

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management



Diploma Thesis

Evaluation of Marketing Communication

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

Markéta Bubnová

Economics and Management

Thesis title

Evaluation of Marketing Communication

Objectives of thesis

The objective of the thesis is a proposal of improvement in marketing communication of the International Relations department of the Faculty of Economics and Management in field of student mobility.

Methodology

The thesis consists of two parts. First part deals with elementary theoretical overview. It deals with theory of marketing communication and its evaluation. The theoretical part of the thesis is based on critical review of information gained from study and comparison of relevant resources. The fundamental, empiric part is focused on marketing communication of the International Relations department of the Faculty of Economics and Management. Data for the empiric part are gained using questionnaire and other appropriate data collection technique. Based on the research, the relevant conclusions of the thesis are drawn.

Recommended structure of the diploma thesis:

1. Introduction – an explanation of the importance of the topic
2. Thesis objectives and methodology – main objective of the thesis will be divided in the partial objectives based on knowledge gained from the study of the theory of marketing communication. Appropriate methods of data collection and analysis will be explained in the methodology of the thesis.
3. Literature review – critical review of current knowledge in field of marketing communication and, communication tools and channels.
4. Specification of the selected organisation – profile of the Relations department of the Faculty of Economics and Management and current marketing communication in field of the student mobility.
5. Practical part – analysis of data gained from own research according to the methodology.
6. Evaluation of results and recommendation – formulation of own proposal of improvements in marketing communication of the selected entity.

7. Conclusion – review of main results and evaluation of the contribution of the diploma theses.

8. References

9. Appendices



The proposed extent of the thesis

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Recommended information sources

KARLÍČEK, Miroslav a Petr KRÁL. Marketingová komunikace: jak komunikovat na našem trhu. Praha: Grada, 2011. ISBN 978-80-247-3541-2

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VAREY, Richard J. Marketing communication: Principles and practice. New York: Tailor&Francis Group, 2002. ISBN 0415230403.

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Declaration

I declare that I have worked on my diploma thesis titled "Evaluation of Marketing Communication" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on 30th March 2017

Markéta Bubnová

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Evaluation of Marketing Communication

Abstract

The goal of the diploma thesis is to evaluate marketing communication of Faculty of Economics and Management of Czech University of Life Science in Prague in field of student mobility.

The thesis is divided into two parts - theoretical and practical. Theoretical part is focused on literature review in field of service marketing, marketing communication or integrated marketing communication.

Practical part is based on explanation of all mobility possibilities at Faculty of Economics and Management, the approach of the whole university towards innovative way of communication with young people. The mobility is described into the details by marketing mix. A questionnaire is designed to find you how do students perceive mobility and if they are well informed. The practical part as well analyze what factor is likelihood of students to study abroad connected with.

Some recommendations are listed at the end of work; how can Faculty of Economics and Management improve their marketing communication to be more effective and to support student's mobility in future.

Keywords: marketing communication, communication mix, integrated marketing communication, student mobility

Zhodnocení marketingové komunikace

Abstrakt

Cílem této práce je zhodnotit marketingovou komunikaci Provozně ekonomické fakulty České zemědělské university v Praze v oblasti mobility studentů.

Diplomová práce je rozdělená na dvě části – praktickou a teoretickou. Teoretická práce je zaměřená především na literární rešerši v oblasti marketing služeb, marketingové komunikace nebo integrované marketingové komunikaci.

Praktická část představuje všechny možnosti pro výjezd do zahraničí na Provozně ekonomické fakultě a celkové schopnosti univerzity komunikovat s mladou generací. Mobility jako služba jsou detailně popsány pomocí rozšířeného marketingového mixu. Následně je popsán komunikační mix, který Provozně ekonomická fakulta používá. Vytvořen dotazník je zaměřený na zjištění informovanosti studentů o možnosti výjezdu do zahraničí a celkové efektivitě současné marketingové komunikace. Výsledky dotazníků jsou zpracované ve statistickém programu za účelem zjištění závislosti jednotlivých sledovaných jevů. V závěru práce jsou navržena zlepšení komunikace, které povedou k jejímu zefektivnění a podpoře výjezdů studentů pro do zahraničí.

Klíčová slova: marketingová komunikace, komunikační mix, integrovaná marketingová komunikace, mobilita studentů

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1 Introduction

Universities are nowadays competing to attract as many students as possible. Not many of them point out the offered mobility opportunities. Even though it might be a big advantage for them to advertise it to the students.

Year 2017 is a year when one of the most famous student mobility programme, Erasmus +, is celebrating 30th anniversary. It means that there is 30 years 'history of students who have challenged themselves to go study abroad. It is always a step out of comfort zone to be thousands of kilometers far from family, friend and culture which they know, therefore information provided by university can help them to take this opportunity.

Nowadays experience abroad is rather becoming a must to differentiate at labor market and to be perceived as someone who can get used to different living conditions, culture and language. This is perceived as good candidate quality especially for large international companies. When something is a must for a student, should it be a key point for university marketing?

These are reason why this diploma thesis is focused on evaluation of marketing communication in terms of student mobility at Faculty of Economics and Management of Czech University of Life Science in Prague. A faculty is one chain segment of the whole university; it is important to start from the very beginning to make sure that each chain segment is strong enough to build competitive overall university image. The findings of this work will serve to improve the marketing communication for the academic year 2017/2018.

Marketing communication is a strategic tool for spreading a product or service awareness and to attract students who would undertake this opportunity. It is as well the tool which might give important information during the decision-making process, so the final purchase is made. It can be set up in different ways and multiple media might be employed.

1.1 Thesis objectives

This thesis is focused on marketing communication of a student mobility to describe the service itself and review the communication applied. The main objective of this thesis is a proposal of an improvement in marketing communication of the Faculty of Economics and Management of Czech University of Life Science in Prague in terms of student mobility.

1.2 Methodology

The literature overview is completed to understand the theoretical background of the topic from the widest terms from marketing to a term like preference of customer. It is based on the work of well-known marketing writers like Kotler, who is an authority in this field. Lovelock's book gave the main framework to analyze service marketing. Sources for trends and environment research consist mostly of marketing magazines and online sources like Forbes.

