow-up questions, and make the respondents to develop or clarify their answers. *Timing*, as an interview is more time efficient and easier to coordinate and administrate than a survey, we got answers much faster. We would however, want to inform that timing will not determine the survey design (ibid.).

2.5 Form of interview

Material from interviews helped to explain the pattern which we wanted to: break (if not successful), improve (if mediocre) or notify (if successful). Semi-structured interviews are conducted with three university's communication-groups. The basis for choosing semi-structured interviews was for the reason that we had a list of standardized themes and open-ended questions which were within the field of study and which provided open answers. Hence, structured interviews would not have been appropriate because of its, for instance, use of surveys with questions fully specified in advance, and answers

which are pre-coded and written down at the exact moment; whereas we chose to audio-record the answers and took some brief notes.

2.6 Interview process

Since one of the aims of this dissertation was to analyze e-marketing activities and strategies, our interview questions consisted of these issues only. According to Kvale *et al.* (2009), an interview is based on seven stages.

The first stage, *Thematization*, involves formulating a general purpose and conception of the subject of the inquiry before the interview begins. We had to study why and what should have been clarified, before the question of how we did it, was set. Themes were selected from described keywords in the theoretical framework, and those were: students as Millennials, digital marketing activities, students as customers, e-CRM, direct marketing, and social media. These themes were all sent through e-mail to the communication managers before the interviews, for them to be prepared in advance. The second stage, *Planning*, means we had to plan the organization of the research with respect to all seven stages before the interview began. The initial step was to create questions for the research topics, check the questions with the supervisor, and then send the research topics to the respondents. Later the actual interviews were done, and finally the analysis of data took place. The third stage, *Interview*, is when we finally conducted the interviews, according to this guideline. When interviews were made, communication managers were asked questions regarding themes mentioned above. The answers were audio-recorded; to make sure no information was lost. Before conducting the interviews, a test was made with the supervisor, to make sure important questions were covered.

The fourth stage, *Printing*, is when we prepared the interview-material for analysis, which means we transcribed the material from spoken to written language. The respondents' complete answers were placed in the appendix, and summaries of each interview were presented in the empirical findings in order for us to conclude more facilitated. The fifth stage, *Analysis*, is where we determined, based on the general purpose, subject and characteristics of the interview-material, our appropriate method to analyze the material. The sixth stage, *Verification*, is where we analyzed the interview results on validity, reliability and generalizability. Reliability refers to the results' consistency, and validity refers to if an interview examines what it was designed to

investigate. This part will be discussed further on in this chapter, and this is when we decide whether our interviews have had a high value of validity, as it was only spoken words from people in charge. The seventh stage, *Reporting*, is where we reported results of the investigation and the methods used, in a shape corresponding scientific-criteria, which took into account the ethical aspects of the investigation and lead to a readable product (ibid.). In the analysis chapter, we presented the answers from the interviews under each topic, and determined what was - and was not, covered. The conclusion summarizes all our discoveries from a marketing perspective in the sector of universities.

To sort the data, we organized interview prints. Then we searched for keywords or key phrases that describe and explain the content, which in turn provided the structure and the pattern that we strove to demonstrate or to discover. Christensen *et al.* (2008) describes this as the *reduction process*. The reduction of data and identification of keywords makes the data content more accessible, but to create an understanding, they must also be structured. This means that the emerging keywords are assembled and linked to each other. Christensen *et al.* (2008) calls this the *structuring process*, and it is partly controlled by the theoretical framework because it will determine what data we are interested in. As the data collection proceeds, a clearer pattern emerged, and keywords were categorized. Hence, when we studied e-marketing activities, and the theory mentions various activities as keywords, and then hear the respondents' data, we therefore placed their keywords in our categories. Finally, we come to what Christensen *et al.* (2008) describes as the *visualization process*. This means that we convert the reduced text, and the emerged pattern, to concise and structured summaries or visual images, such as models.

2.7 Time Horizon

Interviews are only based on one interview per communication manager at a specific time and date. This is called a cross-sectional method by Saunders *et al.* (2009), and the method was chosen because of the lack of time to ask the same questions at different occasions during the writing process of the dissertation. Even though the time was limited, future authors can use this dissertations study and ask the same questions to the same communication managers, to see if there have been any differences since this study. A further investigation could be to interview university students, in order to

create another aspect of this issue. A student perspective would help universities, and ourselves, to gain knowledge of which marketing channels students would most prefer for universities to use towards their students.

2.8 Sample Selection

We have deliberately chosen to interview communication-managers from three selected institutions. The universities' marketing departments directed us to these marketing managers, due to our questions in the subject of matter which they considered would be best answered by these specific managers. This meant that we had a non-probability sample. Although our study covers marketing of higher education and we could have examined several Swedish institutions' marketing activities, all units in our target market (universities) could not get into the sample, because of the amount. However, sample results could have been generalized to the target population since we conducted a qualitative study. Since we conducted interviews based upon theories, there will always be some marketing activities which are more appropriate than others, but the theories have covered all activities within the subject so there will be at least one activity which can be adapted to the university. Christensen *et al.* (2008) explains also the importance of obtaining respondents who have insight and knowledge of what is to be studied, than to obtain statistical representativeness. Furthermore, it is a convenience sample, given that we chose respondents in the degree of availability. This might have affected the result's representation, but we had reason to believe that the population does not vary much across the country. Not to say the least because of the selected institutions' differences in education, activities and size. Hence, we had a heterogeneous sample since our respondents are from different institutions and had different responses to marketing activities (*ibid.*).

2.9 Reliability

This part considers whether the data collection from interviews is reliable (Kvale *et al.*, 2009). In this study, respondents' answers are only reliable for a limited time, as marketing activities change constantly. Even though the same questions were asked to all respondents, each respondent gave us different answers, because of their different fundamentals and ways to attract students to their educations. Some answers might stay the same for some years further, while others will probably change a year after this study. Yet, the same questions which we had asked can be asked again in the future and

will probably give slight differences in answers, if changes are made in, for instance, 2013. Universities which we had interviewed, and which were in an evolving phase, will probably give a different answer later in 2012. Since the interview-questions were open, a reliability issue might be if some communication managers held back detailed answers about some things, maybe because of oblivion, or the unwillingness of sharing information.

2.10 Validity

This dissertation will assume that most of what have been said in the interviews, are true and described in general of what has been done by institutions. This is called cognitive authority, by Wilson (1983). Communication managers could have misled us, yet if they did, we easily checked the truth by a visit to their websites,. This dissertation works as a review of what is being done at this moment at the universities, meaning there is a high value of validity because we have both the spoken words from the interviews, and the real activities. However it is only valid until the universities change what has been said.

2.11 Generalisability

Since this is a qualitative research, with data collected by several interviews with communication managers at three universities, it is quite difficult to generalize. The different universities have different solutions to attract their students. They offer different educations, are placed at different cities, and have different amounts of students attending. Hence, they use different marketing approaches to attract their students. This study focuses on what E-marketing activities, promotion mixes and CRM systems which are used today. A generalized research to map the focusing factors, would only have been made if we studied a larger group of universities. However, since the results of the data collection also measures what is lacking in institutions today, we will slightly generalize by drawing a conclusion that most institutions in Sweden are lacking appreciation for E-marketing activities, in the similar way.

2.12 Theoretical Framework

Different theories which are presented in this dissertation are limited within the field of study. We have not taken into consideration general theories about marketing, since this is a more advanced study which is E-Marketing (electronic) oriented. This study focus

on e-marketing which uses electronic devices in order to communicate with recipients. Universities are already aware of marketing in general, and that is why this study works as a further complement by pointing out ways to act towards the largest target group, Millennials. The theories explain factors including E-marketing strategy and relationship marketing. The data was used in order to present for institutions what is being done, and what can be done, to attract future students. At first, there is a theoretical framework introduction called “Higher education marketing to Millennials”. This introduction includes facts about general marketing by institutions, and also about Millennials which are considered as a general description of students today (online generation). These facts are used as a review for readers and institutions to understand today’s students better. In second, a “Digital Marketing Theory” (a form of e-marketing) was used to explain different marketing activities. This Digital Marketing Theory was combined with Dave Chaffey’s “Six Key Digital Marketing Tactics” model, to assemble a model with all activities which can be done. The digital marketing theory was discussed to give the reader knowledge of what can be done apart from the traditional marketing that is made at the same time. In third, a “Promotion Mix Theory” was used to complement the digital marketing activities, and to cover most parts of institutions personal marketing. The promotion mix consists of advertising in general, PR, sales promotion, and direct marketing. Finally, “Relationship Marketing Theory” and “E-CRM Theory” were used in order to help the marketing activities in forms of databases and relationships. The theories of relationship marketing and e-CRM are useful, since institutions are able to reach their students more easily and the marketing can be more personalized and precise (directed).

In whole, theories mentioned above were used as a guideline towards the upcoming comparison between theory and reality, which was made in chapter 6, Analysis. In other words, activities mentioned in chapter 3, Theoretical Framework, determined the thematization of interviews, and later on, in the Analysis.

3. Theoretical Framework

Within this chapter, different facts and theories are presented, as well discussed. Definitions of Millennials, E-marketing, and also activities revolving them, are reviewed. Relationship Marketing, and parts of Promotion Mix are used as a complement.

3.1 Higher educational marketing to Millennials

Within this part, marketing of higher education towards Millennials is discussed in general. Problems which have arisen are explained and discussed in an attempt of resolving these by different activity tools.

The Guardian (2011) discusses marketing as efforts in recruitment of students. Unfortunately, marketing by colleges and universities, is often poorly done with a lack of appreciation for all the marketing tools and how they can be combined into a total program. The time has come for universities' to make marketing play a more central role in shaping and delivering universities' strategic priorities. Once students begin their studies, they will immediately expect clear communication from their university about opportunities available for them. Hence, universities need a deeper appreciation for the essential part of providing an excellent student experience, and that is, by engaging in marketing. CIM (2009) mentions direct marketing, as a helpful tool to use here, as it enables you to target specific groups very accurately. By collecting and analyzing needs and interests of students, a university can use this to build their "in-house" database. Therefore, students that appear more prospective to apply should be favored, instead of indiscriminately approaching everyone on an equal basis (ibid.)

When discussing students' needs, it is worth mentioning the new generation of students referred to as "Millennials". According to a study by Smith (2012), Millennials cover 19-23 year olds which is the biggest generation since the baby-boomers. These are the ones who experienced momentous events such as the induction of music television (MTV) and 9/11 terrorist attacks (Barford *et al.*, 2011). Yet, what differs this generation from others is the integration of technology into their daily lives and how technology has always been a part of their world. Their world has always included computers, cell-phones, instant messaging, and the Internet (Crumpacker *et al.*, 2007). In fact, studies

show that Millennials are almost automatic at multitasking with technology, as if it is an extension of their being (Barford *et al.*, 2011).

Smith continues to explain that Millennials' main weapon is word-of-mouth (WOM) which they often use through Internet to express their feelings for good or bad products and services; this is called electronic word-of-mouth (eWOM). According to Smith's study, social networking sites are used by 56% of Millennials for this reason. The Millennials find it more credible to trust their friends from the same age or other consumers' opinions about products and services, than traditional media and information from companies' web pages. Smith (2012) explains the dilemma which marketers are facing, in the following way (p. 87):

Marketers are rethinking their marketing strategies aimed at Millennials. The communication styles that were successful with their parents are being rejected by this generation. Having grown up in an even more media-saturated, brand conscious world than their parents, they respond to marketing messages differently. This generation prefers buying from companies that help people, communities, and the environment.

Millennials are willing to write product and service reviews to give feedback, and express their feelings toward brands, through discussion-forums, blogs, YouTube, and similar Internet media. Marketers have tried online marketing, and research have shown that personalization, for example, personal messages have great response by the Internet generation, as the level of loyalty towards brands has increased. If some are irritated by the online marketing, then the response and level of loyalty heads towards the opposite direction. Smith (2012) comes to the fact that the most effective advertisements are side-panel ads, and e-mail updates from companies. The attention grabbers of web-pages were graphics, personalization, and professional layout.

Hence, in the following part of the chapter, we highlight the importance of considering Millennials online-preferences when conducting marketing of higher education.

3.2 E-Marketing

E-marketing (electronic), I-marketing (Internet), and Digital marketing are all different names of the same subject (with some small differences); marketing by different electronic media. This part will explain a clear and simple definition of E-marketing, and give an insight of various types of activities that can be used by universities today.

Definition

Chaffey *et al.*, (2006, p. 9) define E-marketing as: “Achieving marketing objectives through applying digital technologies”. According to Chaffey *et al.*, E-marketing is often referred to as Internet marketing, then again argue that it is much broader than so. E-marketing consists of digital media such as web, e-mail and wireless media, but also includes management of digital customer data and electronic customer relationship management systems. Jobber *et al.*, (2009, p. 263) explain that E-marketing “refers to the achievement of marketing objectives via a wider range of communications technologies such as mobile phones and digital television”. E-marketing is a broader term than Internet marketing, as Internet marketing only refers to the web-based technologies and the Internet, not phones, TV etc (*ibid.*). Digital marketing is a more recent term for electronic-marketing (Chaffey *et al.*, 2006) since nowadays most of the electronic media are digital medias. Nevertheless, we have chosen to use the term “E-marketing”, as it stands for the broadest meaning, and includes most, as digital devices also are electronic.

E-marketing model

Baines *et al.*, (2011) discuss digital marketing, and have summarized several digital marketing activities in a model. We have chosen to combine that model with the “6 main options for traffic building to a website” model from Chaffey *et al.*, (2006), and to call it E-marketing activities. The combined model in figure 3.1 displays the following E-marketing activities: Online marketing, Internet Advertising, Search Marketing, E-mail marketing, Viral Marketing, Online PR, Advertising, Online partnerships, Virtual hyper-reality, and Mobile marketing.

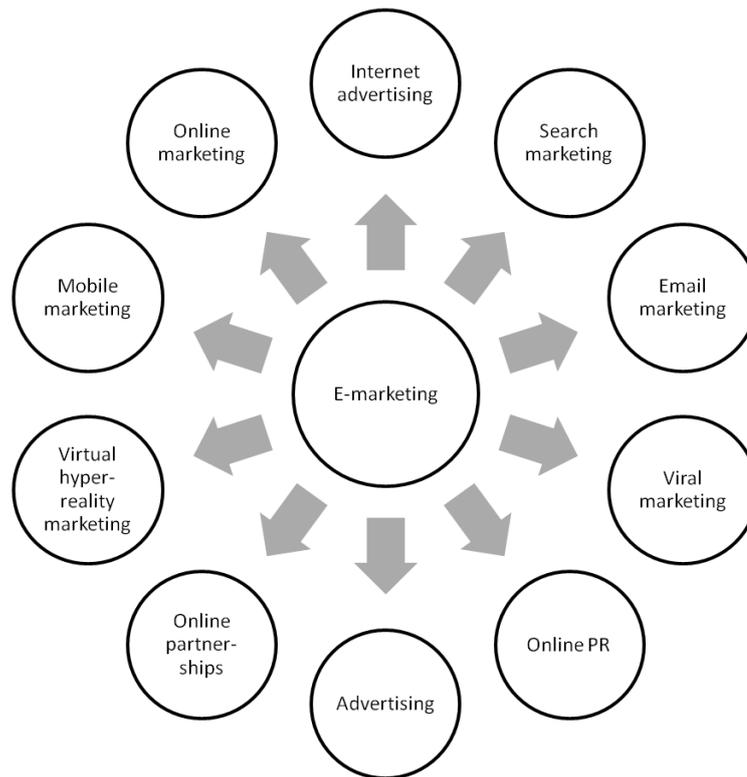


Figure 3.1 E-marketing activities.

(Based on Chaffey *et al.*, 2006; Baines *et al.*, 2011)

E-marketing activities

Online Marketing has a mission to sell and advertise products and services over electronic resources like mobile phones TV and the Internet. This type of marketing is the umbrella concept for using all or some the activities described below in combination with the marketing strategy (Ward, 2012).

Internet advertising takes use of Internet based resources for delivering its messages. There are many types of Internet marketing, for instance, banner ads (display advertising), embedded multimedia ads, pop-up ads, rich media ads (interactive ads), e-mail advertising, search engine marketing and online video-streamed ads. These types of Internet advertising creates many possibilities for marketers, and can target the customers by GPS-sources and analyze the use of search engines to localize and personalize the advertising. The advertisements can use formats such as audio, text, video, and interactive games. Internet advertising is also relatively cheap compared to other marketing channels, and can be updated at a low cost (Baines *et al.*, 2011; Chaffey *et al.*, 2006). *Search marketing* includes two alternative parts, search directory and

search engine. A search directory is a human edited database of information from websites, and is categorized through head- and subcategories. Companies pay a sum of money to put their websites into those databases. One famous search directory is ODP (Open directory project) owned by Netscape. The alternative search marketing part, search engine, uses a smart web-browser also known as spider/web crawler, to analyze and categorize all web pages that is stored in the search engines index database (Baines *et al.*, 2011).

For marketers, a common issue is whether they should use one or both parts of search marketing to put their website on the web. There are several methods which can be used by marketers, such as Paid placement, search engine optimization, contextual advertising, and paid inclusion. Paid placement (Pay-per-click) occurs when a company pays for relevant keywords which put them higher up in the search engine list, or when companies put an advertising banner on a web-page and pay their host every time the ad is clicked. Google AdWords is one of the biggest ad-network operator when it comes to paid ranking. Search engine optimization happens when a company restructures their web-page for more relevant keywords, to be placed on top of the search result in an search engine. Contextual advertising occurs when advertisers create banners and pop-ups which are specifically related to the keywords on the specific page (Baines *et al.*, 2011; Chaffey *et al.*, 2006). Finally, paid inclusion occurs when search engine companies charge fees to include advertisers in their search engines; however it is not used by Google and Bing (Search engine land, 2012; Baines *et al.*, 2011). Search marketing is also the first concept of the “6 main options for traffic building to a website” model (Chaffey *et al.*, 2006)

E-mail marketing is according to DMA (Direct Marketing Association) the most effective marketing method. In 2009, DMA stated that E-mail marketing had a double rate of return on investment, compared to other marketing channels. Marketing electronically had a very small production and transportation-cost, hence it is cost-effective (Baines *et al.*, 2011).

Various types of e-mails exist, and most need a permission from the receiver, to be sent. That permission is often given when customers accept it during a purchase in the Web, and therefore share some personal information with the company (Macpherson, 2001). E-mails without permission from the receiver, are called spam, unsolicited e-mail, and sometimes junk mail. According to the antivirus company McAfee, E-mails without permission stood for “92% of all e-mail sent in the second quarter of 2009” (Baines *et al.*, 2011, p.642). E-mail marketing contains newsletters, discussion lists, quick announcements, press releases, and catalogs (CampaignMonitor, 2012). All of those are sent out from opt in/opt out mailing lists. Opt in mailing list is a mailing list you have to apply for to get e-mails from a company, and a opt out mailing list is a list you already are receiving mail from, and you have to send in a message to drop out from that list. (Macpherson, 2001). Chaffey *et al.*, (2006) explains an e-mail marketing campaign called “cold e-mail campaign”, which is used to attract more customers to a website, by direct e-mails sent from an e-mailing list brought from another company in order to reach more people (*ibid.*).

There are many theories on how to write the perfect mail to get the right response. Baines *et al.*, (2011) emphasizes personalization before standardization, as research shows that personalization has a response rate of 64%. Also it is important to check e-mail systems so that e-mails are not blocked by spam filters. Finally, to gain full control of e-mail marketing campaign, tracking mechanisms are recommend to see if customers click on the links, or send them to a friend or business partner (*ibid.*).

Viral marketing, also referred to as word-of-mouth, has often been something unfavorable for marketers as it is said that for every positive comment about a product, there are 10 negative comments (Baines *et al.*, 2011). When viral marketing is used electronically it is called e-viral marketing or word-of-mouse (Wisegeek.com, 2012). Word of mouse increases the possibilities of spreading a message, and can be widely spread. In general marketers use humorous messages, games, video clips and screen savers (Baines *et al.*, 2011) which can be sent to many people by e-mail, and send back again to others, usually referred to as “pass along e-mail viral” (Chaffey *et al.*, 2006). Marketers also listen, analyze and respond to their customers at review sites, forums, chat-rooms, and social networks, such as Facebook, to create a better customer relationship, brand image and reputation (Wisegeek.com, 2012).

Online PR consists of social media, blogs, and media alerting (sign-ups for press releases) (Chaffey *et al.*, 2006). Baines *et al.*, (2011) examines a study of 100 top valued brands in America, and noted a connection between engaging in social networks, social web marketing, and growing financial results. Social web marketing can be marketing by social- or related media. To gain knowledge of customers' thoughts and preferences of companies, companies must engage in the social web. By creating blogs, Youtube channels, LinkedIn-, Facebook-, and MySpace-pages, companies can easily spread messages, share information and interact with their customers. According to Smith (2012) Youtube is preferable for Millennials in order to gain information. The difficult part nowadays is that people can (as mentioned in viral marketing) review products and services with good or bad content, from their own experience. Customers can also spread unfavorable rumors, and smear at companies they dislike. According to Baines *et al.*, (2011) institutions who want to attract more students or brand awareness in China have to use "Qzone" instead of Facebook in order to reach Chinese students. That is because Facebook do not rank in top 15 of the social networks and Qzone had about 300 million users 2009 (*ibid.*).

Advertising uses digital resources such as Internet, mobile phones, radio , TV and also video-games. In radio advertising companies can make jingles, or make clear messages, yet in using online radio-stations like Spotify, there is even more opportunities (Baines *et al.*, 2011). According to Spotify (2012), companies can use a range of advertising forms such as 30 second ads, cover replacement image, click-troughs, banners, skyscrapers (long web banner), mpus (middle page unit/medium rectangle web banner), and page takeovers (Spotify, 2012). All these advertisement forms can be used also on homepages and online-games. TV advertising is something common and it is the most effective media according to Allbusiness.com (2011). It can be very expensive at some air-times and the ads have to be very clear, memorable, and contain good offers to be successful (Allbusiness.com, 2011). Chaffey *et al.*, (2006) explain how TV advertising and radio advertising, are both referred to as offline communication, and are favorable as they reach many people at the same time, raise brand awareness, and guides people to the company website. However, Chaffey *et al.*, also states that the unfavorable part is high cost, limited targeting of people and in other words low message-personalization (*ibid.*).

Online partnership can be sponsorship, co-branding and affiliate marketing (Chaffey *et al.*, 2006). Jobber *et al.* (2009) p.234 define sponsorship as “a business relationship between a provider of funds, resources, services, and can be an organization which offers rights and association that may be used for commercial advantage”(Jobber *et al.*, 2009). Co-branding is a type of partnership between organizations or combined brands, a cheaper method than online sponsorship (Chaffey *et al.*, 2006). However both sponsorship and co-branding has to be done online (ibid.).When relating to higher education, Kristianstad University was sponsored with money for a research-project at the private company Carema Care. The gain for Carema Care was that the university’s research had to be done at Carema Care’s units (Skanskan.se, 2011). Another partnership may be the co-branding partnership between Lund- and Kristianstad University, which means they share and combine some educations (HKR.se, 2009).

Advertising in games is called *advergaming* and it can be done with sponsorship or co-branding as described under Online partnerships, or companies can use product placement within the game. Advergaming can be used in *virtual hyper reality* games (simulation game in a virtual world), such as “The Sims”, a people simulation game (Baines *et al.*, 2011), which added expansions with IKEA-furniture and H&M-clothes (Origin, 2012; The Sims 2, 2012). There is another The Sims game called “The education career track” where the player can choose to be a student or an administrator at a university (The Sims Wiki, 2012). A university in real life, can find ways to make advertisements there. Other popular games are “Second life” (online simulation game like the Sims), Facebook games and mobile app games which advertisers think have increased in importance (Baines *et al.*, 2011)

Mobile marketing is nowadays possible, as some cell-phones today are much more than just phones; they have become small, portable hand-computers. Today’s cell-phones contain games (online and offline), Internet (web-browser and search engines), social networks, applications, music channels, TV-channels, text-messages, and obviously calling features. According to Baines *et al.*, (2011) the use of cell-phones with Internet is increasing, and in 2009 the number of users in Western Europe reached 519 million people. Europe has 732 million inhabitants (Statistiska Centralbyrån, 2009). One can argue that mobile marketing is the most effective way of marketing as it includes little

of every above mentioned E-marketing activity. However, Baines *et al.*, (2011) have spotted the following differences from “traditional mass marketing”:

1. *Scope of audience*: marketers can only reach those who have mobile devices. They also need customers with a mobile Internet connection, to make the full use of mobile advertising. They also have to be granted permission to send messages (e-mail, text-messages) to the audience.

2. *Type and format of messages*: text messages on mobile phones limit format and types of messages by size of messages and screens.

3. *Location based targeting*: customers can be segmented into countries or one/some location/s within countries (e.g. towns and provinces,. Those locations can be targeted to send messages to the customers within range and adapted to their time zone.

4. *Response tracking*: like e-mails, marketers can easily see the customers’ response when they reply to them. (Baines *et al.*, 2011)

To conclude this part of the chapter, we want to point out that above mentioned E-marketing activities aim to give universities some thoughts and ideas of what can be done better, by using technology. Hopefully, these activities can contribute favorable results during the recruitment of prospective students. However, it must be noted that these activities are not thoroughly explained since they serve the purpose to review, and to develop ideas for the ones responsible for marketing of higher education. Moreover, our E-marketing model is a combination of two former models made by successful authors, and should, therefore, be considered appropriate as it includes the best of different parts. It is a combination of attention grabbers to websites and features at a website or a CRM system.

3.3 Promotion Mix

In this part of the theoretical framework, we use parts of a promotion mix, to complement former and upcoming theory. Since this dissertation highlights what can be done to attract students, we believe that personalization can be useful, and that is explained through a directed promotional mix containing: advertising, public relations, sales promotion, direct marketing, and personal selling. The Chartered Institute of Marketing, CIM, has published a guide of how to create an effective promotion mix. CIM mentions five tools which are used to express benefits of products, to customers: advertising, public relations, sales promotion, direct marketing, and personal selling (CIM, 2009). Baines *et al.* (2011) refer to this as marketing communications and add one more tool which is word of mouth. Since this dissertation focuses on E-marketing activities and non-personal communication; personal selling will not be appropriate to discuss.

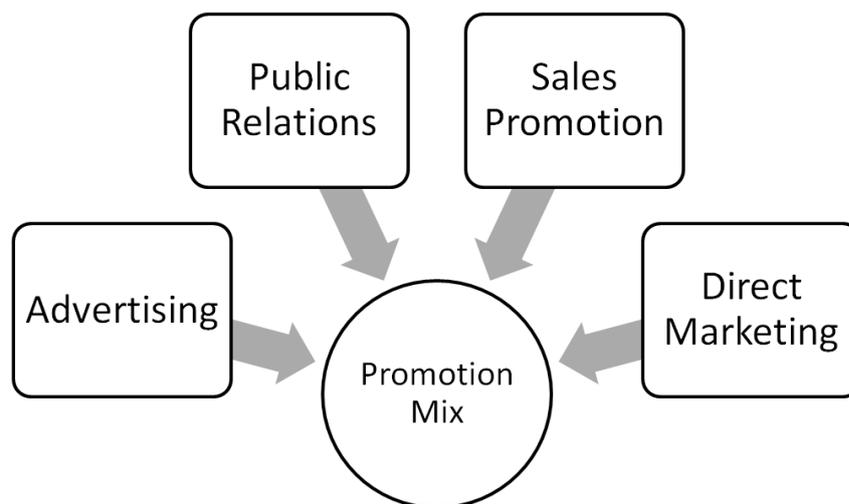


Figure 3.2. Promotion Mix.
(Based on CIM, 2009).

Advertising is formerly discussed in chapter 3.2, yet this part explains some goals. The main idea is to provide information for the target group, and to create awareness by continuously send out key messages to imprint the minds of customers (CIM, 2009). Kotler *et al.* (2009, p.539) explain the main ideas of marketing management as informative advertising, “create brand awareness and knowledge of new product/market offerings”, Reminder advertising, “stimulate repeat purchase of market offerings”, and

also persuasive advertising which is creating liking and preferences of one offer in contrast to another to create a better relationship. Reinforcement is also brought up as advertising which means picking customers which have just purchased something and convince them that they made the right decision of choosing them (ibid.).

Public relations are news and press releases created by schools communication members or by news firms (by themselves or by order from the schools). The news can be positive or negative, and it can improve or reduce the reputation of the institution. The communication members do not mention negative news, only positive ones to keep their students and increase their relationship and image (CIM, 2009). As mentioned in the introduction of this dissertation, Care of Hause (Kristianstadsbladet, 2012) found that some Universities and University colleges lack in publicity, which can affect the application rate with a decrease when institutes are not available in the media. One example to attract students can be to promote famous managers or celebrities that have been studying at the particular University. The world-renowned newspaper Metro (2012) stated that people between 15-20 years are more attracted (in forms of publicity) by celebrities, than normal people or models, and this can be an advantage for institutions (ibid.).

Sales promotion is often mentioned as offers from companies to attract more customers. If related to higher education, sales promotion can be something that the students will gain for being enrolled at the university (CIM, 2009). Examples can be such as practice, job guarantee or a accommodation guarantee. Kristianstad University has a sales promotion in forms of accommodation guarantee, and also practice guarantee in some of their educations (HKR, 2008; HKR2, 2011).

Direct marketing is a effective marketing tool as it contains personalized messages that are relevant for the customers (in this case students). Jobber *et al.*, say that: “direct marketing attempts to acquire and retain customers by contacting them without the use of an intermediary” (Jobber, *et al.*, 2009, p.255). Smith (2009) explains that personalized marketing is on second place when it comes to gain Millennials attention at a web-page (graphics is on first place). If Millennial-students prefer direct marketing by e-mails or at homepages, then communication members of institutions must personalize e-mails being sent out, by obtaining information and e-mail-lists which

they can buy from databases (CIM, 2009). When speaking of direct marketing, this leads us to the next part of this chapter where this phenomenon is explained further through relationship marketing.

3.4 Relationship Marketing in Higher Education

This part of the chapter starts with an explanation of the definition of Relationship Marketing, and will continue by relating the subject with higher education and how to consider student relationships as customer relationships. Later, The Three Pillars of Relationship Marketing are explained and how organizations can understand customer needs better. After that, examples of CRM in higher education are brought up, finishing with E-CRM, which also plays a great part.

Definition

Grönroos (1994, p. 118) defines relationship marketing as “marketing to establish, maintain, and enhance relationships with customers and other partners, at a profit, so that the objectives of the parties involved are met. This is achieved by a mutual exchange and fulfillment of promises”. Katz (2002, p. 24) describes relationship marketing as:

A business strategy and a set of discrete software tools and technologies, with the goal of reducing costs, increasing revenue, identifying new opportunities and channels for expansion, and improving customer value, satisfaction, profitability, and retention.

Even though relationship marketing is defined in different ways, it emphasizes on creating, nurturing and enhancing relationships; focus is on retaining a customer for a long time. Jayachandran *et al.* (2005) explains that relationship marketing requires knowledge and information about the customer, in which information must be used properly. For companies to be able to use customer information in an efficient manner, a systematization of this process is required, to avoid information loss, inadequacy, and incorrect information. This is where Customer Relationship Management, CRM, joins the picture, as it is based on an exchange of information between two parties. An act from one party interacts with the other party's action, which allows interaction and exchange of information between the parties. The yield is based on trust and dedication. A step in the process is the uptake of information flow. It requires updated information

on the customer's interaction with the organization. Clients communicate through various channels of communication with various departments within the organization. The communication is the basis for future interactions in CRM. Customer information will contribute to a deeper understanding of customer behavior and needs. It enables the company to offer more customized products and services. It also facilitates the identification of current, potential and not potential customers. The advantage of the process is also reduced costs for marketing and customer service (ibid.).

Core of marketing

Previously, the focus in marketing has been transactions, number of shares and other short-term outcome measures. The market was seen as homogeneous in which consumers were expected to have similar needs and preferences. However, an increasingly rapid technological development requires new thinking in this field. This has led to a new approach to marketing where the customer relationship is integrated as the core-resource in marketing. Blomqvist *et al.* (2000) states there are three main features which are particularly emphasized in the new approach. First, the marketing purpose is seen as a way to create, preserve and promote customer relations. Second, the central part of the process consists of the interaction between customer and company. Third, marketing should be seen as an important management issue rather than as a separate unit within the company (ibid.).

"Student as a customer"

When engaging in higher education, you can refer to the student as a customer. In the areas of recruitment and marketing, CRM can focus on the development and improvement of the institutions management with relationships. CRM takes a very customer-centric view of the relationship, meaning that the CRM business strategy places the customer at the center of the organization (Katz, 2002). Students want to be able to obtain the right information and advice from institutions in order for them to make the right decision about their education. This is important as whatever course selected will determine their career paths. Further, the retention rate will be high if students feel that they are on the right course, as they are more likely to stay and complete it successfully. Once the initial contact has been established and students have made their selection, institutions have to be strategic in order to maintain and enhance relationships by keeping in touch with them until commencement and then continuing

from there. Institutions will be able to capitalize on word-of-mouth recommendations if relationships are established correctly from the beginning (Trustrum *et al.*, 2007).

In recent years, business software companies in the United Kingdom have developed a focus on higher education business software. Among others, there exists one successful software company named Agresso CRM, which offers for instance: finance systems management, student management, CRM student engagement and curriculum management. They have a customer base of over 100 education establishments across the UK and over 400 worldwide. John Shelton, head of business system group in DeMontfort University, is quoted saying (Unit4software, 2012):

For universities today, a CRM system such as Agresso CRM is an essential business tool. Students today pay thousands of pounds for their tuition and they expect better service as a result. Universities are competing with each other more and more as student numbers fall. The Agresso CRM system will make us better able to compete with other institutions when it comes to attracting students.

Three Pillars of Relationship Marketing

Strauss *et al.*, (2012) authors of “E-marketing” (2012), discuss the question of how organizations can understand individual customer needs without asking what they are. The authors come up with a conclusion which says that the Internet’s social media has allowed organizations to listen to needs much better than ever before. Relationship marketing has three pillars which support customer relationships with the organization’s products or services, and these are: Customer Relationship Management, Customer Experience Management and Customer Collaboration Management.

CRM (Customer relationship management) is a business strategy with the goal of reducing costs, increasing revenue and identifying new opportunities (Katz, 2002). It helps improving customer value, satisfaction, profitability and retention. By the use of software applications and advanced technologies, institutions may achieve goals mentioned above (Strauss *et al.*, 2012). From the perspective of the customer, a CRM business strategy allows interaction with the college or university from a single entity that has a complete understanding of their unique status. Katz (2002) explains the case of a student, where this might be seen through the interaction with admissions, registration, financial aid, student accounts, and housing offices. From the perspective

of the college or university, the CRM business strategy provides a clear and complete picture of each individual and all the activities pertaining to the individual (ibid.).

CEM (Customer experience management) represents the methodology used to manage a customer's cross-channel exposure, interaction with a company, product, or service. CEM focuses on the customer expectations and touch point satisfaction/dissatisfaction, and can refer to one or all transaction experiences over the duration of the relationship between company and customer. Customers want a good experience resulting in brand loyalty, as much as the companies they favor. According to "E-marketing", the basic tenet of CRM is choice reduction for costumers. Costumers want to frequent the same web-page, social network and online booksellers, because doing so is more efficient. Customers generally like to frequent stores, services, and websites where they are treated like individuals with important needs and there they know those needs will be met. Users believe that a company cares about them, when receiving e-mails about upgrades to their smart-phone, addressed to them by name that refers to the exact product purchased (Strauss *et al.*, 2012). Universities should, for instance, have a clear website containing direct links to the most important features students might want to visit. By reducing the steps, connections are facilitated and the student feels more pleased after have been met properly.

In addition, customers feel more loyalty when a company sends e-mails announcing news which might be to the customers' interest. Institutions can use this for sending specific news about, for instance, their science program, to a student who is studying in that science program. However, companies need to answer e-mails as well, and listening to hundreds of thousands of customers one at a time can be difficult and expensive, but it satisfies customers. Customer service is an important part of the customer experience and a critical strategic component for 91% of the companies. Key customer experience technology tools include e-mail, online live chat, either through customer service representatives or animated shop bots, and Web self-service through frequently asked questions. Every institution should have a site where frequently asked questions are presented and answered, since it might be appreciated by their students (Strauss *et al.*, 2012).

CCM (Customer collaboration management) means interacting with customers online in a collaborative conversation, to provide mutually beneficial value, in a trusted business environment. Interaction with customers allows companies to collect necessary data and to evaluate strategy effectiveness on a continuous basis. In a perfect relationship, the company and the customer learn from each experience and interaction, which leads to increased trust, loyalty and share of business for the company. The Internet is positioned to deliver this relationship, thus, CCM is about managing customer relationships and experiences by creating and monitoring online content. The difference is that CCM is people and interaction driven, since traditional CRM is data-driven. Strauss *et al.*, (2012) summarizes CCM requirements with its 5 M's (2012):

1. *Monitoring*: Provides listening capabilities to filter out noise from the social sphere, encapsulates measurement, and extracts insights that make measurement more effective. By having certain systems, institutions can see their students clearly, and are able to separate their preferences.
2. *Mapping*: Identifies social media relationships, linking social profiles to customer records for providing a comprehensive experience. Institutions might use social media as an advantage when engaging with students, and getting to know them better.
3. *Management*: Brings CRM processes to life. Without a purpose, social data is not manageable, thus, business rules and processes are needed to triage the right information to the right teams in real time.
4. *Middleware*: These are the technologies that glue the social world to the enterprise. Social CRM connects to nearly every customer facing system. Data will have to seamlessly flow between systems and advanced dashboards that provide intelligence.
5. *Measurement*: What you cannot measure you cannot improve, therefore organizations must be able to benchmark what has been done.

Example of CRM in Higher Education

Katz *et al.*, (2002) highlights the opportunity to implement a CRM business-strategy to support the student during the admissions and recruitment process. Marketing and campaign management processes and applications can support both targeted admission recruitment and fundraising. In the following example, Katz *et al.*, puts forward an example of a case study, where one institution may have a goal to recruit students, and to increase the number of students pursuing finance-careers. The example shows that a institution would target specific groups, using data analysis to determine which

prospects are most likely to apply and why. Further on, it is said (Katz *et al.*, 2002: p. 27):

A personalized mailing campaign would then be launched using both e-mail and traditional mail. Within each mailing, prospects would be given a personal identification code for access to the university. All prospects not responding by any channel (Web, e-mail, phone, fax, or other) would be sent follow-up e-mails. A prospect receives the e-mail three days before the receipt of the paper letter. The prospect then activates the hyperlink and is linked to the university's recruitment Web page. The prospect is requested to enter his or her personal identification code and then is linked to a personalized home page and portal.

The web-page would be customized, based on interests known from the search data. For instance, if the presumptive prospect is interested in sports or band, links to the university's athletic department or music club web-pages are provided. Or if the prospect listed health as an occupational choice, there are links to health departments' web-pages. Finally, Katz *et al.*, (2002) points out that there should also be standard links provided to all prospective students, such as admissions application procedures and forms, financial aid information, and scholarship search programs. The student may then pass through the site, complete an electronic inquiry, and requests information on certain programs. The institution can thereafter monitor the student's responses and initiate appropriate follow-up communications (*ibid.*).

Electronic Customer Relationship Management (E-CRM)

Information and communication technologies are having and have had a profound effect in how business operates. Donaldson (2007) discusses how IT's use in relationships has grown, because of variable advantages in coordination. It has lowered transaction costs by making routine transactions electronic, thereby saving costs in order input, tracking and invoicing. E-relationships are information intensive. This factor places huge importance on managing volumes of data in order best to understand the relationship (*ibid.*).

Kennedy (2006) explains E-CRM as an extension of traditional CRM. The traditional CRM has been linked to electronic business applications. To facilitate and enhance CRM, a software application developed in terms of E-CRM has been developed. Internet's growing progress and the further focus of customer-oriented strategies have led to the development of E-CRM. Marketing activities, tools and techniques over the

Internet is comprised of, e-mail, chat rooms and online forums. Their aim is to build and enhance customer relationships and enhance the individual potential of customers. The new technology allows interaction with clients without personal contact. Information about customers is already available online ready to be integrated into the analytical process as opposed to traditional marketing where all data are collected manually.

The new marketing communication has led to new ways to introduce new services and new ways for companies to manage customer interactions. E-CRM helps to reduce communications costs, improve efficiency and deliver greater customer value. The goal of E-CRM is to develop an analysis tool to protect valuable customer relationships and improve customer service. Customers receive requested services related to their lifestyle and personal needs. The companies in turn, get highly valued customer relationships at a low risk. With the current revolution of technology it is important that the company pursues opportunities to create sustainable competitive advantage in E-CRM (Kennedy, 2006).

A user-customized website is an important part of creating a competitive advantage. An effective website should, according to Chaffey *et al.*, (2009), compose of three different characteristics: *Magnetic*, *sticky* and *elastic*. The first characteristic, magnetic, aims to attract potential customers by advertising campaigns and an attractive design of the website. Institutions can, for instance, make promotional advertisements which will attract the students to their website. The next feature, sticky, is about getting the customer to remain on the site and involve the customer in the profit-generating activities on the site. Here, institutions might offer the students to fill in an inquiry to test which education might fit them best. Also, a dialogue-box, chat-room, or forum might be a good way for the student to stay and engage in the site. The final step, elastic, the goal is to persuade the customer to return to home page. By collecting e-mails from the student who engages in the inquiry or activity, the institution can send an e-mail after a period of time, reminding them of the inquiry they once filled in. Here, the institution has an opportunity to inform about news that might be to that prospective student's interest (*ibid.*).

Chaffey *et al.*, (2006) talk about different techniques to build long term customer relationships through a combination of Internet-based and traditional marketing. The

model consists of three stages. The first stage is *Customer acquisition*, which includes techniques to create new customer relationships and thereby generate greater sales online. Various promotional options are valued according to how well customers are involved in the Internet-based marketing. *Customer retention* is the next stage and includes actions and strategies to retain existing customers. The last stage, *Customer Extension*, aims to broaden its product and get customers to consume more of their related products. Customer selection is a feature at every stage of the model for Customer Relationship Management. It is the link between CRM and the target group or segment to generate maximum profitability for the company. The model also shows the importance of providing customer value to each mode. It is vital to the company in competing purposes (ibid.).