The practical work gives a detailed description of the mobility activities of the Faculty of Economics and Management. It shows the position of Czech University of Life Science within a range of universities within Czech Republic and Prague institutions. Emphasis is put on detailed description of marketing tools used and not used in comparison with companies focused on youth mobility. This part provides some hints in terms of opportunities to improve marketing communication.

There are two kinds of sources of data: primary data and secondary data. Used secondary data are from Eurostudent.eu, reports of Dům zahraniční spolupráce, Medián s.r.o. and university annual report. Primary data was collected by a questionnaire which was sent among Faculty of Economics and Management students.

The Faculty of Economics and Management has many agreements with foreign universities, so far more students are coming to Prague rather than going abroad from CULS. Therefore, the management of faculty is seeking information if the marketing communication can somehow help to encourage students to study abroad. The research problem is to find out how efficient current marketing communication is and how well informed students are. In

order to explore these questions, a questionnaire was designed for two groups of respondents – students who have already been abroad and students who haven't studied abroad yet.

The target of analytical part is to verify or deny set of hypothesis by using contingency tables analysis. The advantage of this method is that it is easily understood by managers, therefore it is good for marketing research analysis. (Malhotra & Birks, 2007). Tested hypothesis follow.

- 1 H_0 : Willingness to study abroad is independent upon gender.
 H_1 : Willingness to study abroad is dependent upon gender.
- 2 H_0 : Willingness to study abroad is independent upon study program.
 H_1 : Willingness to study abroad is dependent upon study program.
- 3 H_0 : Willingness to study abroad is independent upon permanent address.
 H_1 : Willingness to study abroad is dependent upon permanent address.
- 4 H_0 : Willingness to study abroad is independent upon study level.
 H_1 : Willingness to study abroad is dependent upon study level.
- 5 H_0 : Willingness to study abroad is independent upon work commitment.
 H_1 : Willingness to study abroad is dependent upon work commitment.

The data are processed with Statistical program which is provided by CULS to all students. Contingency tables display the frequency distribution of variables. Pearson's chi-square coefficient distinguishes whether H_0 : or H_1 hypothesis is supposed to be accepted or not. Pearson's chi-square was compared with significance level set as 0.05. (Louda, 2008)

Some data is not used only for contingency analyses but is computed as a simple percentage to just summarize if students know about mobility possibilities, what are perceived benefits, etc.

According to these findings there are recommendations for marketing communication for autumn semester 2017, which will be discussed later with International Relations Department of Faculty of Economics and Management.

2 Literature review

2.1 Marketing

It is necessary to start from the definition of marketing. Marketing itself is changing over time and by examining the changing definitions, the difference can be seen over time. The following definition by Kotler is from 1996. “The goal of marketing is to attract new customers by promising superior value and to keep current customers by delivering satisfaction.” (Kotler & Gary, Principles of marketing, 2012) Now in comparison with American Marketing Association definition from 2013. “Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.” (American Marketing Association, 2017). Marketing is no longer a business just for a company and customers as individuals. It is a field which consists of the influence of many institutions and it even affects society as a whole. Examples could be the latest trends like social and corporate responsibility.

According to Varey “marketing is a social process in which people come first, and products follow”. Further chapters will discuss as well consumer behavior as a factor of building marketing communication. (Varey, 2002)

2.2 Youth marketing

Youth marketing’s target audience is considered people from 13 to 35, it is a wide range of the age, therefore there are many subgroups like teenagers, college students, graduates and young professionals. Companies can attract the loyalty of future customers by focusing on youth marketing. Young people have significant buying power and their brand loyalty is not built up yet. (Marketing-School.org, 2017) The younger generation is a mass user of social media which became a powerful marketing tool in last years. Therefore, this segment is potentially reachable for marketers. Youths are today getting used to demanding services they use frequently.

All college students are searching for restaurants, book shops, and other possibilities to purchase on their smartphone, to find whether they have what they want or which shop is

the closest one. Therefore, even take away restaurants should have a web page, if possible, even with online buying module. (The Holmes Report, 2017)

The youth marketing strategy would perhaps combine entertainment marketing, sports marketing, event marketing, viral marketing, social media marketing or product placement. They are looking for opportunities to have fun with friends, watch sports games, push the limits by any kind of adventure. (Olenski, 2015) Companies strategies should reflect it, the marketing communication should have speed, adventure, friendship and all other values of youth. Coca Cola is soft beverage giant, who has been successful in youth marketing for a long time. Their advertisements frequently showing friends having a good time while sharing Coke. They sponsor many championships, promoting image of soft drink which reflects being young. Youth marketing is a very challenging branch for marketers, but it can potentially bring new customers who will be loyal to the brand. (Adam, 2015)

Universities in the Czech Republic were not used to focus on marketing much, but it has changed because of a significant decrease in the number of students applying for tertiary education since 2009. Even though they are only targeted on marketing towards new potential students and not applying marketing tools on provided services such excursions, mobility programs, conferences. The most used tool for such service are mass university e-mails. (Vincentová & Bredl, 2017)

How exactly youth marketing trends are used by university will be discussed in the practical part.

2.3 Service marketing

“In exchange for money, time, and effort, service customers expect value from access to goods, labor, professional skills, facilities, networks, and systems; but they do not normally take ownership of any of the physical elements involved.” (Lovelock & Wirtz, 2011) Consumers value their time more so they rather pay for a service then do it themselves. An example can be found in demand for baking Christmas cookies, renting a McDonald’s to organize a birthday party for a child, etc. The definition of services such as “what customers value and are willing to pay for are desired experiences and solution” by Lovelock (Lovelock & Gummesson, Whither Service Marketing?, 2004) fits perfectly in this context.

Here is a list of differences which distinguish tasks associated with service marketing from those involved with goods (Lovelock & Wirtz, Service Marketing - People, Technology, Strategy, 2011):

- Customers do not obtain ownership of services;
- Service products are intangible performances;
- There is a greater involvement of customers in the production process;
- Other people may form part of product;
- There is a greater variability in operational inputs and outputs;
- Many services are difficult for customers to evaluate;
- There is typically absence of inventories;
- The time factor is relatively more important;
- Delivery systems may involve both electronic and physical channels.