An example of a successful company which has learned to build relationships through software is Amazon.com. The staff at the successful Amazon.com is very driven because of their highly developed software system. One key part of the company is software development, which allows Amazon.com to offer even more services to its customer and partner companies. One of its competitive advantages has been to keep ahead in the competition of developing Internet software tools; for example, it takes less time to search at Amazon's site when compared with its competitors. The key difference is that Amazon's technology allows it to customize to everyone through its information provision. Specialist editorial information is organized and provided for most products: the information you want is at your fingertips.

If the E-CRM is used in combination with the E-activities e-mail marketing, online PR, viral marketing, and the promotion tool direct marketing, it will become a more student focused marketing. This due to that information of the students within the E-CRM system is used and processed in order to gain responses from the students. The other E-marketing activities and promotion tools are supporting tools to get the students attention (for example online marketing, Internet marketing, advertising, virtual hyper-reality, mobile marketing) and increase the likely hood of choosing them for the application (for example search engine marketing, online partnerships, sales promotion, and PR).

3.5 Summary of theory: developing a model

In sum, the theoretical review gives us the impression that marketing by universities has not been done to its full capacity. Therefore, to facilitate the reader, a model is developed which serves the purpose to show the relationship between the different theories that together will help to attract more students. The first theory presented *Millennials*, universities' main targets, and its preferences, which should be followed. The second theory was about *E-Marketing* (electronic marketing), the main theory that will help universities to attract Millennials. Seeing that Millennials were brought up with electronic devices and the Internet, makes E-marketing a proper approach. The different E-marketing activities are: Online marketing, Internet advertising, Search Marketing, E-mail marketing, Viral marketing, Online PR, Advertising, Virtual hyper-reality, Online partnership, Co-branding, and Mobile marketing. E-marketing can be fulfilled with the help of the third most highlighted theory, *Relationship Marketing*. Relationship Marketing supports E-marketing as a help of understanding Millennials and considering students as customers who are in need of service-minded universities. Also here, E-CRM (Electronic Customer Relationship Management) is referred to, since marketers need to follow Millennials' activities on the Internet, as this generation spends a hefty amount of time online. This fact was further explained in our fourth theory, *Promotion Mix*, where the discussion of Direct Marketing showed us that specific marketing towards specific target groups can improve the response from students. In the model below, we have created an overlook of this whole connection which should help university's to attract students in a more facilitated and efficient way.

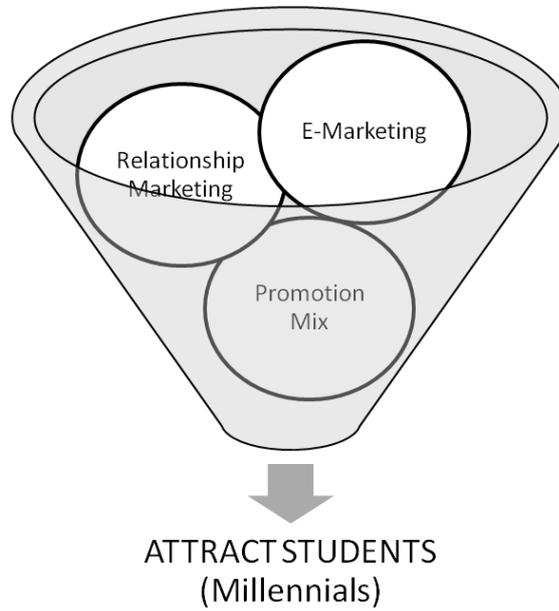


Figure 3.3 How to attract new students
(Based on: Relationship Marketing, E-marketing, and Promotion Mix theories)

4. Empirical Findings

In this chapter, the data collected from the interviews will be presented. The empirical findings will be divided by institutions, starting with information about the interviewee. Later, every institution's activities are summarized and described under specific headings. This chapter ends with a table presenting an view of all institutions

4.1 Introduction

The empirical findings are divided by institutions, beginning with Malmö University, then Kristianstad University, and ending with Lund University. During the meeting with the interviewees, facts have been presented regarding the activities: social media, website, blog, search directory, mobile marketing, recruitment via TV and radio, student ambassadors, online partnerships, digital platform, direct e-mail for recruitment, segmented marketing, relationship to students, adapting to Millennials, student as customer, profiled target groups, and information about students. Facts are only based on what has been said in the interview. Some figures are, however, taken from the institutions' websites.

4.2 Malmö University (MAH)

Maria Crona, communicator at Malmö University (MAH), explains that changes in a university do not happen rapidly. Everything must be linked to each other, and should also be obtained by a budget. The communicator explains how they have spent the last two years testing new media and are investing in large digital campaigns to attract more students. It started when the university wanted to launch a new website, yet there was some tardiness in that. They chose to add some of their marketing budget on an external campaign page instead.

Social Media

Malmö University uses social media such as Facebook, Twitter, YouTube, and Vimeo. Facebook and Twitter are controlled by a person who works 50% monitoring these on a daily basis. In addition, the university's Facebook and Twitter pages are launched both in Swedish and English, since they also have an international audience, international students. The YouTube accounts are described by the communicator, as less active, since efforts are made individually around the university. Therefore, further efforts to

centralize the YouTube-channels are planned. In Spotify, the university created a radio jingle. The communicator describes how a child sang a nursery rhyme and explained what she wanted to be when she grew up, and whom then asked the listener what he or she wanted to be when he or she grows up, the listener was thus encouraged to visit the website.

The promotional page, which was mentioned above, was marketed through both Facebook and Spotify by the use of banners and radio jingles, and was paid for per clicks. The communicator explains how their both activities were targeted to the new generation, which was considered to be between 18-29 years old. Through Spotify, recipients were encouraged to test their taste in music, and judging by their preferences in music, a particular education suggestion was given to them. It came about that they took an URL link, found a music list in Spotify, copied the URL link, and pasted it in the promotional page. Later, a computerized function yielded a result which said something like: *“So you had those songs, thus you must study human rights. Here are the others who will also study human rights and might end up in your class. You can start talking to them already”*. However, in order to measure the activity results, the recipient had to have a Facebook account. There is something called Facebook Connect, which means the recipient clicks into his or her account, and outcome was recognized directly in their Facebook feed so that friends could see one's results. And then it could spread.

Malmö University had been inspired by seeing other universities doing the same thing, yet in a different way. The Swedish University of Agricultural Science, SLU, had made some kind of a time machine which picked words from a person's Facebook status updates, and thus guided a person to various career choices. The communicator explains that: *“It was all quite playful, and was mostly used to create attention to get recipients to our website”*. The purchase of banners gave high traffic and a high number of clicks at the very first week. About 1700 people came to their promotion page, 1339 went from there to the official university website, and about 34 of them actually got to the application page (MAH, 2012). Yet, by using social media to get recipients to the site, meant that many came first to the promotional page, and few came on to the university's website. This problem is explained by the communicator, as the risk which occurs when having too many connections. When, for example, recipients ended up at human rights,

and wanted to learn more about that program, they were referred to the website by another link, which is where one wants the person to come. Then, to apply to the program, the recipient should move further to the application as it is done on a national website. Hence, there were too many steps. Having an external promotional page was interesting, but did not give the ratio that the university wanted. Therefore, in 2012 they chose to dedicate more work into their existing website, and excluded the promotional page. Through banners, they lead recipients directly to their internal promotions page.

The communicator at Malmö University continues to talk about the Facebook-page, and how it two years ago, did not exist since the former principal did not have any trust in it. Eventually it started without a strategy or a plan, and they just tried their way. The university controls the central Facebook site, and then there are various pages that are linked around the university which are started by students or teachers. The communicator explains that the university's guidelines exist and are to be followed if one wishes to apply for permission to use their logo. In the end, a central cohesion is of most importance if some students end their accounts and their pages die. Their Facebook page is also for non-students. Especially the English version has been extremely good for recruiting. The communicator informs that they have sensed a strong demand of the foreign students to ask questions about admissions, and network of communicators has been built up. There has been a special English communicator who has worked actively to capture all the flow and answered questions. However, recruitment is not a need for the Swedish version and does not direct itself to the same target group. The communicator says: "If you are Swedish, you already know how admissions work. You do not have the same need, and may also feel that you do not want to be friends with Malmö University". Therefore, it is harder for organizations or companies to come near them. During the last period they directed themselves to current students, where they talk about what is important in the city of Malmö, what's happening in town, and what you can do as a student in Malmö. At the admission period, however, the promotional pages made people turn more to the Facebook page.

Website

Right now there is a reconstruction of the university's website. The communicator describes how they previously had too many target groups, such as employees, current students and prospective students. However, the upcoming website is concentrated on

being recruiting towards main target groups, although existent students also should be able to benefit from it. The university wants to emphasize students, activities that occur on campus, and use imagery more clearly. The communicator describes the current website as “rigid”, as the color has not been changed for several years, thus, quite outdated. Measurements are made continuously on the existing site, and students are invited to look at the sketches for the new website in order to gain their opinions. The communicator says: “It needs a different focus, image is something that people ask for very much and we are not so good at working with images right now”. Work was begun in the beginning of this year. Redoing an entire web takes a very long time, especially for Malmö University who has over 30 000 pages in their web. In addition, they have a web structure based upon one visible web, and another which serves as a database containing course-information. The focus is on drawing attention to education in a more inviting manner, as the prior website has only been boring lists. Now there are added student interviews, and one can read clearly what about each educational curriculum.

Malmö University is working very actively to strengthen their brand, which is not only described as a logo, but the feeling around the brand. The communicator explains how their communications department have recently been on a team building in Berlin, for help in answering what they want to stand for, and how they want it to feel when they think Malmö University. They have agreed on four concepts, which may not only be used in words but also in image and action. These concepts are: that they are committed, innovative, outgoing and have a qualitative teaching level. This is described as Malmö University right now, although they are in a phase of identifying themselves. They want to define themselves, although it tends to get abstract, it works as a guideline when designing a campaign. Is this outgoing? Innovative? Does it show quality? This gives them something to relate to, so they will not grope on everything, as they explain themselves to have done before. They believe it is, therefore, very extraneous and courageous to try to create the brand Malmö University.

Blog

The principal at Malmö University has his own blog, which is highlighted very clearly on the website. He writes about what he does and his thoughts of the university’s development, for instance, events, conferences, and workshops (Rektorn bloggar, 2012). There are also teachers and researchers who have blogs. In addition, a joint blog account

exists at the university, where anyone can start a blog with support from the communications department. Yet, this has not been very visible where to find all the blogs and the common blog account. The ideal which they strive for is to have any type of window that leads to the blog page at the launch of the new website. At the moment you can see other blogs, when you have clicked into the principal's blog.

Search Directory

The communicator explains how the university has not considered AdWords relevant, yet they work hard to optimize the website on their own. Google Analytics, on the other hand, is used to measure traffic, such as why they received a lot of traffic on a certain day, or if the website is visited more during certain periods. Previously AdWords have been purchased, yet the university considers it is only a small part of how to optimize a page, and therefore it has not been the priority at present. The webmaster is working anyways actively to optimize so that the university is at the top of search results.

Mobile Marketing

During the year 2012, mobile marketing has been used for the first time by Malmö University. Banners were bought in, for instance, games, and are appreciated as efficient channels. This procedure is done by other platforms, so that if you click on the banners, you get into the university's website. Malmö University does not have a phone application. Yet there is an application about one of the university's education programs, made by some students at a polytechnic school in Malmö. However, Malmö University does not possess it, and is not familiar with its contents. The reason for not having made an application is because of the question of resources, as they wish to build a good and formal application. The communicator mentions how they are currently prioritizing their resources, as there is much needed to be done.

Recruitment via TV and radio

The university does not recruit via television, because it is considered too expensive. However, they have previously been on the local radio, and it was perceived well. The same opinion exists here, and it is a question of resources, and costs a lot.

Student Ambassadors

Malmö University works hard to alternate student ambassadors each year. These are students working on assignments, which are staffed by different programs. There are about 100 programs, and each student ambassador then has responsibility for approximately ten programs, where they will be able to answer questions posed by other students.

Online Partnerships

The communicator describes how Malmö University constantly in different arrangements, has a unit that works with cooperation. There is a vice-president who works with Region Skåne (the region south of Sweden), Malmö City, and Sydsvenskan (a Swedish newspaper). There is an ongoing project in the city of Malmö called "Malmö student life". The communicator says: "we try to point out that Malmö is an interesting city, and we talk to students on interviews where we ask different questions such as why they have applied here". Many times, it is the city of Malmö which has attracted the student, and perhaps also an unique education. Malmö is described anyway as interesting, especially for those who do not live in Malmö. Thus, there is an attraction.

Digital platform

The digital platform which teachers and students use, is called: It's Learning. It is controlled by the IT department and is primarily teachers' tool to communicate with students, but not owned by Malmö University itself. Also, administrators have no direct access to It's Learning. Analyses have been done to find out how to better reach out to current students, as It's Learning is something that all students must work through. The university declares that it is not certain that a student accesses the website, even if you advertise about an exciting lecture. Therefore, there are plans for the communications department to gain access for It's Learning, and to be able to post messages there.

Nevertheless, the university does not own its own student portal. The communicator says, however, that there has once existed an own portal, however, it was shut down because there were too few people who used it. Also, it was not sufficiently developed. The student portal was built by collecting e-mail, It's Learning and more, all in one place. However, traffic showed that "the modern social media technology had overtaken

how the student portal was built", according to the communicator. Recently, they have looked at new systems, so that there will be a new student platform in a relatively short time since their It's Learning's contract is about to expire. A good IT system is pursued, with a support system aimed at students, since the university wants to live up to being outgoing, innovative, modern and qualitative. Apparently, the principal has initiated a project called "IT and learning". It is about supporting teachers in understanding how to use new IT technologies to achieve better educational exchange and use social media in a good way.

An internal digital platform is also on the walkway, called "Yammer". It is designed to have dialogues, workshops, and forums where staff can exchange experiences. It can be used as a tool so that if you work in a workgroup you can share files with each other. It is a kind of workplace-chat where you can make friends with different people in different departments. There are those who are very active, including professors who debate different topics with each other. "Yammer" is estimated to have been very effective and popular.

Direct e-mail for recruitment

As for communication with existing students, the problem of e-mail addresses is brought up by the communicator who says that the university wants to increase student communication. Yet, there have been bans where you can not send too much e-mail to students because of spam. However, the communicator also says that they have conducted a study where 30% of the students responded, and many of them wanted to be reached to their own e-mail addresses. Therefore, it is planned to send out newsletters once or twice a semester. For direct mail to prospective students, related to recruitment, the subject seems not at all relevant, as "e-mail addresses cannot get hold of". The university has bought addresses from high-schools, where direct marketing mailings were made. That is, postcards that invite nearly graduated high-school students to "open house" at the university.

The communicator says "buying e-mail addresses can be very uncertain, I believe, however, when applying to the university you already have an existing e-mail address, and that e-mail address is what we have become more interested in". She continues to explain that earlier and now, one receives a new e-mail address when coming to Malmö

University. Maybe ten years ago not everyone possessed their own e-mail, yet today all do. Most people want to hold on to their Hotmail, Gmail, or any other mail. Therefore, the university recognizes the e-mail address registered at the very beginning of the application. Once students are admitted, the university builds a sort of registry. The communicator still considers that marketing overall is not proper to e-mail out.

Segmented marketing

Segmented marketing is not done by e-mail, or with address, according to the communicator. It is considered very resource intensive, and the communications department has a general campaign to show a very broad educational palette with all the programs which exist. The communicator says: “In collaboration with our area communicators, we choose educations that appear most in each years campaign, and where we try to show the breadth. Then if each faculty or education would like to do anything, they can do it”. The communicator continues to explain how, for instance, the nursing faculty would make their own mini-campaign for all nursing programs in high-schools in the south of Sweden. Centrally, a communications department cannot do things like this, yet every faculty is allowed. But the university still believes there is a considerable value in making a segmented marketing, from the central communications department.

Relationship to students

The communicator believes that students probably experience a one-way communication, since there are not any dialogues. However, she points out that the student unions have significance in trying to draw students' views to management. It is still very difficult if an organization wants a two-way communication, and to start a dialogue. The communicator draws the conclusion that Facebook is considered as a solution for those who want a dialogue with the university. There is no open dialogue on the website, but is something that is considered likely to have a value. In addition, the communicator mentions an info-mail which is sent out occasionally, yet is not clear about its intention of chasing opinions. There are some actions such as questionnaires and focus groups, which have dialogues with student ambassadors, yet a dialogue on their website, the communicator mentions would be an ideal to pursuit.

Adapting to Millennials

Malmö University considers them not taking at advantage all the potential which they could possess by following Millennials preferences. Yet, the ultimate is to use social media where the audience is, and trying to figure out how to draw people there. To eventually give up the traditional marketing and instead buy banners and get a good dialogue there, is considered to be better. The communicator says: "I would guess it is the choice of marketing channels which is most important".

Student as Customer

Too keep in touch with students, after they have finished their education, is something the university values, according to the communicator. She mentions that they believe that the alumni will be good ambassadors for the university when looking for new students. The university would in such case systematize a record where you are registered as a student. In the existing systems one cannot see when a student has ceased to be a student. The communicator says that the issue needs to somehow be formalized, and that a CRM system would be a good way to do it. Yet, to emphasize the student as a customer can be risky, but in doing so, one must not forget that education is the most expensive investment that you have before buying your first accommodation. The communicator mentions how "It is a major investment if you consider the income that you miss when you sit at a desk. So it is in that sense, very important that a customer will get something out of the time, and get a good education, while getting help along the way and then be able to get into work afterwards".

Profiled target groups

The communicator explains that typical Malmö University students are very different, depending on their program, and says: "There are those who enjoy the high ceilings in the buildings, that there is a lot of freedom, it is not so traditional, and one can do as they wish". It is not so dependent that there should be student traditions. Malmö University has not been at the same extent as, for example, Lund University. Looking to get to Malmö University, you are probably more aware that you are coming to something different from others. The communicator also highlights that, out of students' opinions, there is a dialogue that students have with teachers who are very open and more accessible, than perhaps at major universities. "*A little more new-thinking and a little more free-thinking*", the communicator states.

4.3 Kristianstad University (HKR)

Malin Malmsten, marketer at Kristianstad University's communications department, describes how they consider themselves being in the phase of development. At the moment, the university has been working for about a year to prepare for the launch of a new website in May, 2012. The website has been their biggest priority, and resources are, therefore, focused there.

Social media

Kristianstad University has a Facebook-page, and also a Youtube-channel. The marketer explains that Facebook is something that they would like to use more since they, at the moment, do not have efficient control of it. The page is governed and examined by various departments at the university, and is not anything which the communications department has created. However, the communications department hopes to improve that misconception and give a more comprehensive view of the entire institution throughout Facebook. Therefore, a central Facebook-page is anticipated. There are also plans for creating a Twitter account, however, the marketer also says: "it is not only about spreading; you must listen to the messages as well". If they wish to start anything, they want to engage profoundly, and not only in a mediocre way. Therefore, when resources such as, time, are found, a Twitter account will also be created. The university's YouTube-channel is at the moment managed by the LRC (Learning Resource Centre), which has made some inspirational videos about different programs offered by the university, yet the communications department wish they had used it more.

Website

Kristianstad University has had their current website for a long time, and it is considered by them, as messy and difficult to navigate through. The new website should be user-friendly, informative, and have improved search capabilities. The search feature is very important for the staff and for a student (new or current) to find the right education. The marketer highlights the importance of providing an as honest picture as possible, students should not feel tricked when arriving to their university. Their website should, therefore, give the same impression, as when someone actually visits the university. The marketer explains how they have a vision to use Facebook in the future as a magnet to further attract recipients to the website. However, they have already

advertisements and banners on Facebook, and also on student portals such as Studera.nu and Studentum.se. On the university's website, competitive advantages are highlighted clearly. These might be, for instance, the fact that the university offers a guaranteed five-week minimum practical training in all of their programs, and that they have a high number of instructor-led hours during classes. They have also received awards from the National Agency for Education in Sweden, regarding good education quality. These qualities are announced in banners at the current website, and will be even more visible in their upcoming website.

Blog

Kristianstad University does not use blogs. However, the marketer talks about whether student ambassadors should speak and write about their programs. Also, the communications department would like to have its own blog, but then again, resources are not enough.

Search directory

In order to attract prospective students to the website, programs, classes, and other words connected to HKR are optimized for being ranked at a high level in search directories. By the use of Pay-per-click, The marketer explains how they have to pay for every time someone clicks on their links. The Pay-per-clicks are adjusted for search terms, cities and more. The marketer explains how they use search directory tools such as AdWords, an advertising program from Google. AdWords is explained as their most effective digital marketing tool, since it "always turns out right, and delivers results". For instance, when you search for criminologist, their education will be ranked high in Google's search list, and when you click on the link then you will come directly into their education page. Overall, the marketer believes they have not been so digital, and that they are not as forward in their digital development as they could be.

Mobile marketing

Mobile marketing is not used by Kristianstad University, yet, this is another thing which is in consideration. The marketer points out that navigation in website should be facilitated as the upcoming website is adapted to cell-phones. Therefore there are no applications to mobile phones yet, but when the website is finished it should work on both phones and tablets. With the help from Google Analytics they will even in the

future be able to see how many people who look at website via mobile phones. First class is already an available application which works as a student portal and can be accessed from the website, yet it is not owned by the university.

Online partnerships

The marketer is not aware of any partnerships or sponsors more than the collaboration with Lund and Malmö University, regarding teacher educations. Some of the university's educations are however stationed in a nearby city called Hässleholm, as cooperation.

Direct e-mail for recruitment

Direct e-mail is sent only to those who have applied to the university in programs on first-, second-, and third- choice. Kristianstad University receives e-mail addresses from the national Agency of Education, VHS, to those who have applied to them, and there the university is able to see the student's previous education. They also highlight educations via mail, for instance when a student who has applied for their psychology program, he or she will receive a mail saying something like: "Congratulations! You have made a good choice. Our courses are among the best in the country ". This is done, since the student still has a choice of selecting another university. Thus, Kristianstad University wants to ensure the student accepts his or her education offering. The marketer describes the e-mails as brief, consist and relevant for recipients. The university seek not e-mail addresses from high school-students at programs that match theirs. Kristianstad University has, therefore, not made any direct e-mailing since they do not obtain any databases of prospective students e-mails. Nevertheless, there exist plans to send out direct e-mails to prospective students, if the universities gain access, and can therefore send e-mails before applications.

Recruitment via TV and radio

Because the lack of money and resources, Kristianstad University has not made recruitment through TV, radio or digital radio (Spotify). Although the marketer says that they have been plans for creating radio and Spotify campaigns. Recruitment through TV is not considered. In whole, the marketer points out that planning and allocating resources is important.

Adapting to Millennials

The university does not make any further adjustments other than engaging in Facebook. However, they want to engage more in two-way communications with Millennials, in form of dialogues on their website. This will hopefully make the university more involved and engaged with the new generation. Kristianstad University will also aim more on its website and later link it to both Twitter and Facebook accounts for sharing the page in the best possible way. The marketer believes that digital marketing will play a greater role in the future since higher education is already in connection with the Internet during application processes: "When you search for 'university' you often do it over the Web, and you apply online; which means that you are on the web to find information. Thus, you are there for comparing and looking".

Profiled Target groups

The students who apply to Kristianstad University are different depending on each education. Educations where there exists mostly men, are such as finance program and DA (computer education). The age of the target groups tend to be between 18 and 27 years old. The marketer comments: "A business student will usually come directly from high-school; a nurse has usually been working and studying before, the same with teacher students". Overall, there exist more women, than men, attending the university's education programs, especially at the nursing educations, dental hygienist educations, and more.

Relationship to students

Everyone who starts at Kristianstad University gets a beginners track to fill in, with questions about the programs for those who have just begun. In other cases, Kristianstad University does not obtain a strong relationship with it's students. It is more teachers and program managers that keep in touch with them. If it would be something to tell then it should be very important information, because it comes from the communication managers. The marketer thinks that email sent out to students who have chosen Kristianstad University on its application list, it can result in choosing them instead of some other University. Then, because of the good reviews and high ratings they received from the National Agency for education.

Digital platform

At the moment, Kristianstad University use the student portal First Class but it has many limitations and other things that not a CRM system has. It is a database where all are registered, but they can't pick out properly as they like. The marketer would not call First Class a CRM system, and the limitations have made that they are thinking of changing the portal to another. The marketer says: "it is not optimal, but it works and it fulfills its function". They are currently in the development phase but in the future they will build an intranet for the entire Kristianstad University.

On May 31, Kristianstad University will launch its career network for old students who have studied at Kristianstad University. It is a database that they have purchased, where everyone will be using to make the arranged meetings, create a contact network and use VFU places. The career network will be called Alumni, and they are not alone about this so there are other universities and colleges who already use it. They have no plans for a social platform at the time, the reasons may be that it is costly to implement and that it may be too expensive. To keep their students it is important to show an honest and clear picture of what is being said, so that students does not feel fooled of their application and want to quit. It is also important to keep closeness to the students.

Information about students

They will not collect more information than what they get from beginners track and Antagning.se (national application website). So they have only a general track of those who start and so, but not much more. They could buy their mailing addresses to obtain information about where they live, and by doing so they could send information to them. The marketer also believes that e-mail addresses to high-school students are personal and that they will not send information to students before they have been given permission (so called opt-in email) via the admissions process.

4.4 Lund University (LU)

Daniela Fernández, information officer at Lund University's communications department, explains how marketing is considered something new and rare at Lund University. The university has not paid much thought in attracting students before, as they believe students has always come to them. Although the university describes its marketing as being in a developing phase, they will always value traditions as they believe in their competitive advantage of being an old institution. For Lund University, a face-to-face meeting is much more important than the digital media. The information officer says: "you want to be able to ask questions to a real person and get the answers". She says that they do not believe advertising attracts new students no matter how digital they might be.

Social media

Lund University uses Facebook and YouTube. Lund University's Facebook page is, according to the information officer, their most effective digital activity, as it is directed to both prospective and current students. Today, their Facebook page is joined by 5000 students. All faculties have their own Facebook pages, and all of them are connected with the central Facebook page. The information officer states: "Each faculty has its own Facebook page, and we sometimes [...] highlight something of theirs and post on our central page". It has been a rather slow process for Lund to launch their own Facebook page, since they are very traditional. The information officer tells a story of when she first started to work as an information officer at Lund University's campus in another city called Helsingborg:

Lunarstorm was really popular and [...] I said to my management that I think we should be available on Lunarstorm. And I was absolutely denied, since it was considered frivolous, yet today we have a Facebook page. Lunarstorm acted much like Facebook does today. So there is a lot of things that become obstacles. People must first get over the fear before you can begin to act.

Twitter is nothing that Lund University believes in, and the information officer explains how they do not consider themselves being a "news-producing organization". There exists, however, a YouTube-channel, where movies are made at the university partly centrally and partly by individual faculties. The videos are either intended for recruitment, or just purely made by student interest. The information officer mentions,

however, a student acting as the Lund University's ambassador. He creates a movie every Friday in which he sees the university and other things from a Lund-perspective, and from a student's viewpoint. The information officer adds saying there are also interview-films made by the university in which questions are asked to students, such as: "Why would you study in Lund? Where should you go and eat as a student in Lund?" and more. The information officer explains how they are using social media in what they consider to be, a quite reasonable level. "It is not super academic, but it is about you as a student, not just you as an academic", she states.

Website

The information officer begins by informing that Lund University's website is developed by the communications department. They are currently in the process of developing a new website, which will be completed in September, 2012. The information officer explains how they consider the existing website as rather outdated; people have had problems and been frustrated when not being able to navigate through pages. With the help of the advertising agency Borstahusen AB, the university has developed a new graphical profile which is to be used everywhere, in particular at the website. The graphical profile consists of a color palette of colors that exist in the city of Lund. The information officer comments: "Light blue for the sky, pink for the bricks found on the buildings, the green of the trees, and more", the information officer states. In whole, Lund University consider itself doing little to attract students, as they want to appear as 60 % tradition, and 40 % innovation. The information officer explains how the university believes in its size and fame, that they are not so much in need of advanced marketing.

Some website-adaptations have been done during their latest campaign released in Denmark, in order to attract Danish students. The information officer mentions the slogan was called "study with us". This was done through bill-posting on trains and buses, directing students to their website. Since then, their website has several customized pages in Danish, with all the information that Danish students might want to know.

Blog

The information officer explains that Lund University has several blogs belonging to different faculties and employees, yet there exists no central blog representing the university as a whole.

Search directory

“We are always thinking of keywords, and tagging these quite frequently to get a boost in the search directory. Yet, this is pretty new to us to talk about marketing”. The information officer explains that in autumn 2012, they have planned a training program in AdWords for communicators, and others who are in need of help with that. According to the information officer, they are already high ranked in search directories, since they are one of Sweden's biggest universities. Yet there are some education departments that might need an extra boost because there are ten universities that stand above them in search directories. Lund University’s website can be reached from several other places, for instance, the national application site, Antagning.se, and together with their new aim, Allastudier.se.

Digital platform

The information officer explains that they have an own digital platform used in Lund University, called Live at Lund, and is created by the university’s IT Department. The platform acts as a social platform where students can read mail, receive news from the university, borrow library material, download study certificates, enroll in courses, download software, talk with other students, look at the university calendar, and find useful links to, for example the national education support agency, CSN, and the public transport agency south of Sweden, Skånetrafiken (Studentportalen STIL, 2012).

Information about students

The information officer mentions, for instance, that there are faculties that make their own surveys among their recent students, where they ask questions about why they chose a particular program, where they heard about Lund University, who recommended them, and more. These surveys are assembled and then sent to the central communications department, where the information officer explains how they collect the information in a useful way. She states: “To buy finished tests, shows the same results as any other universities, and that is not so relevant. We want to know about ours specific; so actually, we do it best by ourselves”.

Online partnerships

Sponsorship is clearly made throughout the whole university, and it is, therefore, not possible for the information officer to mention them all. There are eight faculties that individually can work on different things. She says “Sponsoring units ‘fundraising’ for us, and can be that Astra Zeneca or IKEA, sponsor and contribute with money. I mean, the university receives some research-studies or research-environments”. The information officer continues by mentioning the time she worked for Lund University’s campus in Helsingborg. There, she was responsible for her division and would sometimes call certain companies for sponsorship in order to, for example, arrange a graduation fair. Such things can occur. The information officer also adds the large cooperation with the city of Lund, saying that Lund is renowned for being a university- and student-city. By that, the city of Lund contributes as a competitive advantage.

Mobile marketing

The information officer explains that they have not made any sorts of mobile marketing. Phone applications have, however, been tested by different faculties. The information officer mentions the faculty of LTH (Lund’s institute of technology) which has an application, as well as the campus in Helsingborg. Nevertheless, Lund University has no central phone application, and the information officer comments: “we represent so many, so we do whatever faculties want. If there is a need of a central application, then we will make an application. However, so far, that need has not emerged”.

Adaptation to Millennials

When asked about adaptations, the information officer mentions that there has been some adjustments to the new generation. However, because Lund University describe themselves as an old university, with many people who have worked there for several decades in a manner that has worked for them, it is difficult to make changes. There is a fear of the Internet and Internet ads. The central communications department sometimes gets stuck, when certain faculties do not want to associate themselves with Internet ads, since they believe that is too commercial. However, marketing has not been an issue at Lund University until a few years ago, and is still considered something rare and new. The university is becoming more open-minded, but the adaptation takes time, because of the amount of faculties. Despite this, they believe that if they want to reach the target audience, they have to think as their target audience. The information officer comments:

"I am 41 years old, that does not mean that I am acting on the same channels as the target audience I aspire to have contact with, and therefore, one has to adapt oneself". Hence, she means that they need to broaden their views, and test new channels where the target audience is.

Direct e-mail for recruitment

The information officer explains that Lund University has got no common intranet, and that they do not send out direct e-mails centrally. Nor to students, nor for the purpose of recruitment. However, they are presented at approximately 75 student-fairs all over the country, per year. There, they hand out three products: one inspirational catalogue, and two course-/program catalogues. Regarding high-school students, the information officer explains how some faculties send specific materials to address something specific to those who study, for example, nature. However, they have not done such mailings from the central communications department, although a common intranet is pursued. The university finds it difficult to carry it out because they have eight faculties with different mail systems, and with a total of 47000 students.

Recruitment via TV and radio

Neither TV nor radio campaign is carried out centrally. The information officer points out that TV campaigns are too expensive, yet says that there are faculties which may have made recruitment campaigns on radio or on Spotify, yet nothing which the information officer has heard about this year.

Profiled target groups

The information officer describes a typical student from Lund as analytical-thinking and self-propelled. He or she will question, should think theoretically, and gain much theoretical background to be based on. The student is also very clever. The common target group is described as "Lund University for everyone". These are considered to be typically ranged from 18 to 35 years old, although the information officer says they know there are other groups who also apply to the university. A promotion that is considered moderate for all, is still the level they wish to stay on, and that is why there is no particular niche in the segmentation. The information officer still concludes by stating they are Lund University, so they recruit only the best students, which are considered to be those with the best grades. Until about two and a half years ago Lund

University had no common strategies for recruitment or promotion. The information officer explains how a project was started to investigate what needed to be done to be able to merge all eight faculties and the central communications department. From that project, the idea of a “Lund University for everyone” came. The university campus in Helsingborg is considered successful on that motto since they talk differently and have been able to attract many people from non-academic homes, and persons with immigrant backgrounds.

Relationship to students

The information officer explains that the university’s relationship to students is not considered to be made by the communications department. However, teachers and researchers have a two-way communication with their students, depending on which faculty they belong to.

5. Analysis

This chapter starts with a general discussion regarding students as customers, and whether universities are customer oriented. Later, relevant E-marketing efforts are analyzed, starting with the most effective, to the least effective. Judgements are based on communication managers' answers, in comparison with related theories.

5.1 General discussion

We now know that all the chosen universities' main target groups are: The Millennials. If we return to the theory of Millennials; it stated that students each have specific needs and require different approaches to satisfy those needs. Hence, the main marketing object is the universities' adjustment to Millennials, form of segmentation, direct recruitment, view of student as a customer, relation to the student, and social platforms. Taking that into consideration, have the universities acknowledged the student as a customer?

The theory about Millennials explains how they spend a hefty amount of time online on different channels and platforms (Smith, 2012). The communication manager of Kristianstad University acknowledges Millennials' preferences by pointing out that much of the educational application process is happening on the Internet. When, for instance, today's students search for education possibilities, they do so online. Therefore, the communication manager has a deep understanding for the relevance of adapting to Millennials. From the perspective of the communication manager at Malmö University, the solution is to use social media where the audience is, and eventually giving up traditional marketing. This is a complex matter, as for instance, Lund University mentions that there is a remaining fear of the Internet since some in their faculties believe it is too commercial.

On the other hand, theory about Relationship Marketing points out that the relationship with students should be customer-oriented, since the student should be considered as a customer (Katz, 2002). The communication is the basis for that interaction, and contributes to a deeper understanding of the customer. Grönroos (1994) defines relationship marketing as marketing to establish, maintain, and enhance relationships, so that the objectives of both parties involved are met. The communication manager of Malmö University supported the theory, when mentioning that education:

[...] is a major investment if you consider the income that you miss when you sit at a desk. So it is in that sense, very important that a customer will get something out of the time, and get a good education, while getting help along the way and to be able to get a job afterwards.

Theory about student-as-a-customer continues by stating that, once students have made their selections, institutions have to be strategic in order to maintain and enhance relationships by keeping in touch with them until graduation, and continue from there (Trustrum *et al.*, 2007). Relationships to students can therefore be maintained, even after their graduation by helping them in their search for a job. This matter is important due to students' ability of using "word of mouth" even after their graduation, for good or bad causes. The marketer of Kristianstad University acts in a way that supports the theory in a good way, by mentioning their career-network "Alumn", which is a database where they assemble former students for internships or jobs. The marketing manager of Malmö also implements theory by keeping in touch with students after they have graduated, and even making some into student ambassadors.

To improve customer relationships, universities have to listen to their students and analyze their current relationships, to get a deeper understanding of customer behavior. By collecting information from the students into a database or CRM systems, a better relationship can be developed. Lund and Kristianstad University mentioned their own "beginner tracks" with questions regarding: the choice of university, education, recommendation, and more. None of the universities, however, collects information from prospective students in advance, since they all believe e-mail addresses are personal and should not be used before permission is given.

Yet, theory states that students may believe that a university cares about them, when receiving e-mails, addressed to them by name. Malmö University has, for instance, conducted a study among their students where results showed many wanted to be contacted by their own e-mail addresses. The overall problem still lies in the universities' cautiousness of sending too much e-mail because of spam. Kristianstad University deals with this in a possible way by sending direct e-mails at the first admissions to those who have applied to the university. If, for instance, a student applies for their psychology program, he or she will receive what was described in theory as a "Reminder mail" saying something like: "Congratulations! You have made a good

choice. Our education is among the best in the country". In Sweden there are two admission phases, and students still have a free choice of university after the first admissions, hence, this is a good way to remind the students about their good choice.

The sending of specific marketing towards specific student-segments can improve the response from students, and reduce the irritation of being exposed to mass-marketing. Chaffey *et al.*, (2006) highlight customer selection as the link between CRM and the target group. The importance is in providing customer value, leaving business students from high-school feeling targeted, when contacted by business universities. This is something which is not fully used by the mentioned universities, as segmentation is often considered very resource-intensive. There are, however, some faculties in some universities which conduct their own mini-campaigns segmented towards their own education-category. In Malmö University, their nursing program contacted all care-programs in the south of Sweden (since Malmö is placed there). In Lund University some faculties sent specific natural science material to address something specific to those who attend the natural science programme in high school. However, neither university has done such mailings from the central communications department. The problem is the decentralization of segmentation marketing. Even though segmentation is done by each faculty, it should be done centrally, in order to have more impact, even though there might be many faculties in some universities.

When talking about relationship marketing theories, CRM systems were brought up as something which should be pursued in order to improve interaction between universities and their students. Theory about CEM (Customer Experience Management) says that customers prefer having everything in one place, easy to reach, and would frequently return to use that system which takes the above mentioned elements in consideration (Strauss *et al.*, 2012). A CRM-system could, for instance, contain chat, forum, mail, address, and document storage. Kristianstad, and Malmö University work with external student platforms which are not their own. On the other hand, Lund University has its own digital platform which was created by its IT department. According to theory and interviews, the most efficient way to interact, would be through a digital student-platform, belonging to the university, not another company. In general, by not having your own platform results in less independence and more limitations. However, having your own platform is a complex matter as it must be done properly and wholeheartedly.

Malmö University once had its own digital platform; however, it was not actively used by its users, and was, therefore, shut down. The technology of a platform should be simple, easy to learn, and contain two-way communication applications, such as forums and chat rooms. Also, students and personnel have to be introduced to the system and learn how to use it. This is something which Malmö University has actually been ahead of starting as the principal has initiated a project called "IT and learning". The project is about supporting teachers in understanding how to use new IT technologies to achieve better educational exchange.

To answer the question asked in the beginning regarding the universities' acknowledgements of students as customers, one can argue that even though there have been attempts and efforts of adjustment, these are not sufficient. The overall problem seems to be the marketing decentralization, as we have noticed that the marketing is made independently all over the universities. Faculties do as they feel is best for them, and the communications departments do not seem as involved as they could be. At a large university such as Lund University, where there are 8 faculties, more resources are needed, for the communications department to be able to maintain a common concept and picture for all faculties. An overall picture which works that every prospective student in their target-groups can think: "This University has what I am looking for". In general, the universities involved in this dissertation have given us the impression of decentralization of marketing, leading to our thoughts. Is the student considered as a customer throughout the whole university? Among possible explanations can be that universities value their students and obviously want their best; however, the mental concept of students as customers, is not perceived by us, even though the universities are thinking in a similar pathway as the concept of student-as-a-customer.

5.2 E-marketing activities

In this part of the chapter, different digital marketing efforts are analyzed, starting with the most effective, to the least effective. The leading question at issue is whether universities are doing what they can do to attract students through E-marketing, and what can be done better. Even though website are not considered as an E-marketing activity, according to Baines *et al.*, (2011) and Chaffey *et al.*, (2006), our research found that the website was most prioritized by the universities.

Website

All measured universities describes their position of how they all are in the process of launching new websites, as a user-customized website is an important part of creating a competitive advantage. The reason for its relevance is since the described marketing activity has the goal of finally attracting students to the website. Also, a website should, according to Chaffey *et al.*, (2009), have three different characteristics: *Magnetic*, *sticky* and *elastic*.

The first characteristic, *magnetic*, aims to attract students through advertising campaigns and an attractive design of the website. Institutions can, for instance, make promotional advertisements which will attract the students to their website. Malmö University has acted according to the theory, by making digital campaigns on Spotify and Facebook trying to direct their target groups to their website. On the other hand, Lund University made traditional marketing campaigns by printed advertisements on trains and buses as an effort to recruit Danish students to the Danish-adjusted part of their website. The next feature, *sticky*, is about getting the customer to remain on the site and involve the customer in profit-generating activities on the site. Here, we suggest institutions might offer inquiries regarding which education to choose, dialogue-boxes, chat rooms, and forums. Malmö University has a dialogue-room for prospective students, where they can see current students' profiles of all educations, and ask questions. The final step, *elastic*, has the goal to persuade the customer to return to the university's website. This could have been done by collecting e-mails from the students who engaged in the website-inquiry or activity, by sending e-mails after a period of time, reminding them of the inquiry they once filled in. Here, the institution has an opportunity to inform about news that might be in the prospective student's interest. Since Malmö University's question-box requires the recipient's e-mail address, answers will be sent later, reminding the person of Malmö University once again. We suggest that a well structured website should have these characteristics. Not only do they help to attract students, they also contribute to engaging students, and encouraging them to return back to the websites. As theory mentioned, engagement is profit-generating for both parts.