The most crucial difference is that customers do not obtain permanent ownership of any substantial tangible elements. Rather they rent the use of physical elements such as a room or car, hire labor and skills such in medical care, education etc.

Service products are most of the time linked with tangible assets – a person is at a college is using all university properties such computer labs, lecture rooms, sport facilities and others to gain a degree. The benefits come from the nature of performance in general. The customers are involved in the production process. Students are in interaction with many people like teachers, administrators, dormitory managers. While communicating with university staff students can gain knowledge, solve some administration problems. Therefore, people are an inseparable part of the product.

When a company is manufacturing a product, standardization and a high possibility of control is reachable. When we are talking about service it is not so easy. The services are consumed as they are produced, therefore people highly influence quality and standards of product. On the other hand, if the customer is able to revise the product there is possibility of customization, which will be appreciated by customer at the end.

When a firm wants to find out if your offer is appreciated by a customer they will ask them to evaluate whether they were satisfied or not. This might be easy for goods but in terms of services it is not. As it was mentioned the performance is part of what is offered and it is

tricky to evaluate it. There is no possibility to stock services, it might be challenging for managers to match the demand with a capacity. Once the service is not used at the time when it is ready it is not possible to make it up. A university can accept a limited number of students, but some years have a higher number of people in age of 18 and some not. It is up to university manager to sustain high credibility to be sure that students will always consider that certain a university is number one. (Kotler & Gary, Principles of marketing, 2012)

2.3.1 Marketing mix

“It is the set of controllable tactical marketing tools that the firm blends to produce the response it wants in the target market.” (Kotler & Gary, Principles of marketing, 2012) Four basic strategic elements are started to be used by professor Jerome McCarthy in 1960s. It is a product, price, place and promotion, often called the “4P’s”. As it was explained earlier marketing has changed and most of the authors are not united in terms of the number of Ps or which exact one. The list below is according to Lovelock. (Lovelock & Wright, Principles of Service Marketing and Management, 1999) The last mentioned “politics” is added with regard to Kotler. (Kotler, 1999)

2.3.2 Product Elements

When the managers are coming to a market with a new product, they have to think wisely about what the core product and supplementary service should be so the customers will get the benefit they desire. “Therefore, product elements are all components of the service performance that create value for customers.” (Lovelock & Wirtz, Service Marketing - People, Technology, Strategy, 2011) Nowadays, the trend is to include a wide range of added service elements to convince customer to choose the company. Czech universities in general are promoting themselves by videos and photos where they are showing what all facilities are included for students – sport centers, campus with lot of nature, dormitories close to the faculties etc. (ČZU, 2011)

2.3.3 Process

“Process is a particular method of operations or series of actions, typically involving steps that need to occur in a defined sequence.” (Lovelock & Wright, Principles of Service Marketing and Management, 1999) A badly chosen process can affect both employees and customers. Customer might be annoyed because of low speed, bureaucracy, not effective

service delivery or even creation of a product which doesn't satisfy the needs of customers. Employees would have difficulties to do their job effectively and the quality of service will decrease. Universities have long lasting traditional processes for many activities – application, exam terms, graduation or schedule of semester activities.

2.3.4 People

People are not only connected with creation of goods but as well and importantly with delivering a service. The perception of quality of service is directly linked with customer's satisfaction of the behavior of a shop assistant, taxi driver and many other professionals. Therefore, many companies do focus on recruitment or training of their staff. Unfortunately, not all the people realize their impact on final customer satisfaction. Company culture, which last year was a big topic in the business field, is a tool to control employee's attitudes toward business.

2.3.5 Promotion and Education

“Lovelock defines that Promotion and Education refers to all communication activities and incentives designed to build customer preference for a specific service or service provider.” (Lovelock & Wirtz, Service Marketing - People, Technology, Strategy, 2011) Kotler is not including education, he defines promotion in terms of communication and persuading customers to buy a product. The most important role of this is to provide needed information, to persuade target customers to buy the product in specific time. Communication is educational in a way of informing customers about the benefits of a product, distributional channels or how to participate in a service process. These activities might be delivered by salespeople, trainers or through TV, radio, internet, etc.

2.3.6 Price

“Price and other user outlay is defined as expenditures of money, time, and effort that customers incur in purchasing and consuming service. “(Kotler, 1999) This includes traditional pricing processes but also service managers seek to minimize other costs related with purchases (additional financial expenditure, time, mental and physical effort, etc.).

2.3.7 Productivity and quality

Both are closely linked. It is a long-term goal to keep productivity at a sufficient level. Productivity helps managers to keep low costs so they can focus on improving the quality of products.

2.3.8 Place (cyberspace and time)

As you can see, the strategic element which is for goods only a place is used for service in wider a perspective. There is a big potential of using cyberspace as an electronic channel for some kinds of services. As it has been mentioned, customers are sensitive to time, therefore it is goal of employees to maintain high speed and high quality. Firms might as well use intermediary companies to provide their service (e.g. retail outlets) to deliver service.

2.3.9 Physical Evidence

Physical Evidence might seem like an unimportant part of service marketing, but it is. It can be everything from the appearance of buildings, landscaping, staff members, printed material etc. Physical evidence in fact has impact on customer's impression of a firm or product.