Social Media

In the theoretical framework, we mentioned the relevance of using social media as a marketing tool for institutions. Institutions gain knowledge of customers' thoughts and preferences by engaging in the social web. If the university uses blogs, Youtube, LinkedIn, Facebook, and MySpace, it can easily spread messages, share information and interact with customers (Baines *et al.*, 2011). We re-point the relevance of these media, as Millennials, institutions' largest target group, prefer looking there for information. Marketers of higher education should rethink their marketing strategies aimed at Millennials. The marketing which was successful with the Millennials' parents is rejected by this generation as they have grown up in a more media-exposed and brand conscious world than their parents (Smith, 2012). The risk of not being active on the web, leads to people spreading unfavorable opinions, through e-word-of-mouth, regarding an institution's website design, simplicity, and service, based on their own experience.

Malmö University, for instance, has a central Facebook, Twitter, and YouTube account, which is used actively by a person who works 50% monitoring these. Facebook and Twitter pages are launched both in Swedish and English, for international students who often have a need of asking about admissions. The central Facebook-page, with its 1883 members, is connected to other various Facebook-pages around the university. The communicator at Malmö University describes how they also used Spotify during a campaign where they created a radio jingle which attracted their target group to their website. The recipient had to have a Facebook-account to "connect" to their Spotify-activity, and the campaign was, therefore, spread along the recipient's friends. Kristianstad University, however, does not have a central Facebook or Youtube account, only their various faculties have. On the other hand, Lund University has a central Facebook and YouTube account. Their Facebook page is also in both Swedish and English. Today, their Facebook page is joined by 5000 students, and all faculties have their own Facebook pages also. Their Facebook page is directed to both prospective and current students. From their YouTube-channel, movies are made both centrally and by each faculty. The information officer at the university mentioned also the student who acts as Lund University's ambassador, and who creates a movie every week in which he sees the university and other things from a student's viewpoint.

In sum, when doing campaigns such as Malmö University did with Spotify, one has to consider the effect of making too many connections, as recipients move from page to page, and will get tired or want to move on. Therefore, the process to the campaign's main goal (applying to the institutions), should be short and consist, with only a few steps along the way. Also, for Kristianstad University to give prospective students a comprehensive view of the university, a central page should always be run by their communications department, to avoid misconception. Especially if one faculty's Facebook, with many members, suddenly shuts down, the students must be able to go elsewhere. In addition, neither Lund, nor Kristianstad University has Twitter accounts. Lund University, for instance, does not believe in the power of Twitter as they do not consider themselves being a "news-producing organization". However, this can be discussed as Facebook "updates" work in a same way as Twitter, and in that way, the university already acts as a news-producing organization. If the news are relevant and of interest for students, for instance, a new professor, or a new campus, a new laboratory, this should not be considered commercial in any way.

Internet advertising

In the theory about Internet advertising, we stated that it could consist of advertisements such as banners, display ads, pop-up ads, interactive ads, e-mail ads, and search engine ads (Baines *et al.*, 2011). Malmö University has used display ads in both Facebook and Spotify. They have also bought banners in mobile phones (in games) which they believe was efficient since the banners lead directly into the university website. As mentioned earlier, advertisements which want to attract recipients to a website, must have short connections and have as much simplicity as possible. Out of 1700 people who visited their campaign page, 34 actually went on to the application page. On the other hand, Kristianstad University used banners and advertisements on Facebook and Swedish student-portals such as Studera.nu and Studentum.se. These banners and display ads served the purpose to show the very best of Kristianstad University: their offer of five-week minimum internship in all education programs. A promotional ad is a good way to attract students as it is persuading the students to visit their website *for a special reason*.

Search Marketing

Search marketing was, according to theory, an activity for universities to gain students' attention and show them that the universities are available online. Here we repeat what was said once before in this chapter, by the marketer of Kristianstad University who explained the relevance of being seen on the web. When the students search for different educations or universities, they often do so on the web, and then also apply over the web. Thus, they are online with the purpose of looking and comparing offers available. As mentioned in the theory, there are two ways of Search Marketing: Search Engine and Search Directory (Baines *et al.*, 2011; Chaffey *et al.*, 2006). The most used search marketing activities by the interviewed universities were: Paid Placement (pay-per click) and Search Optimization. That is, universities often made efforts to optimize their websites to climb higher up in search ranking lists without paying for it, by simply using relevant keywords. As a complement, some even paid for keywords on Google (AdWords) to make copyrights on some words and put their ranking higher up. Considering what the marketer of Kristianstad said, these are relevant activities for gaining students' attention when they search for educations online. Paid AdWords can contribute to universities educations ending up higher on ranking lists.

From our interviews, we got the impression that universities work more with search optimization than paid placement, since it was considered cheaper and more time-efficient. Also, paid placement has been used more before, and therefore, some believe optimization is the next step to improving their search marketing. Lund University, for instance, shows a good initiative by starting a project for personnel who want to develop their knowledge of optimization, by taking a class regarding AdWords. On the other hand, Kristianstad University still uses paid placement since they believe it is the most efficient way for them to attract students. Nevertheless, Kristianstad, and Malmö University both use Google Analytics to see which keywords gain students' attention most. Google Analytics is of high relevance since, if it is used right, universities can develop their most effective search optimization just by analyzing student behavior.

Viral marketing and public relations

As mentioned earlier about relationship marketing, viral marketing is a digital and practical way to create that relationship which is pursued. This type of marketing occurs when, for instance, universities use forums, chat-rooms, and social networks to talk with

students (Wisegeek.com, 2012). To improve the relationship, universities might use Public relations (PR), Press releases, and news (CIM, 2009). The interviewed universities used some of the above mentioned viral marketing in their own way. Malmö University explained their relationship marketing in forms of chat-rooms in their digital platform, however, that cannot be used as recruitment. As mentioned earlier, however, the university made a campaign in cooperation with Spotify and Facebook, which did work well at engaging students as it got a higher number of hits. Kristianstad and Lund University also use their digital platforms to build relation with students, something which cannot be used in recruitment. Nevertheless, universities can improve their student focus by engaging in more two-way communications. Marketing might seem like a one-way communication, however, to get that impact which universities require, feedback is required. A discussion or activity must be evolved, leading to higher interests. An interesting quote supporting the theory of Viral marketing, is from the marketer of Kristianstad University: "We want people to be able to post comments on our website now and in the future, so that it becomes more alive and more two-way communicative". The marketer continued by saying that, for instance, a comment box will appear on their new website. This means that the universities should be more two-way communicative to get a better relationship with their students and be more student-focused.

Advertising (TV/radio/digital radio)

Chaffey (2006) explain how TV advertising and radio advertising are favorable as they reach many people at the same time, raising brand awareness, and guiding people to websites. However, during interviews, neither university used TV or radio at the moment. TV advertisements were described by all as expensive and resource-intensive. This is something which Chaffey *et al.*, (2006) also state when mentioning the disadvantages as high cost, limited targeting of people, and a low message-personalization. Then again, as mentioned earlier, Malmö University created a digital radio-jingle in Spotify which got a high number of hits. This means that in order for universities to use this more often they must have more resources and more money or reduced prices. Theories say that TV advertising, for instance, is the most effective media there is today. So in order to attract students it could be more used if the conditions were changed.

Mobile marketing

According to theory mobile marketing is the most effective way of marketing since people today use their mobile-phones as portable computers (Baines *et al.*, 2011). However, neither university has its own central phone-application, even though Lund University has some faculties which have developed their own, and Kristianstad University's external digital platform called First class has its own application. Baines *et al.*, have spotted that through mobile marketing you can easier get a granted permission to send messages (e-mail, text-messages) to the audience. This is something which, for instance, Malmö University (which does not have its own phone application) was talking of. They pondered about permission-issues, as they were not fond of e-mailing students at their private e-mail addresses.

However, if they would have a phone-application, students who attend their university would obviously download it, and that way giving the permission which Malmö University searched for. When downloading the app, you can gain the person's e-mail address, plus send "push-notes", assuming the university would create a phone-application made for both potential and current students. A way to make up for the lack of phone-application, might be to make the current website cell-phone friendly. This is something which Kristianstad University has mentioned they are planning to do in their upcoming website. Overall, mobile marketing might not be a strong incentive for attracting students; however, it can be used as a comparative advantage or sales promotion, as it will differentiate one university from another.

Online partnership

Online partnership can be either sponsorship or co-branding. Sponsorship is described as a business relationship with advantages, such as right and associations, for both parts (Chaffey, 2006; Jobber *et al.* 2009). There may be a value in having your own section within the communications department, covering this activity. Lund University, for instance, has fundraising throughout the whole university. On the other hand, Malmö University has a vice-principal who works with the city of Malmö, and also the city's newspapers. Partnerships can help to attract students, as sponsors also can act as channels. For instance, an online newspaper has its own readers, a company has its own customers, and the same thing matters with other channels which universities would be willing to collaborate with. A university's audience might perhaps increase significantly

by having a partnership with an online newspaper (which is read by thousands of people every day). Also, Lund, and Malmö University both mentioned their co-operations with the city of Lund and Malmö. Therefore, since they are the only universities in their cities, they should involve in cooperation with the cities' websites, having an special section for education. Nevertheless, during our interviews we have not encountered any university entering into online partnerships, rather than traditional partnership marketing, such as being sponsored by different companies for using their equipment in research, and more. Overall, this means that the use of online partnerships could help to attract students as a type of sales promotion. The comparative advantages would be offers made online, such as interesting internships for students, or free subscriptions to online newspapers.

E-mail marketing

According to the theory from DMA, Direct Marketing Association, E-mail marketing is the most effective marketing method since it is cost-efficient (Baines *et al.*, 2011). This way of marketing consists of newsletters, discussion lists, quick announcements, press releases, and catalogues. All of those are sent out from opt in/opt out mailing lists, which require permission to be sent (Macpherson, 2001). As mentioned earlier in this chapter, Malmö, and Kristianstad University questioning the efficiency of e-mail marketing. The communicators believe buying e-mail addresses can be very uncertain, in terms of recruitment. In general, each university did not consider it proper to send marketing to personal e-mail addresses. All three universities use permission based e-mailing. That is, opt-in mailing lists which they create when receiving e-mail addresses from various high schools or national application agencies.

However there is a way, according to the theory of E-marketing, when creating "cold e-mail campaigns", which are used for attracting more customers to a website, by direct e-mails sent from an e-mailing list brought from another company (Chaffey *et al.*, 2006). Yet, we suggest that sending e-mails within the education sector, to attract students, can be a hazard. An institution of higher education does not work as a product, or service selling company. There is a strict budget, and everything has to be in accordance with all faculties of the university. Therefore, we agree with the universities cautiousness, as irritation can arise among recipients who do not understand how the universities got hold of their e-mail addresses. This means that e-mail marketing cannot be used, in the

way of our former vision, to attract students. It seems that universities cannot be forward and send e-mails in advance, they must simply wait for the students to come to them, which is somehow ironic, as that is not the order of marketing.

6. Conclusion

In this chapter a summary of the dissertation and a conclusion can be found. In addition to this one can also find critical review, practical implications and suggestions for future research.

6.1 Summary and Conclusion

This dissertation aimed to answer the question of how universities can use E-marketing to attract more students. In order to answer this research question we made assumptions of core elements which we believed communication departments at universities could take into consideration when attracting students. The following three elements were chosen: E-marketing, the Promotion Mix, and Relationship marketing. In addition, an insight of how students today should be referred to as Millennials, and be treated as customers, is brought up for universities to gain useful Relationship marketing. E-marketing involves: Online marketing, Internet advertising, Search Marketing, E-mail marketing, Viral marketing, Online PR, Advertising, Online partnerships, Virtual hyper-reality, and Mobile marketing. On the other hand, the Promotion mix involves: Advertising, Public relations, Sales promotion, and Direct marketing. By analyzing all the elements using a qualitative and deductive approach, we interpreted our results and could confirm theory by stating the following:

1. Marketing is decentralized
2. Millennials are the main target group
3. Student-as-a-customer concept is not implemented throughout the universities.
4. E-marketing activities are insufficient, and websites are most efficient

We have noticed a decentralization of marketing in all universities, as each faculty seems to have its own marketing strategy towards its own student target group. An overall observation is that there have been too many different views of marketing, which have made it difficult to centralize activities and strategies. Therefore, according to us, a common marketing vision was missing, and that is why we had thoughts that universities' view of students-as-customers was not integrated. Although we found that universities have at least acknowledged their students as Millennials, we do not believe they have considered the Millennials' preferences. Some universities were, for instance,

afraid of adjusting too much, or of being too commercial; some simply did not think they had resources required for the adjustment.

Another overall observation is the number of attempts and efforts to think of students as customers. Customer-orientation is a major element in CRM, and universities' customers are students; therefore, student-orientation has to be of high importance. Especially in a governmental organization such as a university, student-orientation should be the core mentality that flows throughout the university's administrative thinking. Nevertheless, this matter has not been emphasized and concrete, as efforts have been insufficient. It is of high importance that students gain value during their time in university; for instance, by receiving good education or help when applying for jobs after graduation. Some universities use databases to send e-mails to students after their graduation to help them with internships and to develop a network of graduated students. By interacting with students, and being more responsive, with the help of E-marketing and Promotion Mix; universities will become more customer-oriented.

During our observations regarding E-marketing activities, we have frequently tackled the universities' questions of resources. This question was unexpected, since theory, identified E-marketing as the most cost-efficient marketing channel. However, we have taken into account that the use of traditional marketing (catalogues, brochures) has decreased significantly. We also got to hear the universities' great future plans which, actually, supported much of our theory. When we think back, we could have made the interviews at another time since many of the E-marketing activities planned by the universities were not done at the moment we made our interviews. However our primary problematization regarding universities' lack in E-marketing activities, was confirmed.

To come to a conclusion, we consider universities' *websites as their most efficient way to attract students*, in combination with Social marketing, Internet advertising, and Search marketing, which lead students to the website. Temporary campaigns and promotional banners/ads are not cost-efficient, and do not reach the universities' current students as well as prospective students. That is, universities prioritize their resources in a fair way, as they have a strict budget. Therefore, investing more in websites is a good way to market, as it gains both prospective and current students' attention, and the issue

of splitting the budget is handled. In addition, we suggest Viral marketing could be used more frequently to gain more publicity and to create relationships with new students. Also, advertisements in digital radio and games should be taken in consideration, as these are trendy activities which Millennials engage in. TV advertising, on the other hand, is expensive, yet, with co-operations or sponsorships costs can be split, since that is the media which reaches most people at the same time. We also believe that in the future the value of mobile marketing will increase, as cell-phones are, and will become, more significant in people's everyday lives.

6.2 Critical review

In the beginning we lacked information of how universities' communication managements work. Therefore, we had to make assumptions regarding how we thought they worked. Since we considered ourselves as being included in the Millennials' generation which we write about, we have chosen E-marketing activities which we considered relevant. We only touched the surface of what can be done, and there are very general facts and principles regarding the activities. Research could have been more in-depth, yet, these activities are very technical and have not been subjects which communication managers could answer for in detail. We also assumed that Relationship Marketing could have a major role when it comes to attracting new students, and to retaining current students. Even though CRM-systems are used for current students, in our Relationship Marketing we have discussed other factors which can help to attract students, thinking of students as customers, for instance. Another method for checking the efficiency of activities could have been used by, for instance, asking random university students regarding their universities' marketing. In that way, we would have also gained the students' aspects. Moreover, measurements could have also been done in form of statistics on student-increases after each E-marketing campaign. However, because of the differences in terms of size, popularity, educations, and other influential factors, measurements would not have been fairly treated.

6.3 Limitations and Practical Implications

This dissertation should be considered as a review of what some universities do today, and what some universities can do better. The dissertation will be of high value for the universities which were interviewed, and for universities which believe that this might concern them also. Many could say that traditional marketing will always be the most

efficient way to attract students; in that case, this study is not of interest to them. Previous studies have focused on E-marketing for commercial companies. However, no study has focused on E-marketing for higher education, and none has examined universities in the south of Sweden.

6.4 Societal aspects

Since there is a current technological era going on, this dissertation could not have been brought up at a better time. The mentioned E-marketing activities served the purpose to make universities aware of proper and trendy ways to market education. By adapting to society changes, universities will also be part of the societal changes, by letting go of traditions, which keep them from developing changes. The more universities let go of the old, the better. Since education is an early impact on every human being, universities need to show an example of what innovation should be. We think that this dissertation will give the communication managers some ideas of the activities which are presented, which if adapted will change society, even if some activities already are used.

6.5 Suggestions for further research

Since we focus on what is being done at the moment, and what can be done, to adapt further to Millennials, it would be interesting to see if the three universities have made any changes since we interviewed them. They were all in a developing phase when we visited them, therefore, it would be interesting to view the results, especially their websites, which are today under construction. Another interesting fact is to ask the same qualitative questions to other universities in Sweden in order to see which university has adapted the most to Millennials, and how their results have been. Also, by doing the same research at universities in other countries, could measure the differences from typical Swedish university marketing. In addition, research does not have to be limited to universities. High school marketing is even more interesting, as that generation is maybe even more brought up with electronic devices. As mentioned earlier, the students' point of view can also be used to develop the concept and then show the result to the communication managers. The freshmen who have just started would be chosen since they can remember better why they choose a specific university and by which media they were contacted and informed.

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Appendix 1

Interview questions

The following questions are, at the moment of interview, adjusted to each particular institution. Depending on situation, some questions may not have been brought up, or not answered.

- Hur gör ni för att locka studenter till er hemsida?
- Besöks hemsidan dagligen och vad är anledningen till det tror du?
- Vilket intryck försöker ni att ge, med hjälp utav hemsidan?
- Försöker ni lyfta fram högt rankade utbildningar?
- Vilka sociala medier använder ni er av och vad använder ni de till ?
- Har ni en egen YouTube-kanal?
- Har ni en egen blogg?
- Har ni en egen Facebook sida, och fungerar den för rekrytering?
- Använder ni er utav Search Directory?
- Använder ni er utav mobil marknadsföring?
- Har ni en egen telefon applikation?
- Har ni några online partnerships, såsom som sponsring och co-branding?
- Använder ni er utav direkta/personliga mail?
- Har ni någonsin haft en rekryteringskampanj på TV?
- Har ni någonsin haft en rekryteringskampanj på en digital/analog radiokanal?
- Vilka är era 3 mest framgångsrika digitala marknadsföringaktiviteter?
- Hur ser era planer ut inför framtiden att attrahera studenter?
- Hur ser er rekryteringsprocess ut online?
- Hur har ni förändrat/anpassat era marknadsstrategier för den nya generationen?
- Är era målgrupper profilerade?
- Har ni segmenterad marknadsföring för att skicka ut direkta mejl till icke-studenter?
- Vilken relation anser ni ha till era studenter? En, eller tvåvägskommunikation?
- Vilka CRM-system använder ni er utav?
- Vad gör ni för att hålla kvar era studenter, inom den digitala marknadsföringen?
- Vad tror ni krävs för att direkt mejl ska fungera konkurrenskraftigt vid rekrytering?
- Vad har ni för digital plattform, och hur aktivt tycker ni att den används?
- Hur och vilken information samlar ni in om era studenter?

Appendix 2

Interview questions and answers

*Kristianstad University
Malin Malmsten, Marketer
2012-05-08*

Hur gör ni för att locka blivande studenter till er hemsida?

Det pågår ett stort projekt nu där vi håller på att lansera vår nya hemsida, den 31 maj. Den gamla hemsidan har levt väldigt länge och upplevs som rörig och svårt att hitta. Vill göra den mer användarvänlig, sökfunktioner har inte hängtt med och ska kunna göra det.

Följdfråga: Ansökningarna har redan kommit ut, varför lanserar ni det nu?

För att om det ska krascha eller om det inte funkar. Finns mycket koder till kurser, och ibland klickar man vidare till Antagning.se och vi vågar inte att det kraschar precis innan studenter ska söka. Det hade varit katastrof. Man vill alltså säkra det och testa det så att det inte buggar och så. Projektet har hållit på i ett år. Vi jobbar mycket med AdWords så att man hamnar mycket högt upp i Google. Så att om man läser sjuksköterskeprogrammet, så hamnar du på vår sida direkt. Man betalar per klick, så man betalar per dem som klickar på länken. Vi har ju ett visst antal utvalda ord som sträcker sig över hela skolan, alla sektioner och så.

Följdfråga: Eftersom ni lanserar en ny hemsida, har ni något nytt tema/slogan?

Nä, det har vi inte. Det är mer att den ska vara informativ och lättande. Sökfunktionen på sidan är väldigt viktig att man ska kunna söka på rätt utbildning både som ny student, för de som redan studerar här och personal. För att locka genom Internet till vår hemsida, så har vi tittat på Facebook grupper, men vi har inte haft resurser och inte fått ett samlat grepp på det. Men vi ska fokusera på det mer när hemsidan har kommit upp. Men vi har några annonser på Facebook som elektroniskt kommer upp. Och vi har kört lite på tidningssidor, och det finns några studentportaler som Studera.nu och Studentum.se.

Vilket intryck vill ni ge med er hemsida?

Att ge en så ärlig bild som möjligt. Att man inte ska bli lurad av hemsidan, utan intrycket man får från hemsidan, ska vara det intrycket man får när man kommer till skolan.

Följdfråga: Ni vill inte skryta?

Jo självklart vill vi framhäva vissa saker som att vi har verksamhetsförlagda utbildningar i alla våra utbildningar och att vi har mycket lärarledd tid. Vi har nu fått utmärkelser för olika program. Vi har haft det på olika banners osv. Beroende på säsong så anpassar vi också vår hemsida beroende på sommarkurser eller höst osv.

Försöker ni lyfta fram vissa utbildningar som ni utmärker er för?

Alltså alla utbildningar är det ju klart att vi vill ha fram, och är det något så skriver vi det på nyheter. Sen så skickar vi ut till alla som har sökt till psykologi, kommer att

skicka ett mejl till dem att: *‘Grattis! Du har gjort ett bra val. Våra utbildningar är bland de bästa i landet’*. Som en bekräftelse. Personal och Arbetsliv, PA, har också fått bra utmärkelser.

Vilka sociala medier använder ni er av och vad använder ni de till ?

Vi skulle vilja använda det mer, mer tid, vi skulle vilja vara bättre på det. Vi har inte riktigt kontroll över Facebook.

Följdfråga: Kontrolleras er Facebook sida av er eller av studenter?

Nej av olika avdelningar på skolan, det finns flera, det är inget som vi har skapat men det kommer att göra det snart. Och liksom ge ett helhetsgrepp. Sen har vi pratat om Twitter också. Vi kommer dock att prioritera vår hemsida först. Göra det riktigt från början, det gäller ju inte bara att sprida, man måste ju lyssna på budskapen också. Man vill ju verkligen ha tid till det och verkligen vara på de sociala medierna. Och det erkänner vi att vi inte har riktigt idag. Vi finns alltså bara på Facebook idag.

Har ni en egen Youtube-kanal?

Ja vi har ju kopplat det, och det är ju också LRC som har gjort inspirationsfilmer och lite sådant, sen har vi också gjort lite filmer på vissa program och lite fler som ligger ute. Jag önskar att kunna säga att vi har det.

Har er skola en blogg?

Nej det har vi inte, vi har pratat om att student ambassadörer skulle prata och skriva om sina program och så, vi är lite för få folk och har precis fått en ny chef och tittar över allt. Vi vill ju ha en blogg som man kan bygga på och hålla vid liv.

Använder ni er utav Search Directory?

Det här med att man betalar per klick, och det är något vi jobbar med mycket och anpassar efter sökperioder, och där kan man ju styra till och med efter orter och annat.

Följdfråga: Är det några speciella ord ni har använt?

Programmen, högskoleutbildning, HKR, Högskolan Kristianstad.

Använder ni er utav mobil marknadsföring?

Nej, men vi har tittat på det också eftersom att vår hemsida inte är anpassad för mobiler ännu, men vi kommer att göra det när hemsidan är anpassad.

Har ni en egen telefon applikation?

Nej, men vi har planerat för det. Det tittar man också på, och nu när vi har gjort en ny hemsida så tittar man så att den ska se ut som att den funkar på telefoner och den funkar på plattor osv. Och i den här Google Analytics så kan man se hur många som tittar genom mobiler. First Class finns ju som applikation, men den är inte vår. Men det är vår studentportal. Den finns på vår hemsida.

Följdfråga: Har ni planer på egen social plattform?

Inte vad jag vet.

Har ni online partnerships så som sponsring och co-branding?

Jag känner inte igen några partnerships. Och vi har inga sponsorer. Lund och Malmö har vi samarbete med lärarutbildningen och så. Även Norra Station i Hässleholm har vi några utbildningar och så.

Använder ni er utav direkta mejl vid rekrytering?

Som nu när vi ska skicka till alla som ska/har skickats, kort koncist och relevant information.

Följdfråga: Finns det någon databas som ni lånar mail adresser från, till de som har läst gymnasial utbildning?

Ja, det har vi ju gjort. Vi har inte gjort utskick per mail till dem, då har vi gjort på post. Vi får listor från VHS, till de som har sökt till skolan, och då ser vi, till exempel, vilka som har sökt till ekonomi. Även som första, andra, och tredjehandsval. Inga listor innan studenterna söker. Vi har inga databaser för det.

Följdfråga: Tror du det är något som hade kunnat gynna er?

Ja, både och. Det är så mycket att köpa in databas och vi har inte riktigt tittat igenom allt. Men absolut, det finns ju ett mervärde i det. Och just liksom att man lever med sin mobiltelefon idag.

Följdfråga: Vad är er konkurrensmedel, för att attrahera nya studenter?

Nu är det framförallt att vi har fått väldigt bra omdömen från Skolverket, angående vår kvalitet på skolan, och att vi är duktiga på det. Och att vi lyfter fram VFU, att vi har verksamhetsförlagd utbildning på alla program. VFU gör oss väldigt unika, för ett tag sedan så fanns det inga som kunde erbjuda VFU i alla program. Alla våra program har minst fem veckors VFU, det är en garanti. Speciellt hos sjuksköterskorna och tandhygienisterna. Annars är det alltså minst fem veckor på alla program. Och det kommer att lyftas fram extra mycket på förstasidan i den nya lanseringen av hemsidan.

Har ni någonsin haft en rekryteringskampanj på TV?

Nej det har vi inte, på grund av pengar och resurser.

Har ni någonsin haft en rekryteringskampanj på en digital/analog radiokanal?

Har vi inte heller, också på grund av pengar och resurser. Men vi har funderat mer på radio än på TV, och just genom Spotify och så. Men det är inget som vi har.

Följdfråga: Varför har det inte skett ännu?

Nej, det är bara liksom att man får planera.

Vilka är era 3 högst framgångsrika digitala marknadsföring aktiviteter?

Vi har ju inte varit så mycket digitala, egentligen rent kasst.. AdWords är ju absolut det som vi använder, som är det mest effektiva, och som ger resultat. Eftersom att de hela tiden kommer rätt. Exempelvis när de söker på kriminologi, kommer de direkt in på det. Jag tycker att annonsering på Facebook, och de andra har inte gett någonting. Jag säger bara topp ett. Vi ligger inte så långt fram så som man kan göra.

Hur ser era planer ut för framtiden att attrahera studenter till er skola?

Ja, vi jobbar framförallt mer med vår hemsida och att länka den med Facebook och Twitter, så att man kan dela vår sida enkelt.

Följdfråga: Tror du att digital marknadsföring kommer att ta över det mesta?

När du söker på högskola så söker du ju via nätet och du anmäler dig via nätet vilket betyder att du sitter på nätet för att söka information. Man är alltså inne för att jämföra och att titta. Vi tittar också på att man ska kunna skriva kommentarer på vår hemsida nu och i framtiden, så att det blir mer levande och mer tvåvägs-kommunikativt.

Hur har ni förändrat/anpassat era marknadsstrategier för den nya generationen?

Vi pratar med dem, att man har kommentarfältet och så (inte gjort än). Vi ser också att det är en resursfråga och att man behöver lägga ner mer tid

Följdfråga: Är det billigare med digitala aktiviteter?

Nu skickar vi inte mycket broschyrer och kataloger till alla, vi märker att vi trycker upp mindre och mindre, och det är mindre som tar. Men man vill ändå ha katalogen. Man kan dock be om att få katalogen hemskickad via hemsidan. Men det är inte många universitet och högskolor som skickar ut sina kataloger. Vi skickar också kataloger via Studentum.se, till dem som har sökt där. Det är klart att vi skickar ut information till dem som har sökt till oss via liknande sidor och hör av oss till dem med, Studentportalen med flera.

Är era målgrupper profilerade?

Nej det är beroende på program. Det är skillnad på vilket program som man är intresserad av. En ekonomstudent kommer oftast direkt från gymnasiet, en sjuksköterska har oftast jobbat och läst innan, samma med lärarstudenter. Framförallt så är det kvinnor som läser på vår högskola, mestadels på programmen sjuksköterska, tandhygienist, socionom, personalvetare och så vidare. Mjuka program kan man säga. Ekonomprogrammet och DA har mer killar, och det är från 18 till cirka 27.

Använder ni segmenterad marknadsföring för att kunna skicka ut direkta mejl?

Nej bara om de har anmält sig via hemsidor (som sagts tidigare). Vi riktar ju oss till dem som har sökt, via VHS och så.

Vilken relation anser ni ha till era studenter? En-, eller tvåvägskommunikation?

Det sker ju också mycket via programansvarige och lärarna, och kontakten däremellan. Vi har ju inte så mycket alltså via högskolan ut, utan då försöker vi att det ska vara viktiga saker som vi ska meddela om. Alla som börjar ska göra en nybörjarkoll att fylla i. Ni kan få resultatet som gjordes för två år sedan. För jag tror inte att man hade så hög svarsfrekvens förra året.

Följdfråga: Hur var det med mejlen som ni skickade efter att studenterna sökt till er på vilket sätt har det hjälpt er? Är ni rädda för att de inte skulle tacka ja till utbildningen?

Ja, för de kan ju fortfarande göra ett aktivt val och ändra. Och har de valt oss som fjärde val och de ser att vi har fått jättehöga betyg, och att vi har jätte bra kvalitet så kanske de väljer oss i första hand istället.

Vilka CRM system använder ni er utav?

Inga, vi skickar via First Class. Vi funderar ju på att ändra för att First Class har mycket begränsningar, och man kan göra så mycket mer. Man tittar på och ser över allt och dels bygga ett intranät för högskolan också. Vi är liksom i en väldig utvecklingsfas.

Följdfråga: Kan man säga att First Class är en typ av CRM system?

Ja det kan man säga, det är ju en databas och där finns ju alla. Men samtidigt så är det väldigt svårt för oss att ta ut register på First Class, vi kan inte urskilja riktigt som vi vill. Det är inte optimalt, men det funkar och det fyller sin funktion. Den 31 maj kommer det att göras ett karriärnätverk som är för Alumn som är gamla studenter som har läst. Som sedan ska in i en databas. De har köpt upp en databas, just liksom att göra träffar, och kunna utnyttja till VFU platser och skapa ett kontaktnät.

Följdfråga: Är det för de gamla studenterna som lyckats efter att ha varit här?

Nej inte bara för att visa upp liksom så, utan för att skapa ett nätverk för alla ska ha nytta av varandra. Det finns många andra som har det, om man söker på vår hemsida på karriär så kommer man till det.

Vad gör ni för att hålla kvar era studenter,?

Ärlig och klar bild, och inte luras. Studenterna ska kunna känna att det var det här som jag sökte till och det var det som jag fick, man ska inte bli lurad. Samt att hålla en närhet till studenterna.

Hur och vilken information samlar ni in om era studenter?

Det finns "Ladok" och sådana system, men det är inget som vi har. Nej vi har inget. Vi har bara bilden generellt från våra studenter samt nybörjarkollen, där vi får koll på vilka som börjar och så. Informationen kommer från Antagning.se.

Appendix 3

Interview questions and answers

Malmö University

Maria Crona, communicator / project manager

2012-05-10

Hur gör ni för att locka blivande studenter till er hemsida?

På olika sätt. Vi provar oss fram, men förra året jobbade vi väldigt mycket med att testa nya medier och koppla det till vår hemsida. Vi var inte nöjda med hur vår egen startsida såg ut och eftersom processer på en högskola kan vara väldigt långsamma var det inte bara för oss att göra om den. Allt ska förankras och det gäller att få fram en budget. Som kommunikationsavdelning kan man ha mycket input i detta, och komma med förslag. Vi valde att lägga en del av vår marknadsföring budget på en extern kampanjsida som vi har hållit på med i två år. Förra året gjorde vi en kampanjsida där vi kopplade både Spotify och Facebook. Detta var ganska avancerat, och vi marknadsförde det med hjälp av banners på Facebook. Vi köpte klick som man gör på Facebook, och som var nischade just för generation Y (18-29 år). Så det var den gruppen som såg bannern. Vi köpte banners på Spotify riktad till samma målgrupp. Där uppmanade vi mottagarna att testa vad deras musiksmak skulle kunna ge för styrning till vad de skulle välja för utbildning, fast det var helt lekfullt. Syftet med kampanjsida var att skapa uppmärksamhet och få in målgruppen till vår sida så det fick vetskap om att Malmö Högskola existerar.

Vi ville visa att det finns en stor högskola i Skåne utöver Lunds Universitet, med lite annat utbud och så. Och det föll ut väldigt väl, vi fick väldigt stor trafik från de köpta bannern redan på första veckan och väldigt många klick. Folk kom då till kampanjsidan, och jag kan kort beskriva hur den funkade; besökaren uppmanades att kopiera URL-länken från en av sina favoritlistor i Spotify, klistra in den i kampanjsidans dialogfönster. Och så var datoriserad funktion som gav ett resultat som: *'Jaha du hade de där låtarna, alltså ska du läsa mänskliga rättigheter, och här är de andra som ska läsa mänskliga rättigheter som kanske hamnar i din klass, du kanske ska börja prata med dem'*. Vi jobbar väldigt mycket med att vi har student ambassadörer som vi varvar varje år, studenter som kan jobba på uppdrag av oss och som bemannade de här olika programmen. Vi har ungefär 100 olika program, så en studentambassadör hade kanske ansvar för tio program som de skulle kunna gå in och svara på frågor om det dök upp frågor där. Det här var tanken, det är också så att för att kunna göra aktiviteten så var man ju tvungen att ha ett Facebook konto, man kunde göra det lite random också men då fick det inte samma effekt. Alltså att man bara gick in på den här kampanjsidan och gjorde någonting utan att ha kopplat till sig till Facebook. Men grejen var det att om du var på Facebook, så finns det något som heter 'Facebook Connect', man klickar in sig på sitt Facebook konto och då redovisades resultatet direkt på Facebook hos den personens flöde. Så ifall du hade gjort det så hade dina vänner sett ditt resultat, och då kunde vår kampanj sprida sig.

Vi försökte verkligen få någon form av spridning av att det här var roligt att göra, och vi hade ju blivit inspirerade av att vi hade sett andra lärosäten göra likadant fast på ett annat sätt. Ett exempel var Sveriges Lantbruks Universitet (SLU), som hade gjort en

tidsmaskin som plockade ord från din Facebook statusuppdatering, och på det sättet vägledde dig in på olika yrkesval. Men allt detta var ju på lek och jag tror att det var rätt så uppenbart. Utöver att vi köpte Facebook och Spotify banners, så annonserade vi på staden med affischer. Så vi köpte utomhusreklam, väldigt brett. Vi annonserade över hela Skåne, Blekinge, Södra Småland, Halland, Göteborg och Stockholm. Och på de här stora annonsposters så stod det ett ganska klurigt budskap om att man skulle börja en resa någonstans, att nu börjar det, och börja det här hos oss. Och hänvisade just till vår kampanjsidan, med webb adressen också i all annonsering. Vi annonserade också lite digitalt med banners på de sidor som vi visste hade väldigt mycket trafik och ytterst lite i tryckt press, så såg den kampanjen ut.

Följdfråga: Det var alltså mest digitalt?

Det var väldigt mycket digitalt men det som sen hände var att förutsättningarna för högskolan ändrats. Vi har fått en ny rektor, vi har fått en ny kommunikationschef, nya beslut och fortfarande drömmen om att få skapa en ny startsida. Vi pratade ju innan om att få in fler till hemsidan. Marknadsföringen ska ju få in dem till vår hemsida, och då pratade vi om att vi kunde ju också mäta på den här kampanjsidan. Det var många som kom till den, men det var väldigt få som kom vidare till vår hemsida. Vi hade ju gjort kopplingar, när du då hamnade på mänskliga rättigheter och hade liksom fått det så, ifall du ville läsa mer om programmet så fanns det ju en länk in till vår hemsida, och det var ju dit vi ville att de skulle komma. Men för att man ska söka programmet så ska du dessutom sen ta dig vidare (det vet ni ju) man gör antagningar, själva ansökan gör man på en nationell webb plats, så vi vill ha dem till vår hemsida, sen ville man att de ska göra en ansökan på Antagning.se.

Följdfråga: Hade det inte varit bra med en direklänk?

Jo det hade det, men det var så många steg, och så att 'bounce-raten' att folk försvann, de kom liksom inte vidare, utan de fastnade där. De kanske bara gjorde det här på skoj, men vi kände att om man har en extern kampanjsida, skapar man ett intresse, men vi fick inte den utväxlingen på att de faktiskt gjorde det, att de tog aktion på det, plus att de pengar som vi hade stoppat in ville vi hellre använda till att utveckla vår egen hemsida. Så då påbörjade vi ett arbete i början av året, då hade vi helt plötsligt fått andra beslut om att vi gör om startsidan, och att göra om en hel webb tar väldigt lång tid eftersom vi har över 30 000 sidor i vår webb, och det är så otroligt många involverade på det. Vi har också en webb struktur som ser ut på så sätt att vi har vår synliga webb som vi kallar vår webb. Men sen har vi en databas med all kursinformation som ligger i en kursdatabas, som är på nåt sätt kopplat på och där har vi påbörjat för ett år sedan ett stort arbete med att synliggöra utbildningarna på ett mer inbjudande sätt, innan har det bara varit tråkiga listor. Nu har det verkligen blivit fina listor, man har lagt in intervjuer och där kan man verkligen läsa hur kursplanen ser ut och vad krävs. Det är egentligen två olika webbplatser som man bygger ihop på något sätt. Sen har vi den webben som startsidan utgår ifrån, där har vi också en massa information. Där har vi börjat göra om startsidan, och tanken var att den nya startsidan skulle vara klar tills årets kampanj som började i mitten på mars. Stora ansökningsperioden är mellan 15 mars och 15 april, och det är då som vi verkligen gör oss synliga, det är då vi annonserar och gör lite pressbearbetning

och lite sådant. Men tyvärr är den här startsidan fortfarande inte klar. Så just nu använder vi fortfarande den gamla startsidan, så vi fick inte upp en kampanjsida som skulle ha samma visuella 'look' som våra annonser och som skulle leda in folk direkt till de nya utbildnings hemsidorna, och det var därför vi valde att inte göra någon kampanjsida i år. Så man kan säga att förra året så var vi mer digitala än vad vi blev i år. Vi ville att besökarna skulle stanna kvar och göra något på vår hemsida, men där är vi ju nu i en process av att både startsidan ska förändras och att de här utbildningssidorna ska bli så optimala som möjligt.

Facebook banners länkade till kampanjsidan där man skulle kopiera sin URL från sin bästa musiklista på Spotify helt enkelt. Plus på Spotify fanns en radio-jingel med ett barn som sjöng en barnvisa och berättade vad han/hon ville bli när han/hon blev stor: *'Vad tänker du på? Vad du vill bli när du blir stor? Gå in du också och testa'*. Och det fick vi också mycket trafik på, plus att vi köpte klick och banners på olika studentplatser, kan de ej nu, som ledde in på den här kampanjsidan. När man hade fått sitt resultat där, så ledde det sedan in på vår startside. Banners till kampanjsidan till startsidan. Då ville vi ta bort ett moment så vi hade banners som ledde direkt in till startsidan, men vi hann inte göra den så snygg och attraktiv som vi hade tänkt, så det var för sent för att ändra.

Det vi gör nu är att bygga om startsidan. Tidigare har vi haft för många målgrupper, det har varit medarbetare, innevarande studenter och det har varit presumtiva studenter. Nu ska vi göra den väldigt rekryterande för de som inte redan är här. Det är de som är huvud målgrupperna, men befintliga studenter kan fortfarande dra nytta av den. Vi vill visa upp mer studenter, aktiviteter som sker här på högskolan och använda bildspråket på ett mycket mer tydligare sätt. Den har varit mycket stel, vår hemsida. Färgen har inte gjorts om på flera år, den är lite föråldrad. Nu är ju första draget startsidan vi gör om, sen kommer strukturen inte kunna påverkas så mycket, men vi gör lite förändringar. Vi trycker ihop den så att man inte behöver scrolla lika mycket, och gör kanske lite mer tydliga ingångar så att man lättare hittar. Och mer luft, men vi ska ju göra mätningar när vi väl gått igång. Vi gör ju mycket fokusgrupper också under vägens gång, vi låter studenter titta på våra skisser och sådär och vi har ju också gjort mätningar om vad de tycker om den befintliga, men den behöver nog lite annat fokus, bilder är ju något som folk frågar efter väldigt mycket och vi är ju inte så bra på att jobba med bilder som det är nu. Så, så ser det ut.

Vilket intryck av skolan försöker ni att ge med hjälp av hemsidans design?

Vi jobbar nu väldigt aktivt för att stärka vårt varumärke som inte bara är en logotyp utan det är ju också känslan runtom varumärket, det har vi verkligen försökt att hitta nu på vår 'teambuilding' i Berlin. Argumenten: vad är det vi vill stå för? hur ska man känna när man tänker Malmö Högskola? och då har vi enats om fyra begrepp, som vi kanske inte kommer att använda just de orden, utan vi ska visa det i bild och handling. De är: *'att vi är engagerade, att vi är nytänkande, utåtriktade, och att vi har undervisning som har kvalitativ höjd (kvalité)'*. Det är Malmö högskola just nu. Vi är verkligen i en fas av att identifiera oss själva, och då tittar man ju bakåt och tänker vad vi har gjort hittills. En verksamhet eller ett företag har ju alltid en känsla av någonting. Det är väl mer att man

behöver definiera det, att det blir lite abstrakt, men det blir ju också det som är vägledande när man ska utforma en kampanj. Är detta utåtriktat? nytänkande? visar det kvaliteten? Då kan man liksom förhålla sig till någonting, har man inte det så blir det ju att man 'famlar' lite, och vi har nog varit lite i det 'famlingsstadiet' innan, så det är väldigt främmande och väldigt modigt att vi verkligen försöker skapa varumärket Malmö Högskola. Det är ett arbete där hela avdelningen deltar.