2.3.10 Public opinion

The public is moving forward to new trends, attitudes and moods. This can be influenced by companies to a certain extent. The more university graduates produced, the more sophisticated opinion they might have in terms of what university is good and worth it the cost in time and money for the education. (Kotler, 1999)

2.4 Communication

While talking about communication it is good to start with its definition in general. "Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior." (Merriam-Webster, 2017) In terms of marketing communication, it is not only between individuals but rather from institution to groups of people. Some complications relate to it – difference of perception of individuals, which will be discussed later in this chapter. Marketing communication connects all marketing mix elements to create proper communication toward customers. It makes it

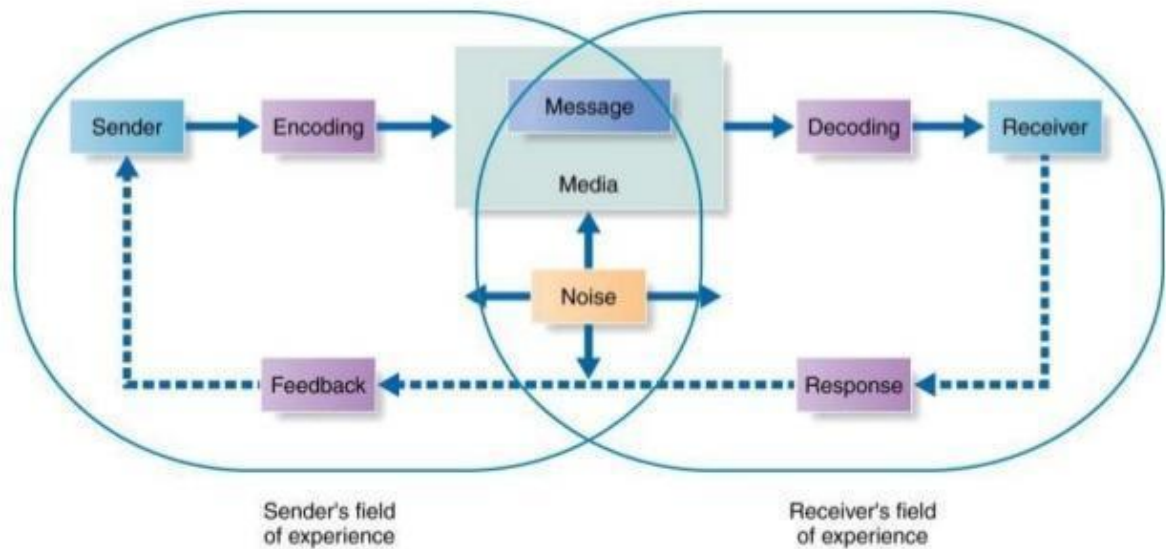
possible to differentiate a company's product/service from others which might be essential to gaining the market share. Through marketing communication, firms can build a strong brand loyalty among customers. Promotion is on one hand is a great way to keep connection with recent customers to inform them about new products. On the other hand, it is a great opportunity to attract potential customers and to adapt to the ever-changing business environment. Varey stresses that the core questions are to decide how much is a company willing to spend on promotion and how they want to do it. (Varey, 2002)

2.4.1 Communication process

Communication processes consists of exact stages which need to be considered. There is a person, institution or firm at the beginning and the end of the communication process. Unfortunately, there are a couple more parts of the chain between them which are necessary in the process as seen on picture no.1.

The encoding and decoding represent ways of understanding the message which is sent from sender to the receiver. The middleman part is media which are transferring the message between the participants. This process can be disturbed by a noise which is coming from the environment where the message is sent. The ideal situation is to encode the message in the same way as people will decode it, chose the media which is target audience following and minimize the noise. Feedback from the receiver can help the marketer to see if the message was correctly delivered or there needs to be something changed. (Kotler & Gary, 2012)

Let's take an example of a marketing campaign of VUT (Vysoké učení technické v Praze). They launched a campaign focused on persuading girls to study at VUT. Because they found out that girls lack the self-confidence or are pushed by relatives to rather study for a teacher. Even when the message is meant to be for girls, boys can decode it as "there are many girls at the university, I would like to go there too". In fact, the university already counts with different way of decoding the message. (Vincentová, Marketing and Media, 2017) This example shows a decoding difference which will bring even more customers, it doesn't have to be like this always. The key point is to stress that marketers should always pretest how the message is decoded by people to make sure that potential customers will understand the message in the way which is suitable for the sender. (UKessay, 2015)



Picture 1: Communication process (Source: Kotler, Principles of Marketing)

Varey is highlighting that the communication process is explained by Kotler as something which is a process going within two entities (sender, receiver), but the perception of the message can be changed by the environment of the receiver. Therefore, the marketer should always keep in mind the surrounding of the target audience to be sure that their environment will not cause false interpretation of the message. (Varey, 2002)

2.4.2 Media

Can be divided to earned and paid media. Earned media are PR channels which are not directly paid, for example, positive marketing communication via social media. Paid media are the ones the company chooses to promote its service.

Radio, television, newspaper and magazine are examples of mass media, can reach the highest number of people, but it will be costly and it will not be focused only on the target audience. Flyers are small papers which should communicate basic values and basic service information to the customer. They can be used for different stage of consumer attention – to get the attention, create a brand image or we can encourage them to buy the product. Nowadays trend is to use internet to communicate with people. According to Kotler “mass market is disintegrated into smaller and more numerous customer segments, each with specific taste and requirements...” (Kotler, 1999)

Millennials (the generation born between 1982 and 2004, associated mostly with technology and social media) (Investopedia, 2017) spend 25% of their time on the internet. They spend significantly lower time watching TV or listening to radio in comparison with the middle generation (born 1965-1985). (Media Guru, 2017)

“Social media is an internet service which enables creation of virtual reality relationships between people on the internet, communication and common activities.” (Media Guru, 2017) According to a survey from 2012 of 3813 marketers all around the world, 83% of marketers agree that social media is a key aspect of doing business. The most used ones are: Facebook (92%), Twitter (82%), LinkedIn (73%), Blogs (61%) and YouTube or another video (57%). (Media Guru, 2017) Even when social media seems to have unlimited potential, firms should stay critical about that they will communicate, to keep their values and not to get too much involved in politics for example. (Forrester, 2017)

Institutions website’s primary function is to create consumer awareness and interest through providing basics information about service characteristics and benefits. It is a virtual place where customers can ask via email or chat if they need more information. They can even buy products on the most websites. There are many additional features which can be used at websites, it is up to all companies in which way they want to use it.

2.4.3 Communication mix

Communication mix is designed to describe all promotion possibilities. It is up to the firm’s managers what they will be able or willing to employ. They might even hire external company to take care about promotion. Once a company decides what way of promotion they will choose it is important to keep in mind that even when the campaign is focused on customers it can affect intermediates or public. These factors can work for company or against. Therefore, it is crucial to be sure that the communication campaign will be correctly understood by all persons involved in communication process.

Once a company is going to analyze what steps in promotion are the best for them to take, they must consider all factors of marketing communication mix (Kotler & Gary, Principles of marketing, 2012)

2.4.4 Developing effective marketing communication

The '4 Ws 1 H' model is a handy tool to plan the marketing communication.

It consists of 5 questions, which are supposed to be answered. (Dutta, 2013)

- Who is our target audience?
- What do we need to communicate and achieve?
- How should we communicate this?
- Where should we communicate this?
- When do communications need to take place?

Kotler refers to this as steps in developing effective communication. (Kotler & Gary, 2012)

- Identifying the target audience
- Determining the communication objectives
- Designing a message
- Choosing media
- Setting the promotional budget
- Setting the promotion mix

Firstly, a firm must identify its target audience. These are people who will resonate with brand image, who will act to buy and use products and who will also promote it once they bought it. It must be specified who they are (demographic profile as age, gender, profession, hobbies, etc.), what are their motivations or desires to demand the service, how can they be reached, how they can benefit from the service, who do your customers trust. The target audience can be individuals, groups or public.

Then it is crucial to set appropriate communication objectives which should be communicated and achieved. "Before you establish a clear image in the minds of consumers; you first need a clear image in your own mind of your strategy." (Zyman, 1999) Communication campaigns can be targeted to compare service favorably with competitors' offerings. In general brand strengths and benefits of product are the right things to be promoted. It is necessary to set the objectives in a way that we will guide the customers through all these steps toward final decision to buy the service. When they are deciding whether to buy or not they are going through couple stages – awareness, knowledge, liking,

preference, conviction and purchase.

Awareness

The target market might have no information about the promoted product, due to new product or new market expansion. If the goal is to introduce new things, managers who create a campaign should focus on a simple message which will communicate basic characteristics of product or brand name. Why is brand name so important? Wisely chosen brand image may at the end sell the product itself.

Knowledge

When people know that the brand/product exists it is time to show people what features are offered.

Liking

There are many products on the market which people know about, but still they don't have it or use it. Company can never change people's' needs or wants but they can develop favorable feelings about the brand.

Preference

When the target audience likes a product, the next step is to build consumer preference. It can be achieved by promoting product's value, quality and other features. It is good to compare offered service with competitor service to see on what can be build a preference.

Conviction

Potential buyers might be sure about their preferences but they will still hesitate whether to buy a new product or not. Challenge for this step is to communicate with them why firms's offering is the best one and why it would be mistake to stay with competitor's product. It is the best time to use mix of promotion tools to do so. Sales personnel can encourage people to buy the product, public relations can be employed and many others.

Purchase

The final step where managers want to have all of them potential buyers is a purchase of product. Buyers might hesitate to do the final decision – they feel that they don't have enough

information, they are not sure about their economic situation or others. Some special promotional prices, demonstrations etc. can help them to do the final step. (Kotler & Gary, 2012)

Today, Varey is pointing out that if marketers are not aware of an appropriate strategy it can lead to exclusion from decision-making process, misunderstandings, inappropriate actions which will affect them. (Varey, 2002)

“Today, marketers are moving towards viewing communication as managing the customer relationship over time, that is during the pre-selling, selling, consumption and post consumption stage.” (Kotler, Kotler on Marketing: How to Create, Win, and Dominate Markets, 1999) “The target aim of marketing communication is to change a behavior of consumer.” Any fail of advertisement within the perception process can cause to the result of consumer not changing his behavior, in terms of buying competitor's product or not buying such a kind of product at all. (Lelovič, 2017)

2.4.5 Elements of marketing communication

(Inevitable Steps, 2015)

1. Advertising

The activity or profession of producing information for promoting the sale of commercial products or services. (Business Dictionary, 2017) Companies are paying to deliver the message to introduce or promote service, therefore they have control above it. Advertising has a long history, it has started with media such TV, radio. Nowadays it is changing according to technology improvement, mobile advertising, niche marketing, crowdsourcing and others. It is the most expansive way but as well it can reach large number of people. It can be used to build up a long-term image for a product or trigger quick sales. It is impersonal one-way communication which doesn't have to lead to purchase. As Kralíček has mentioned advertising was a key aspect of promotion but the times are changing.

2. Public relations

If public relations are used company is stimulating positive interest in organization/its products through third party. It is an indirect way of achieving communication goals so there is an uncertainty of message delivery. It works well

especially with customers who avoid salespeople and advertisement. Well set up Public relations with couple promotion tools might be very effective and successful. (Kotler & Gary, Principles of marketing, 2012)

3. Direct marketing

Is represented by mailings, recorded telephone messages, faxes or emails. Direct marketing is a favorite way of promotion for most of the firms nowadays. It enables firms to build strong relationships with customers. Companies are getting people's addresses mostly by inviting people to register while they are purchasing something. It can be tailored to appeal to specific customer, it takes relatively short time to prepare such a message, sometimes it even allows dialog between communicator and customer.

4. Sales promotion

It stands for all incentives made by companies so their customers will use a specific service sooner, in greater volume or more frequently. Examples of sales promotion are point-of purchase displays, premiums, discounts, coupons or demonstration. It provides strong incentives to purchase, it rewards quick response but doesn't build a long-term loyalty.

5. Personal selling

It is one of more expensive tools. It can cost company several hundred euros on average per sale. Salespeople are responsible for clients; they are supposed to act as consultant who help buyers to make purchase. It is mostly common in business to business field. Personal interaction between saleperson and client can lead to a matter-of-fact selling relationship or even to friendship.

These five first categories represent core tools of marketing. The following ones are extensions of them or new trends in promotion. Authors are not united in terms of how should communication mix looks like. Karlíček is for example including online marketing and event marketing and sponsoring to a communication base. (Karlíček & Král, 2011)

6. Trade shows

Are a very specific way of marketing communication. It is an extension of personal selling. A great opportunity for sale representatives to reach several potential buyers per day. There is an usually high competition at trade shows, so it is again important

how attractively firms' service will be promoted.