Vilka sociala medier använder ni er av och vad använder ni de till?

Ganska många, vi har Facebook och Twitter konton, och där har vi ganska nyligen rekryterat en kollega som jobbar 50 % med att bevaka det dagligen, båda de kanalerna. Och då har vi båda de kanalerna på svenska och på engelska för vi har också en internationell målgrupp, internationella studenter. Inte bara utbytesstudenter, utan vi har också försökt rekrytera studenter som kommer hit och lägger hela sin utbildning här. Vi har sex Bachelor programs på engelska, så vi jobbar också utanför Europas gränser. Och där har vi ju haft rätt så mycket studenter, jag vet inte hur bra ni känner till att det har tidigare varit fritt att studera i Sverige, även om man kommer från länder utanför Europa. Men det har man ju ändrat. Alla utomeuropeiska studenter tvingas nu att betala, medan EU-studenter kan fortfarande komma hit och studera gratis.

Sammanfattat sociala medier: Twitter, Facebook (engelska, svenska). Sen har vi YouTube konton där vi inte är så aktiva, man gör lite enskilda insatser. Det har funnits tankar på saker man kan göra med det. Det har gjorts filmer genom åren och de har vi samlat på YouTube Sen jobbar vi med ett internt digitalt verktyg för medarbetare som heter 'Yammer' där personal kan ha dialog, ganska populärt, man kan också bilda arbetsgrupper på 'Yammer' med (bara personal). Det blir ett forum där personal kan byta erfarenheter och man kan använda det som ett arbetsverktyg, så om man jobbar i en arbetsgrupp så kan man dela filer och så. Det är inget intranät, det är frivilligt som på Facebook att man blir vän med olika personer på olika avdelningar, en arbetsplats chatt helt enkelt. Och det finns de som är väldigt aktiva, vissa professorer som debatterar olika ämnen med varandra. Jag tycker att det har fungerat väldigt bra när vi har jobbat i vissa arbetsgrupper och så, man får en tät kommunikation istället för en mejl lista. Så har arbetsgruppen kunnat haft en dialog där alla läser allas inlägg mellan mötena. Så det tycker jag har varit väldigt effektivt som ett verktyg, när man jobbar i en arbetsgrupp.

Följdfråga: Har ni märkt någon minskning av utländska studenter?

O ja, en jätteminskning, men därför har vi försökt jobba väldigt aktivt med att försöka identifiera länder där det finns en stark ekonomi, men kanske få lärosäten, så att det finns ett behov av att skicka sina barn utomlands. Vi lyckades att nå våra mål, jag tror att förra året från att vi har kanske 1000 utomeuropeiska studenter, så har vi nu något på 50-60, men då är ju alla de betalande. Och det var målet att ha 50 betalande första året. Så istället så har vi fått fler europeiska Free-movers som väljer då att komma hit och läsa. Vi har engelska Bachelor program i social science, statsvetenskap, alltså i mänskliga rättigheter och internationella relationer och det är rätt så populärt. Så vi har ju lyckats rätt bra på det.

Har er skola en blogg som används?

Ja, rektorn bloggar. Han skriver om det han gör, och om sina tankar om hur skolan ska utvecklas. Jag tror inte det finns någon dialog där (tvåvägskommunikation). Det finns också lärare och forskare som bloggar. Vi har också ett blogg konto, så vem som helst

som vill kan starta en blogg med stöd från oss på kommunikationsavdelningen. Jag tycker att vi inte är så tydliga på att visa vart man hittar alla de här bloggar.

Har ni ett Facebook konto?

För två år sedan så hade vi inget. Det var för att vår dåvarande chef var lite rädd och litade inte riktigt på kanalen. Men vi startade upp ett konto till slut och sa: nu får vi se vad som händer. Egentligen utan en strategi och utan en plan, men det har vi med tiden försökt hitta en strategi; vad är det vi vill få fram? Hur vill vi att det ska fungera och sådär. Man får prova sig fram helt enkelt. Det intressanta med Facebook är har Malmö Högskola i mitten som vår centrala Facebook profil. Sen så har vi öar runt, av olika Facebook sidor som är kopplade. En del är startade av studenter, andra av lärare. Men till sist så behöver man ju en central sammanhållning, eftersom när studenterna slutar, vad händer med den här Facebook profilen då? Då dör den. Vi ansvarar alltså bara för den centrala Facebook sidan, de andra har vi inte riktigt kontrollen över. Det är klart att vi kan ge ut riktlinjer, men de får starta sina sidor som de vill, men får då inte använda vår logotyp. Däremot så kan man söka om att få använda den.

Följdfråga: Är ert Facebook konto till för icke-studenter med ?

Ja det kan man väl säga, det har vi ju verkligen testat. Ska den vara för att rekrytera, eller ska den vara en kanal till våra befintliga studenter? När det gäller den engelska Facebook profilen, har den varit oerhört bra för rekrytering. Det har funnits ett starkt behov av de utomeuropeiska, som nämnts innan. Det har då byggt upp ett bra nätverk med några kommunikatörer, och några på antagningen och så för det är mycket antagningsfrågor som kommer. Vi har haft en engelsk kommunikatör som hela tiden fångat upp allting och svarat på frågor. Och nu har tyvärr den kollegan slutat men han har jobbat väldigt mycket för att få den sidan väldigt effektiv och det har han lyckats med. Men däremot så när vi testar på den svenska sidan så märker vi att det inte är riktigt samma målgrupp, och är du svensk så vet du redan om antagningen fungerar. Man har inte samma behov och man kan också känna att jag inte vill vara vän med Malmö Högskola, jag vet inte ens om jag vill plugga där. För den som bor i ett annat land så kan det vara okej att vara vän med Malmö högskola om man är nyfiken på det här landet.

Följdfråga: Kan man se Facebook kontot utan att vara med i gruppen?

Ja det kan man så klart, men kanske också en tröghet i Sverige att svenskar tycker att Facebook är ens kompisfär och att man vill inte att ett företag eller organisation ska. Så vi är lite osäkra, det har pendlat och den sista perioden har vi tänkt att det är bara för våra innevarande studenter som vi berättar om vad som är viktigt i Malmö stad. Vi försöker också knyta ihop så mycket med Malmö stad. Vad händer i staden, och vad kan man göra som student i Malmö? Men nu har vi också sett vid antagningsprocessen att kampanjen har fått frågor om att just söka sig hit och så. Så har vi gjort så också, men det är ju inte vår primära målgrupp. Det var det nog för ett år sedan, då trodde vi mer på att rekrytera via Facebook. Men nu tror vi mer på att vi håller det som en mötesplats för de som är intresserade.

Använder ni er utav Search Directory?

Jag har inte varit med och köpt några AdWords, men vi har personal på Malmö högskola som jobbar väldigt mycket med att optimera vår hemsida. Däremot så använder vi oss av Google Analytics, ett analysverktyg där man kan gå in och mäta hur trafiken ser ut och ta reda på varför vi fick mycket trafik just en viss dag, och koppla det, till exempel, till vår kampanj. Hjälper det att vi har affischer på stan, och är det fler som söker sig till vår hemsida under den perioden? Så det mäter vi. Tidigare har vi nog köpt AdWords, men det är knepigt med det, det är ju bara en liten del i hur man ska optimera en sida. Så för att göra det så måste man ha enväldigt tydlig strategi och vi har ju valt då att inte prioritera det i nuläget. Däremot har vi vår webbmaster som jobbar med vår webb, han har gjort en massa saker så att om man söker på Malmö Högskola, så ligger vi överst. Men vad det är för sökord där, kan jag inte svara på. För det finns ett ranksystem i Google som jag inte kan, därför har vi en webbmaster som jobbar med det.

Använder ni er utav mobil marknadsföring?

Ja det satsade vi på i år, för första gången. Vi köpte banners i mobiler, jag har ännu inte fått statistiken, men har läst att mobilen är ett användbart sätt att använda sig av. Det gäller mobil-spel, det är mycket genom andra plattformar, med banners och när man klickar på de så kommer man till vår startsida. Jag vet faktiskt inte vad vi har mer.

Har ni en egen telefon applikation?

Nej, men vi funderar på det. Det finns en applikation om Malmö Högskola som är gjord av några studenter på en yrkeshögskola i Malmö, men vi äger inte den. Vi är inte riktigt insatta i innehållet i den. Det är ju hela tiden sådant som dyker upp, men det är en resursfråga att bygga en bra formell applikation. Man måste prioritera sina resurser, det finns så mycket man vill göra men som inte är möjliga på grund av brist på resurser.

Används Online partnerships, som sponsring och co-branding?

Ja det gör vi hela tiden i en massa arrangemang. Alltså hela högskolan gör det, vi har ju en enhet som jobbar med samverkan och där har vi en vicerektor med regionen, Region Skåne, Malmö stad, och Sydsvenskan har vi samarbete med.

Använder ni er utav direkta mejl?

Det är ju ett problem med mejl adresser till studenter. Och det har ingått lite i det projektet om hur vi tittar på vår student kommunikation mot våra befintliga studenter. Vi skulle kunna öka vår kommunikation där. Men det har funnits förbud där man inte har fått skicka ut mejl till studenter för att det var för spammitigt och sådär. Men när vi gjorde den här undersökningen så hade vi kanske 30 % svar på den enkät från studenterna och då var det många som tyckte att de gärna ville ha det i sin mejl. Så mejl kan vara bra att använda. Vi har tolkat det att man kanske kan använda sig av mejl och skicka ut ett nyhetsbrev ett par gånger per termin. Kanske tre gånger per termin, så det är en grej som vi håller på att utveckla.

Följdfråga: När ni rekryterar nya studenter då?

Nä, där tror jag absolut inte det skulle fungera, hur skulle det se ut? Och få tag på deras adresser det går ju inte.

Följdfråga: Vi tänkte om man kunde köpa in register från gymnasium?

Ja, fast det tror jag inte kommer att ske. Det som vi har gjort någon gång vara att köpa listor på deras postadresser till de som ska gå ut gymnasiet. Och så

har vi gjort direkt marknadsutskick, och vi har postat vykort där vi har bjudit in dem till vårt öppeta hus. Att köpa mejl adresser är osäkert tror jag, däremot när man söker till en högskola så har man ju en befintlig mejl adress och den mejl adressen kan man säga att vi har blivit mer intresserad av. Tidigare, och nu så har det varit så att när man kommer till Malmö Högskola så har man fått en mejl adress. För tio år sedan så hade kanske inte alla en e-post adress, men nu så har ju alla det. Och de flesta vill hålla fast vid sin Hotmail, G mail eller liknande. Därför har vi sett att det är ju det adressregistret som är det intressanta. När väl studenterna är här så försöker vi nog bygga upp ett sorts register, men att mejla ut. Nej marknadsföring ska man nog inte mejla ut.

Har er skola haft en rekryteringskampanj på TV?

Nej, det är för dyrt.

Har er skola haft en rekryteringskampanj på en digital eller analog radiokanal?

Tidigare i lokalradio, men inte när jag har varit här. Jag tror att det gick bra, personligen så tror jag på radioreklam. Men det är ju samma där, det är ju en resursfråga och det kostar ju en del, både på TV och reklam via radio.

Tror du att den digitala marknadsföringen är mindre kostsamt än allt annat?

Jag tror att man måste ha en mix, man kan inte välja det ena eller det andra. Vissa går ju på direktutskicket med vykortet om öppeta hus med hänvisning till hemsidan, och några kommer att gå in den vägen. Någon annan råkar se en banner på sajten, så jag tror man måste kombinera, man kan inte bara välja en väg, man ska försöka hitta den där lilla paletten där det ena stödjer det andra på något sätt.

Vilka är era 3 högst framgångsrika digitala marknadsföring aktiviteter?

Jag vet inte, jag kan inte riktigt svara på det. Då måste jag nästan höra med Raymond. Vi har ju varit väldigt bra på att komma högt upp på ranklistor på Google, alltså att man är nummer åtta eller något sådant. Och det är ju kopplat, men vi har inte köpt AdWords, utan satsat mer på hur man bygger upp sin sida. Men när det gäller marknadsföring så tror jag mer om att det ska finnas en röd tråd att länka samman, att varje enskild insats ska stödja den andre, snarare än AdWords. Och det senaste är ju nu att vi försöker göra om vår startside, helst innan sommaren.

Hur ser era planer ut för framtiden att attrahera studenter till er skola?

Att bli piggare och fräschare på vår startside. Men kanske också när vi är ute och träffar studenter på mässor att berätta att Malmö är en intressant stad att komma till liksom, att Malmö stad har mycket att erbjuda. Sen gäller det att ha rätt utbildningar som unga är intresserade av att söka sig till.

Följdfråga: Finns det något pågående projekt?

Det pågår ett projekt som inte jag är involverad i, men som är ett projekt i samband med Malmö stad, genom Malmö Högskola, som heter 'Malmö studentliv'. Vi försöker få fram i vår kommunikation att Malmö är en intressant stad och vi försöker prata med studenter på intervjuer där vi ställer olika frågor, där vi ska få fram ett svar till varför de har sökt hit. Många gånger är det Malmö stad som har lockat och kanske också en unik utbildning. Speciellt är Malmö intressant för de som inte bor i Malmö, på så sätt så har det en attraktionskraft.

Hur har ni förändrat/anpassat era marknadsstrategier för generation Y?

Vi är ju lite långsamma, men det är väl att använda de sociala medierna där gruppen finns och försöka komma underfund med hur vi bäst ska dra folk därifrån, det är kanske inte att använda traditionell marknadsföring och köpa banners och så där men det är ju kanske att få en bra dialog där, men över huvud taget vi försöker göra omvärldsanalyser och känna in vad målgruppen vill ha. Jag skulle gissa på att det är de där kanal valen genom marknadsföring som är det viktiga.

Tycker ni att ni ser era studenter som kunder?

På ett sätt är en presumtiv student en slags kund. Man skulle absolut kanske kunna använda ett CRM system när de är registrerade för att kunna hålla kontakten med studenterna. Men vi tittar väldigt mycket på hur man ska kunna behålla kontakten med studenterna när de är klara, för jag tror mycket på att alumner blir bra ambassadörer för en högskola eller universitet. Där tror jag att man skulle behöva systematisera någon form av register, och nu är det väldigt luddigt. Det är inte vi på marknadssidan som är ansvarig för ett sådant system, utan när man registreras som student, så blir du student i någon slags jätteregeister. Man kan heller inte se när man har slutat att vara student. Men hade det på något sätt formaliserats så tror jag att ett CRM system är ett sätt att göra det på, men jag vet ju inte hur det skulle administreras eller vem som skulle ha ansvaret för det. Absolut om man ser det som en kund, och sedan kunna bolla med Alumn så tror jag verkligen att det ligger värde i det. Sen är det ju lite farligt, man får ju inte säga kund här. Man får inte glömma att ens studier är den dyraste investeringen som man har efter boende, det är en jätteinvestering om man tänker på den inkomst som man missar när man sätter sig i skolbänken. Så absolut i det avseendet så är det ju absolut en kund som ska få ut någonting av den tiden och man ska då få en bra utbildning och de ska få hjälp på vägen och så, för att sedan kunna ta sig ut i arbetslivet efteråt.

Är era målgrupper profilerade?

Det är ju klart att det är lite skillnad när det gäller personer på olika program, men det är nog dem som gillar att det är högt i tak här, att det finns en stor frihet inte så traditionellt, man kan göra lite som man själv vill. Man är inte så beroende att det ska finnas studenttraditioner, det har ju inte Malmö högskola i samma utsträckning som lunds universitet. Söker man sig hit så är man nog mer medveten om att här får man något annat. Och vi vet också från våra studenter att det finns den dialog som eleverna har med lärarna som vi vet är väldigt öppen och lätt tillgänglig än kanske på på stora universitet. Lite mer nytänkande och lite mer fritänkande.

Använder ni er av en segmenterad marknadsföring med direkta e-mejl?

Nej inte e-mejl, heller inte med post. Det är ju väldigt resurskrävande. Vi som jobbar mer centralt, har en generell kampanj som på något sätt ska visa utbildnings paletten och de här utbildningarna finns, och vi finns. I samarbete med våra områdeskommunikatörer så väljer vi vilka utbildningar som ska synas mest i kampanjen varje år, och där försöker vi visa bredden och sen om varje fakultet eller utbildning vill göra något så kan de ju göra det. Så det kan vara så att de fakulteter som har sjuksköterskeutbildningen vill göra en liten egen minikampanj åt alla omvårdnadsprogram i Skåne. Alltså då kan vi ju göra det, det sker, men kanske inte just i år men det måste ske från de själva, vi centralt kan inte göra det.

Följdfråga: Tror du det finns ett värde i det?

Jo det är klart men det krävs ju resurser till det. Men om man inte har stora resurser så blir det ju väldigt dyrt att göra det.

Anser ni att ni har en, eller tvåvägskommunikation till era studenter?

Studenterna har nog upplevt en envägskommunikation, men kåren har ju en betydelse i att försöka dra studenters åsikter till ledningen. Men det där är ju alltid väldigt svårt även om en organisation vill ha en tvåvägskommunikation, att få igång den dialogen. Så Facebook hade kanske varit en lösning för de som vill ha en dialog med oss. Vi har inte det på vår startsida men det skulle man ju kunna ha. Vi har ju en info mejl men inte riktigt så tydligt att kunna tycka till, men absolut det hade ju varit bra. Sen är det att vissa insatser som enkäter och fokusgrupper, vi har en dialog med våra studentambassadörer, men jag tror vi skulle kunna vara ännu bättre på att ha en dialog.

Vilka CRM system använder ni?

På kommunikationsavdelningen har vi inte det, så vi jobbar inte i CRM system. Däremot jobbar IT med vissa mejl utskick när de ska informera om det är driftstörningar och så, men det sköter ju inte vi på kommunikationsavdelningen.

Vad har ni för digital plattform, och hur aktivt tycker ni att den används?

It's Learning, och den ansvarar vår IT-avdelning för och det är framförallt lärarnas verktyg för att kommunicera med eleverna. Som administrativ personal så har man inte direkt access till It's Learning, men vi har under det senaste året försökt att analysera och ta reda på hur man ska nå ut bättre till våra innevarande studenter. Och bland annat, så ser vi att It's Learning är något som alla studenter går igenom. Det är ju inte säkert att de går in på vår hemsida, även om vi annonserar om någon spännande föreläsning, så vet vi inte om vi når dem där. Därför har vi försökt att få access på It's Learning för att kunna lägga upp fler meddelanden där. Men annars så är vi väldigt långt ifrån den plattformen.

Följdfråga: Ni har alltså ingen egen social plattform?

Nej, vi hade en studentportal, men vi har stängt ner den för att det var ingen som använde den. Den var väl inte tillräckligt utvecklad. Man försökte ju bygga upp den här studentportalen, med att samla e-post och It's Learning. Men man mäter alltid trafiken dit, Jag har fått det intrycket, att det att den moderna sociala medietekniken har sprungit förbi hur studentportalen är uppbyggd. Så beteendet hur man använde saker funkade inte, studenterna valde att gå direkt till It's Learning istället. Men nu håller man på att kolla på nya system, så det kommer att komma nya studenter plattformar på ganska kort tid. It's Learning kontraktet går snart ut, och man är inne på att inte fortsätta med det, utan hitta något annat. Mer en opensource variant. Så fort något inte funkar så ogillas det, och det tycks inte vara modernt. Ett bra IT-system är ju eftersträvat. Vi måste ju bli bättre på de stödsystem som riktar sig till våra studenter, så att vi kan leva upp till att vi är nytänkande, moderna och har kvalitet. Det pågår också ett initiativ från ledningen, alltså vår provrektor har injicerat ett stort projekt som kallas för "IT och lärande" och det handlar just om att stödja våra pedagoger i att förstå hur man ska kunna använda ny IT-teknik för att få bättre pedagogisk utväxling, hur man kan använda sociala medier på ett bra sätt. Men det är mycket saker som måste göras, man måste

fortutbilda folk, man måste vara intresserad. Men om det fungerar så är det ett värde i det.

Hur och vilken information samlar ni in om era studenter?

Det finns företag som har adresslistor som är kopplade till högskolor och universitets studentregister och då kan man genom dem söka upp de som inte än börjat att studera, så i så fall så köper vi just sådana listor från privata företag som erbjuder sådana tjänster.

Appendix 4

Interview questions and answers

Lund University

Daniela Fernández, Communicator

2012-05-14

Hur gör ni för att locka blivande studenter till er hemsida?