7. Online marketing

It is mostly an extension to the website. There are many kinds of online advertising tools, most of them will redirect potential customers to company's webpage to see more information of products or service. Banners which are used for it might be placed to website of firms who are offering products which are somehow connected. Real estate agency can for example promote service of company which will moved you out from our old apartment. The search engine machines can suggest what kind of product might be exact person interested in by using his/her past searches.

8. Word of mouth

This promotion comes from outside of organization. It is based mostly on satisfaction/dissatisfaction of customers who are sharing forward their experiences. Companies might use it to encourage sales of their products/service, but it is difficult to control what are people saying, by strategies which should stimulate positive word of mouth. There can be photo completion on company's Facebook page, references under products on website etc. Karlíček is stressing out that positive word of mouth can be more effective than marketing communication and negative word of mouth can destroy whole product or brand image and can not be rescued by good marketing campaign. (Kralíček & Král, 2011)

The advantages and disadvantages each of the element are listed in table below. While combining promotion tools managers always first follow communication process, where they will specify all important factor for their promotion campaign. The next step is to perceive advantages and disadvantages of all promotion elements to create and integrated promotion mix which will help them to reach the communication goals. To make sure that the goals will be achievable Karlíček is highlighting SMART rule. All goals should be Specific, Measurable, Achievable, Realistic and Timed. (Eduard Lowe foundation, 2017), (Kralíček & Král, 2011)

Table 1: Elements of marketing communication (Source: Eduard Lowe foundation, 2017)

Promotion tool	Advantages	Disadvantages
Advertising	Timing, creation of emotions, branding	Cost, follow through, lack of feedback, consumer indifference
Public relations	Believability, employee morale, credibility	Lack of control, failure to hit target, cooperation with media
Direct marketing	Predictability, effectiveness in reaching the right target, easy of measurement	Saturation, reliance on obsolete direct-mail lists, need for customer service
Sales promotion	Build relationship, stir excitement, gauge price sensitivity	Risk of misfire, risk of dependency, risk of trivializing the brand
Personal selling	Two-way communication, build relationship, persuasive and influential	High cost-per-action, training costs, limited reach

Communication environment has significantly changed over past decades. Companies have moved from mass oriented marketing to focused marketing. Why is it like this? First of all customers got used to have large variety of product options and now they are seeking products which would perfectly fit their needs. Secondary, technological progress has brought tools that provides firms specific information about people’s wants or needs of households. Company’s main aim is to get better value for their money. They need to focus on consumer behavior if they want to fulfill it. As we can see there is wide variety of promotion opportunities. Thus, as an institution it is needed to consider all advantages and disadvantages to choose right promotion mix. Because it is a mix, we will gain a couple advantages and couple disadvantages, but there is big chance that the message will be communicated successfully. It crucial to keep in mind to be clear in terms of what we want

to send forward. All channel which are used should bring the same core benefits only in different way. This bring us to a term integrated marketing communications. (Kotler & Gary, Principles of marketing, 2012)

2.4.6 Communication barriers

Because of the complexity of the communication process, it can happen that the message is not delivered from the sender to receivers. Thus, managers should take into consideration the possible barriers which might appear. They should focus on it at the beginning while creating a communication objective but pre-testing before launching communication campaign can find out some problems which were not so obvious. Here are some barriers of communication which might appear. The same situation can be perceived in different way by a manager, employer and consumer. Knowing the target audience and its environment can help to overcome this. Or message in newspaper can be understand in the different way because of the meaning of the words. This refers to **perceptual and language differences**. Effectiveness of communication depend on choosing right information to be encoded. Customers should not be **overloaded** by information. **Time pressure** is a big deal nowadays. Meeting the deadlines and being the fastest market player may be the key factor of a success. Nevertheless, fast share information might be mistakenly interpreted which may lead to the failure. **Complexity in organizational structure** is factor employed for bigger institutions, the level of information will differ from top manager to people at low level. **Poor retention** people will always remember only limited amount of information gained during the day. People who are not interested in particular service will not pay attention to it at all. (Management Study Guide, 2017)

There are three factors which might ensure right decoding of a message by Karlíček. The message should be simple, easy to decode, resonating with target audience and having core elements which immediately reflects the brand. (Karlíček & Král, 2011)

2.5 Integrated marketing communications

“The concept under which a company carefully integrates and coordinates its many communication channels to deliver a clear, consistent, and compelling message about organization and its products.” (Kotler & Gary, Principles of marketing, 2012) It represents

a shift from a model where promotion was coordinated by sales persons, sales department and other departments separately to a model where all promotion steps are coordinated as one big project as a picture no.2 shows. It reflects changing environment in business and marketing. As technology improvement is getting faster and faster, many different technology tools are available to be used in marketing.



Picture 2: Integrated Marketing (Source: Kotler, Principles of Marketing)

IMC (integrated marketing communication) will build a strong brand identity across all utilized communication tools. It ties together and reinforces company messages, images and identity and it coordinates these across all its marketing communication venues. Each promotion tool might have a different role and extent to which it contributes to attract customers.