Dels så är vi ju en av Sveriges största Universitet och därmed ligger vi väldigt högt upp i AdWords, så vi behöver inte göra så mycket om man säger så. Sen har vi Antagning.se där man kommer in och kan söka oss plus att vi har lagt till en liten grej och det är att vi är med på alla studier så att man kan söka via oss där och komma in på vår hemsida och sen också att det finns ju överallt alltså alla produkter vi gör finns ju vår hemsida på.

Följdfråga: Har ni någon kampanj där ni vill dra studenter till startsidan?

Nej alltså kampanjer till hemsidan gör vi väl inte explicit utan det är nog ”plugga hos oss” kampanjen vi hade sist var i Köpenhamn. För att locka hit dem till öppet hus som vi hade, då hade vi det på S-tågen och på bussar.

Följdfråga: Inget digitalt?

Inte, jo, alltså på startsidan hade vi då format om sidor till danska studenter som var riktade just till dem med diverse saker som de behöver veta som danskar.

Vilket intryck av skolan försöker ni att ge, med hjälp utav hemsidans design?

Först, så är vi ingen skola, vi är ett universitet. Sen ligger ju inte webben på plats här, utan det är ju kommunikationsavdelningen som utformar webben och just nu håller vi på att ta fram en ny webb. Det har framkommit att den webben som vi har, den är ganska föråldrad, folk har väldigt svårt att söka på den och de blir jätte frustrerade när de ska leta upp saker och ting. Så därmed, i september så kommer vår nya webb att lanseras. Enligt den nya grafiska profilen som ni ser här bakom er, så har man då tillsammans med en reklambyrå, som heter ‘Borstahuset’, tagit fram att vi ska försöka peka på det att vi är 60% tradition och 40% innovation. Så att det är då färger som har tagits fram som finns i Lund, om man säger så. Ljusblå för himmelen, rosa för tegelstenarna som finns på byggnaderna, det gröna för träden, och diverse. Så det är ungefär det som den nya grafiska profilen vill ligga på.

Följdfråga: Försöker ni representera Lund som intrycket av hemsidan?

Intrycket ska vara Lunds Universitet, som då har tagit fram 60 % tradition och 40 % innovation, det är det som är det centrala.

Försöker ni lyfta fram några särskilda utbildningar som är högt rankade?

Vi lyfter alltid fram om vi får rapporter om att vi har topp utbildningar, så lyfter vi alltid fram de på diverse kanaler. Och det är såhär i vår webb, Facebook, och i vår utbildningskatalog. Men vi tar inte fram en utbildning och lyfter den utan det gör vi bara när det kommer nya utbildningar. Så har vi det ett år i våra utbildningskataloger där vi lyfter fram dem, och liksom pekar på dem lite speciellt. Men det är ju väldigt många, vi har ju 280 olika program så att lyfta en hade ju varit rama skri.

Vilka sociala medier använder ni er utav allt som allt?

Alltså nu arbetar jag med den nationella marknadsföringen, så ni måste förstå också det, att vi har en kommunikations avdelning som ansvarar för press, det är dem som gör det. Jag ansvarar för den nationella student rekryteringen, vilket innebär att jag ansvarar för de kanaler vi har. Vi har ju då Facebook som finns, fast den ansvarar vi inte för, den engelska ansvarar mina kollegor för, som sitter tvärs över. Jag ansvarar för den svenska Facebook. Vi använder oss inte av Twitter, därför att vi inte tycker att vi är en nyhetsproducerande verksamhet, utan vi är snarare 'nu går vi dit, nu åker vi dit'.

Följdfråga: Har ni använt Facebook som rekrytering?

Nej det är för både och, för potentiella studenter och för studenter. Alla fakulteter har sin egen Facebook sida och som vi ibland delar ifrån eller att vi lyfter något från deras Facebook sidor och har på vår centrala sida

Följdfråga: Det finns alltså en Facebook sida som är central?

Som är Lunds Universitet, absolut.

Har ni en egen YouTube-kanal?

Vi har en YouTube-kanal där vi lägger upp filmer som vi gör här. Dels i min verksamhet och dels på vad fakulteterna gör, något som är student rekryterande eller av studentintresse. Vi har en kille som är studentambassadör och han är Lunds Universitets ambassadör. Han gör en film varje fredag där han då ser Lunds Universitet och annat ur ett Lund-perspektiv, ur sin synvinkel som student. Sen så lägger vi upp andra filmer som intervjuer om 'varför ska du plugga i Lund? Och vart ska man gå och äta?'. Vi försöker hålla oss på ganska så rimlig nivå, det är inte superakademiskt utan det handlar om dig som student, inte bara dig som akademiker.

Följdfråga: Så det är bara Facebook och Youtube?

De är de två kanalerna vi använder just nu.

Har ert universitet en blogg?

Där är flera fakulteter som har bloggar och vi har flera verksamma medarbetare som bloggar. Men vi har ingen central blogg, utan Facebook, student ambassadörer. Sen har vi vår gemensamma, vår central, så vi använder inte blogg. Campus Helsingborg har en blogg men den drivs av Campus Helsingborg, alla fakulteter äger sina egna kanaler.

Använder ni er utav Search Directory och nyckelord?

Man tänker nu alltid nyckelord och man taggar ganska så friskt för att komma högre upp, men däremot är detta ju ganska nytt med att vi får prata marknadsföring. Vi som arbetar med kommunikation och marknadsföring, det är ju ganska nya saker, så nu i höst så kommer vi att ha en utbildning i AdWords, hur man liksom gör Copyrights på Google, om det är så att man behöver. Sen hamnar vi ju ganska högt som Universitet, men det finns vissa utbildningar som kanske behöver en extra skjuts eftersom att det är tio universitet som hamnar ovanför. Därmed så kommer vi nu att starta den här utbildningen för alla kommunikatörer vid Lunds Universitet och andra intressenter som kan gå den här utbildningen för basen, och på så sätt vidga. Och det är helt okej att göra det om man skulle vilja alltså man måste ta de små steg innan man kommer till och får gjort det.

Använder ni er utav mobil marknadsföring?

Vi har inte testat det, men LTH testar ju de har bland annat en applikation som de har. Campus Helsingborg har också en app, men vi har inte gjort det. Alltså vi representerar ju så himla många, så vi gör ju som fakulteterna vill. Känns det att det behövs en central applikation så gör vi ju en applikation. Men än så länge har inte behovet framkommit.

Använder ni er utav online partnerships, såsom sponsring och co-branding?

Alltså sponsring finns ju över hela Universitetet, därför blir det lite svårt för er att greppa. Men vi är ju åtta stycken fakulteter, sen är vi ju väldigt många sektioner som jobbar på olika sätt med olika saker. Sponsring heter fundraising för oss, och kan innebära att Astra Zeneca eller IKEA sponsrar in och bidrar med pengar. Jag menar, universitetet får vissa forskningsstudier eller forskningsmiljöer. Så det finns ju, men på Campus Helsingborg så hade vi ju på det sättet att jag ringde ju upp till diverse företag och frågade om sponsring för att arrangera en examensmessa på campus och det förekommer ju att man går ut och gör det, men här gör vi inte det.

Följdfråga: Har ni något samarbete med Lunds stad?

Ja absolut, Lunds Universitet har ju ett kontinuerligt samarbete med Lunds kommun

Följdfråga: Är det något som ni använder som en konkurrensfördel?

Absolut, Lund är känd för att vara en universitetsstad, och en studentstad. Och både turistbyrån som vi brukar samarbeta med eftersom vi ligger nära till varandra, och Lunds kommun så satsar vi ju stenhårt på detta.

Använder ni er utav personliga meddelanden?

Vi skickar inte ut mejl till våra studenter, vi har inget intranät, det är också beroende på vilken fakultet som du tillhör. På Campus hade vi ett intranät där jag kunde skicka mejl direkt till alla studenter. Jag kunde välja ut vilken årskurs, jag kunde välja ut specifika detaljer, och då skickade jag mejl till dem. Och då var det ju alltid som person till person, personligt och det funkade jättebra men här i Lund så har vi inte det, vissa fakulteter har det andra har det inte, så därför är det väldigt svårt att kontakta studenter. Det är så pass stort så det är svårt att få ihop alltså. Det är ju ändå 47000 studenter, och det är åtta fakulteter och alla har inte gemensamma system så absolut är det jättesvårt. Skulle vilja ha det dock.

Har er skola någon gång haft en rekryteringskampanj på TV?

Nej det där kostar pengar.

Har ni någon gång haft en rekryteringskampanj på en digital/analog radiokanal?

Nej det tror jag inte som helhet att universitetet har. Däremot så fakulteterna ja, de har haft. Jag tror det var både och.

Vilka är era 3 högst framgångsrika digitala marknadsföring aktiviteter?

Facebook, det är allt.

Hur ser era planer ut för framtiden, att attrahera studenter till er skola?

Alltså vi anser inte att annonsering är något som attraherar potentiella studenter oavsett hur digitala de är. Face-to-face mötet är mycket viktigare, än att det är att jag ser dig någonstans i en tidning eller digital tidning, så är det 'Face-to-face' som gäller. Man vill

kunna ställa frågor till en verklig person och få svar, speciellt till en student som redan är här, och som går den utbildningen du vill gå på. Så vi anser fortfarande att 'Face-to-face' kommunikationen är den viktigaste. Annonsering kommer vi fortfarande att vara väldigt återhållsamma med; rikta medier är inget som ger några högre utslag. Vi kan inte över huvudtaget se några resultat, därför att man inte kan sätta mål på tryckta medier. Du vet inte hur många som har sett tidningen, det är ingen som trycker på en knapp att nu har jag sett den, det finns inget sätt att samla den informationen. Vi har ju börjat nu med att sätta lite sådana här streckkoder på våra annonser, så nu ska vi kolla vad den sista av den som vi gjorde, ja resultat. Men tryckta medier är ingenting, digitala medier är som jag sa, att vi kommer starta upp AdWords och så, vad det leder till, men det är fortfarande i lindan. Vi har alltså redan AdWords, men vi har alltså inte gjort det än, utan vi har precis börjat. Att de ska få en utbildning i det, och sen ska man se då vilka som gör det eller inte gör det.

Har ni förändrat/anpassat era marknadsstrategier för generation Y?

Absolut, men det är ju också så att det här är ett gammalt lärosäte där det finns många människor som har jobbat länge, och som tycker att de har testat allt och undrar varför vi inte pushar som vi alltid har gjort. Därför finns det också en rädsla för vissa saker när det gäller Internet. Internetannonsering och sådant som man måste liksom ta, annars så som två fakulteter inte valde att inte vara med i för att man kände att den här kanalen är kommersiell och det vill man inte vara med i. Att prata marknadsföring var ju inte aktuellt här vid Lunds Universitet bara för några år sedan, så därför är det ju något nytt. Och därför kan man inte heller bara rusa fram och säga: *Här är dessa kanaler och alla dessa saker ska vi göra.*

Men det blir ju öppnare och öppnare, sen sa jag ju alltid att, ska man nå målgruppen så måste man ju tänka som målgruppen gör. Jag är 41 år gammal, det betyder inte att jag agerar på samma kanaler som den målgruppen jag eftersträvar att få kontakt med, och därför så får man ju vända och vrida på sig. Ibland måste man testa kanaler som kanske inte är för super traditionella, därför att målgruppen befinner sig där. Jag kommer ihåg när jag började här för ungefär sex år sedan, så var det Lunarstorm som var jätte hett och då satt jag på Campus i Helsingborg, eftersom jag var informationsansvarig där, och då sa jag på min ledning att jag tycker att vi ska vara på Lunarstorm. Och det fick jag absolut inte vara med på eftersom det var ju oseriöst, men idag har vi en Facebook sida. Lunarstorm agerar ju ungefär som Facebook idag. Så det finns ju mycket sådant som blir lite hinder, därför att folk måste först komma över rädslan innan man kan börja agera. Facebook sidan var ju en sådan sak som jag tog över, den ägdes av kommunikationsavdelningen. Den var väldigt intern innan. Det vill säga, det var bara anställda som var kompisar på den sidan, och det var 821 stycken. Så jag kuppade den tillsammans med en kollega och satte igång att det var bara för potentiella studenter och studenter, och sen gjorde vi om den och sen har den ju stigit till över 5000 på ett år.

Följdfråga: Enligt rykten, startade några elever en egen Facebook sida?

Ja men det är den internationella. På den engelska hemsidan så fanns där redan en kanal som hade ganska många studenter. Och de eleverna agerade som Lunds Universitet, vilket är vårt varumärke. Därmed tog vi över den sidan, som mina kollegor gjorde. Vi pratade med Facebook eftersom det är inte okej att de använder vårt varumärke precis hur som helst.

Är era målgrupper profilerade?

Alltså den gemensamma målgruppen är liksom *'Lunds Universitet för alla'*, mellan 18 och 35 brukar vi oftast prata om. Sen vet vi ju att det finns andra målgrupper. Sen så har vi ju vissa målgrupper inom den stora, som man gärna riktar sig till, till exempel alla de som läser natur, alla som läser samhälle, så vi vet ju att de finns. Sen vet vi ju att det är skillnad på att prata med någon som är 30 och någon som är 18, absolut. Men vi försöker ju att hålla lagom nivå, som är lagom för alla. Och sen är det ju så att vi är Lunds Universitet, och vi rekryterar de bästa studenterna. Vilka dessa studenter är, är ju dem med bäst betyg. Sen arbetar vi som jobbar på nationell studentrekrytering med breddad rekrytering. Campus Helsingborg är väldigt framgångsrika och duktiga på det eftersom de... Jag startade upp med att prata på ett annat sätt och därför kom det väldigt många personer från icke-akademiska hem, och personer med invandrabakgrund. Annars så har ju Lund väldigt svårt att rekrytera personer från icke-akademiska hem och med invandrabakgrund. Vi som jobbar med nationell studentrekrytering är en kampanj bara för att vi vill attrahera alla studenter med bra betyg, inte bara specifika grupper.

Följdfråga: När blev det ett Lund för alla?

Fram till för ungefär två och ett halvt år sedan så hade inte Lunds Universitet gemensamma strategier för rekrytering överhuvudtaget, eller marknadsföring. Utan jag hade ett projekt som jag satte igång för att utreda vad vi skulle göra för att kunna samarbeta alla åtta fakulteter och den centrala/gemensamma förvaltningen. Och av det projektet så kom det ut att vi jobbar för Lunds *Universitet för alla*, vi menar att studentrekrytering egentligen börjar från att man är i gymnasiet tills man kommer hit. Därför är rekrytering hela tiden, alltså vi kan ju ha en pensionär som vill läsa en kurs. Man måste verkligen sätta lite gränser för att inte prata för vitt och brett, för det är det som gör liksom uppdraget väldigt omöjligt när man pratar väldigt abstrakt och aldrig sätter ner det i konkreta faktorer och konkreta aktiviteter. Så man kan säga vi har jobbat så här nu i ett och ett halvt år nu där vi gör allting gemensamt alla åtta (fakulteter), och det funkar skitbra.

Följdfråga: Hur ser er typiska student ut?

Rent utseendemässigt ska jag ju inte säga någonting om. En typisk *'Lunda student'* är ju analytiskt tänkande och självgående om man säger så. Studenten ska ifrågasätta, tänka teoretiskt och få mycket teoretisk bakgrund att basera sig på. Och de är väldigt duktiga.

Gör ni segmenterad marknadsföring för att skicka ut direkta mail vid rekrytering?

Vi skickar inte ut. Vi gör inga utskick till gymnasiestudenter, däremot så är vi på ungefär ett 75 tals mässor över hela landet där vi finns representerade. Vi delar ut våra utbildningskataloger, vi har tre produkter som kommer härifrån som är två stycken program-/kurskataloger där du väljer, och en inspirations broschyr. De delar vi ut på de här mässorna och det är så vi gör.

Följdfråga: Så ni känner inget behov av att ni behöver gå till studenten?

Nej, inte riktad marknadsföring har vi inte känt än, utan vi diskuterar vissa målgrupper till exempel. Så vet jag att vissa fakulteter skickar specifikt material och liksom tar ut alla teorier på gymnasiet, för att de vill rikta något visst på dem

som går natur till exempel, och då skickar man ju ut. Men vi centralt har inte gjort sådana utskick.

Vilken relation anser ni har till era studenter? En, eller tvåvägskommunikation?

Nej faktiskt inte, som jag säger vi kan ju inte kommunicera med dem via mail, och det är ju ingen väg överhuvudtaget från vår sida. Däremot lärare och forskare har ju tvåvägskommunikation. De har ju alltid nära till sina lärare och att prata beroende på vilken institution de är på, vilken fakultet de är på. Så är det ju, allting handlar om var någonstans du befinner dig, men vad jag har hört så har det inte varit att det, vi marknadsför ju inte oss mot våra egna studenter om jag säger så.

Vilka CRM system använder ni er utav?

Inga jag kan nämna. Vi har student portalen på VHL som har ett. Där är olika campus som har också. Så där är olika men där är ingen som är gemensam eller vi har bara är ett. Vi har ingen utan det är fakulteterna som kan ha, men vi håller på att försöka detta just nu, så det är nytt.

Följdfråga: Om ni hade kunnat få en fungerande plattform, där lärare, personer i administrationen, och studenter skulle kunna fungera på. Hade det haft ett värde?

Absolut, det har vi tyckt länge.

Vad gör ni för att hålla kvar era studenter?

Vi behåller dem. Nu säger jag det igen; vi är Lunds Universitet, vi behåller våra studenter och vi drar hit studenter.

Vad har ni för digital plattform?

Live It, eller Live at Lund är det väl, ja. Den har inte jag heller hand om utan det är ju kommunikation då som, Johan Linand heter han som har just den, och där är det ju mycket forskning och utbildningarna i sig. Att du kan se en föreläsning på den och så vidare. Så att jag har ingenting med den att göra och kan inte säga. Jag tror den går bra, mer än så kan jag inte säga.

Hur och vilken information samlar ni in om era studenter?

Vi samlar in information på olika sätt, dels så har ju vissa fakulteter egna undersökningar bland sina nyantagna och går ut med vissa frågor såsom: hur fick du reda på just Lunds Universitet? Varför valde du just den här utbildningen? Vem rekommenderade dig? Och diverse saker, sen sammanställer man det som vi sen får ta del. Så att gå och köpa undersökningar resulterar bara att det gäller samma som alla andra Universitet, och det känns inte så relevant. Vi vill veta om vårt specifikt, ja så vi gör det bäst själva faktiskt.

Följdfråga: Finns det något mer om digitala medier som du kan berätta?

Alltså det här med digitalt är ju så himla nytt inom den statliga världen och högskolor och universitet världen, så att jag känner som såhär att ni gör er uppsats lite i fel tid. Därför att folk startar upp nu med rörlig bild, det fanns ju inte här på Lunds Universitet för två år sedan när man arbetade och pratade om rörlig bild till exempel. Facebook fanns ju inte för sex år sedan när jag började här, så var det ingen som pratade om. Lunarstorm, det var ju hemskt alltså det är

så mycket som förändras för att universitet och många universitet, inte alla dock, tänker nog på ett annat sätt. Men vi som är avvika och gamla tänker ju lite annorlunda, vi har alltid funnits, vi behöver inte skrika för att höras. Man hänger oftast inte med i samma fart, och då är det upp till oss som jobbar att påpeka på att det är något som vi behöver det tar ganska lång tid, med långa beslutsvägar.

Följdfråga: Det är inte alltså som att marknadsföra ett företag?

Nej, de fattar snabbt de har pengar att lägga ut på, vi har inte de pengarna. När det gäller nationell studentrekrytering så har vi ungefär 5 miljoner i marknadsföringsbudget, och då skall det täcka ganska mycket. Då är det inte bara marknadsföring, då kanske det är mässavgifter, trycksaks produktioner, alltså tryckerier, och allt det här ska det täckas. Det finns inte mycket utrymme till att 'latja' hur man vill, utan man måste verkligen välja. Det gör vi i samband med fakulteterna, genom att fråga vad har ni för behov. Hade vi bara kört så, hade det ju kostat hur mycket som helst och det har vi ju inte råd med.

Följdfråga: Det där med att vi gör uppsatsen i fel läge det är det ju inte, vi ser det som ett problem som behöver lyftas fram.

Det är ett problem, absolut är det, och man kan se det som vart måste vi gå någonstans. Men att liksom få svar på sina frågor, där är det ju svårt. Vissa Universitet och högskolor har ju mer i marknadsföringsbudget än vad vi har.

Avgiften som kom ut 2011 för studenter utanför EU, har ni märkt en minskning?

Ja absolut det har alla. Kan ingen procentsats, men det är mycket lägre än vad vi hade förr. Vi ligger ju fortfarande bäst när det gäller att få in utlandsstudenter, men har ju gjort ett jättejobb. Förr hade vi kanske 1000, så har vi kanske 291 nu kanske. Men vi ligger ändå bäst i Sverige. Hade jag valt ett betalande universitet så hade jag ju inte valt Lund i Sverige, att komma hit och plugga. Om jag är en duktig MVG student så väljer jag Harvard, Stanford, och så vidare. Jag har alltså många att välja mellan och lägger hellre mina pengar där, för då vet jag att jag kommer att ha en stämpel, de är ju världskända. Det är ju Lund med, vi ligger ju bland de topp 100 och det är vi ju väldigt stolta över att göra. Samtidigt så är ju något helt annat att gå på Oxford och Harvard.