IMC needs to be prepared before it is launched. The same rules are applied as general communication objectives. It is crucial to understand customers' wants and needs, understand the message the firm wants to communicate, use the information derived from marketing mix analysis. Exactly as Varey highlights "By thinking of the marketing mix as a system of communication we emphasize the interlocking nature of the various aspects of tangibles and intangibles that "says something" to consumer/buyer." (Varey, 2002) Corporate culture is also one of the key factors to create successful IMC: Companies have a certain vision which

is good to keep it in mind. Consumer experience knowledge can help to choose the right communication and promotion tools. Companies might employ some of customer relationship programs to keep track of how successful IMC is. As it was mentioned IMC is a mix of promotion tools used together to bring as effective promotion as possible. What is indeed challenging is to choose correct timing and make sure that we are promoting consistent information at all of platforms which were used. It means that the customer who will see your flier, will be redirected for example to Facebook, where he/she will see some videos with promotion material and he/she would be redirected to the webpage where he can do the final purchase. If one of these platform is not ready on time, if it doesn't provide enough information, firm will lose a potential buyer. (Kotler & Gary, Principles of marketing, 2012)

Components of a successful integrated marketing strategy are: (UKessay, 2015)

- Customer focus

Successful marketing strategy ought to start and end with customers. Managers have to know if the product they are offering really meets customer's needs and expectations. Promotion of wrong product will lead to failure of whole concept. The perception of the brand and perception of comparative advantage in field of the competition by customers can help to set some benefits which might be the best to communicate. Unfortunately, customer's perception of all mentioned is changed over time, therefore by employing marketing research, manager should and have to keep a track of it. (Management Study Guide, 2017)

- Co-operation

Marketing is not necessarily only business of marketing department. Cooperation of all departments across the institution is crucial to meet customer needs, offer good quality product and stay innovative. People as one of P's are therefore important part of IMC success too.

- Database Communication

Co-operation is not possible without effective communication within a company. All employees who are contributing to create a product should have been able to share the information and even contribute to all parts of product life cycle.

- Leverage

Leverage represent ability of controlling all promotional channels used to create IMC. It is needed to employ tools and channels which will be as effective as possible, thus they will maximize profitability.

- Profitability

The marketing strategy should influence customer decision who might even get loyal to the brand in future. The loyalty might generate additional revenues in the long-term.

2.6 Consumer behavior

While delivering the message, the focus should be pay to hold on the interest of customer, so they will like the brand and there is high chance that they will become loyal customers. AIDA model might be employed. The message should get potential buyers Attention, hold his/her Interest, arouse Desire, and lead to Action. (Kotler & Gary, 2012)

Another important factor is to choose the appropriate promotion mix. Each of the promotional tools has a specific way of delivery of objectives and the way they are perceived by customers. There are many possibilities of the ways to do promotion. But it would be not good to either to undertake all of them or choose only one and not be able to meet your communication goals. Thus, it is necessary to choose wisely. The last but not the least factor we should pay attention to is a promotional budget. It should rather be optimized according to industry requirements to achieve promotional success. (Kralíček & Král, 2011)

Marketers will never know too much about customers. They should understand whole environment in which people live to get to know them. Whatever happens in the environment will change customer behavior and might change sales or satisfaction with their brand. Thanks to globalization customers have many choices. The opportunity of company should be to provide them more information and reasons to make the decision and purchase their product.

Consumer behavior refers to a study of buying tendencies of customers. It is not only focused on customers who purchase the product but as well those who stop in any other stage. By analyzing this, managers can better understand what kind of advertising will be successful, how do they perceive brand or product qualities. Consumer decision making process consists

of several stages, during these stages he/she is influenced by cultural, social, personal or psychological factors. Marketer have to understand all these processes to build strong marketing strategy. Target audience is reflecting potential buyers and their lifestyle, income, preferences and perception of the product. All of it can be covered by well-designed marketing research which will bring all necessary information. Changing environment cause that even customer's needs and wants are changing, therefore marketers should never lean on past date data. (Lovelock & Wirtz, Service Marketing - People, Technology, Strategy, 2011)

Customer behavior has a key role in process of advertising. Students will be influenced by different advertisement then seniors. High income customers are seeking luxury goods and they are reachable by different channels than low income customers. Time of placements, colors, theme, kind of promotional channels all these differs among income groups, age of customers, occupation, gender and so on. (Solomon & Bamossy, 2006)

The consumer decision process is a set of steps made from stage of need appearance to final purchase of product. It length might differ according to type of product people are demanding. It does not need lot of effort to buy milk in supermarket, on the other hand purchase of a car for middle income family would be long time process with high emphasis on information research.

Buyer decision process are: (Solomon & Bamossy, 2006)

- Problem recognition

The first stage where marketers have lowest control of an appearance of need. A person is hungry or not. A person wants to buy a new car or not. Consumer realize that there is a problem or a requirement which has to be fulfilled. It can be generated by internal or external stimuli. Consumer can realize that he is in need of new mobile phone, because it stresses him/her that it is to slow or because he/she see that other people or colleagues has newer versions of iPhone. Marketers should focus on finding out what needs arise, when it appears and how it leads customer to a specific product.

- Information search

Customer is aware of his/her needs. Next stage it to search for information of what

product can be used, which brands do produce it, does the way of use differs among them. There are many sources that can be used – personal one (family, friends), industrial source (advertising, salespeople, dealers), public sources (mass media, consumer rating) or experiential sources (examining product, using product).

- Evaluation of alternatives

When consumers have enough information, they start to evaluate alternatives that they have considered so far. It is individual how much time they spend on it, some of them rely on friend's opinions more, some rely more on recommendations from professionals.

- Purchase decision

Stage in which consumer is buying a product which he/she has considered the most suitable to his needs, his preferences. All the social, economic, or psychological factors has impact on it.

- Post purchase evaluation

Further steps based on their satisfaction or dissatisfaction are consumers taking after purchase. They can be either satisfied, dissatisfied or delighted. It depends on relationship between consumer's expectations and the product's performance. Consumer's satisfaction is main driver of sales; it can be made by new customer or retained customer. It cost less to attract retain customer then a new one in general.

3 Practical part

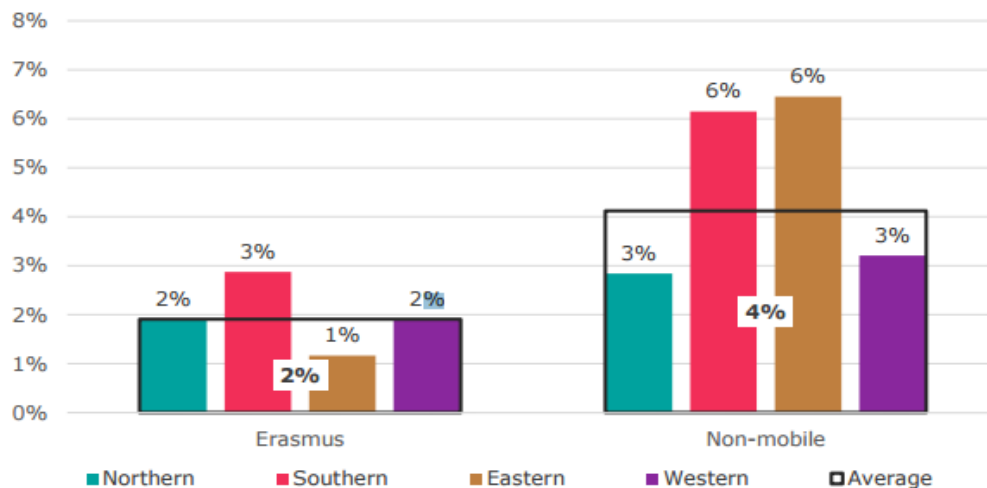
3.1 Student mobility

It represents a mobility of higher education students to foreign country. It can be divided into two groups. Students who are moving to another country to gain there a master or bachelor degree and students who are going for exchange only for 2-10 months. Eurostudents studies show that more than one in ten students take part in some kind of student mobility in countries such Czech Republic, Norway, France, Finland, Netherland. (Eurostudent, 2016)

According to OECD statistics there was three million international students studying for a tertiary-level qualification abroad in 2009. International students are not motivated my academic means to study abroad they rather see it as good opportunity to travel, improve their language skills or gain advantage for future job. (Brooks, 2011) Student mobility allows student to grow personally, improve language skills, enhance intercultural understanding and rise potential employability.

“The average change achieved in six months through Erasmus programme can be considered equivalent to a personality change that would normally happen over four years of life without Erasmus experience.” (European Commission, 2014)

Post Erasmus students are considering the experience abroad as something which helped them to improve problem solving skills, language skills and other soft skills. Even employment rates are showing positive effect of mobility on picture no. 3. (Brandenburg, 2017)



Picture 3: Mobility effect on employment (Source: European Union)

There is a bigger chance that Erasmus alumni will have a manager position or will even work abroad.

3.1.1 Mobility obstacles

“20% of graduates from higher education should have experience of studying abroad or training abroad...” (Hauschildt, Gwosc, Netz, & Mishra, 2015) This was set as a goal by the Ministerial Conference of EHEA member states in 2009. Unfortunately, there are obstacles related to student mobility. According to research of Eurostudent, this association has listed main obstacles.

Students without plans to study abroad			Students with plans to study abroad			
%	Rank		%	Rank	Difference in rank between groups	
63	1	Additional financial burden	58	1	→	
47	2	Separation from partner, child(ren), friends	28	3	↓	
31	3	Loss of paid job	22	7	↓	
29	4	Insufficient skills in foreign language	22	8	↓	
28	5	Difficult integration into structure of home study programme	25	4	↑	
27	6	Lack of motivation	12	12	↓	
24	7	Lack of information provided by home institution	28	2	↑	
24	8	Low benefit for studies at home	16	11	↓	
24	9	Problems with recognition of results achieved abroad	24	6	↑	
20	10	Limited admittance to mobility programmes	25	5	↑	
18	11	Problems with access regulations to the preferred country	19	9	↑	
17	12	Insufficient marks for studying abroad	18	10	↑	

Source: EUROSTUDENT V, K.14 and K.15. No data: AT, IT, DK. Lack of information: DE. Insufficient marks: DE, LT (no plans). Limited admittance: DE. Lack of motivation: RO (no plans), CH (plans). Difficult integration: CH. Problems with access regulations: DE.

Notes: Students assessed possible obstacles to studying abroad on a five-point scale ranging from “no obstacle” to “big obstacle”. Shares refer to students considering respective aspect as either (4) quite big or (5) big obstacle. Items and scale points may vary slightly by country (see Hauschildt et al., p. 190). “Students without plans to study abroad” are students who have not yet been enrolled abroad and do not plan to. “Students with plans to study abroad” are students who have not yet been enrolled abroad, but plan to.

Picture 4: Mobility obstacles (Source: Eurostudent, 2016)

It has been analyzed if there are differences in main perceived obstacles for decision phase and planning phase. The obstacles which are viewed as the main one indeed differ phase to phase. Students who don't plan to go abroad yet are mostly afraid of financial and familial obstacles, then insufficient skills in foreign language and lack of motivation (picture no.4). Students who are already involved in decision making process rank a financial obstacle as the most important one, followed then rather by informational deficit and organizational issues. (Eurostudent, 2016)

It would be interesting to see if students of Faculty of Economics and Management perceive these obstacles the same, or if there are any differences.

Student mobility can have many different forms according to what continent, what country, what university and even what faculty it is. This thesis is focused on mobility of students of Faculty of Economics and Management of Czech University of Life Science in Prague. Therefore, most of the provided data will relate to student mobility in Czech Republic and mostly with Erasmus + programme. As I will mention later there are other mobility possibilities in the Faculty of Economics and Management. However, most of the statistics are provided for Erasmus programmes which are controlled by European Commission's. The other mobility agreement might be based on bilateral contract; the data are not available.

3.1.2 Erasmus + programme

Erasmus (European Action Scheme for the Mobility of University Students) is a programme focused on higher education. It has been founded in 1987 and it has started in Czech Republic in 1998. This programme has helped 3 million students to experience study or internship abroad till now. 58 thousand Czech students and 21 thousand Czech teachers could go abroad thanks to this project during its 15 years' existence in Czech Republic.

The plan was to provide financial assistance to 4 million people from 2014 to 2020. New concept of Erasmus + programme was introduced in 2014, it covers not only student mobility but as well other projects. As Erasmus+ statistics 2014 show there were 17 916 people who studied, trained or volunteered abroad in Czech Republic. The universities which are sending the most of the students to study abroad are following. (Na Erasmus plus, 2017)

Top 5 sending institutions:

- 1 - Univerzita Karlova v Praze
- 2 - Masarykova Univerzita
- 3 - Univerzita Palackého v Olomouci
- 4 - Vysoká škola ekonomická v Praze
- 5 - Vysoké učení technické v Brně

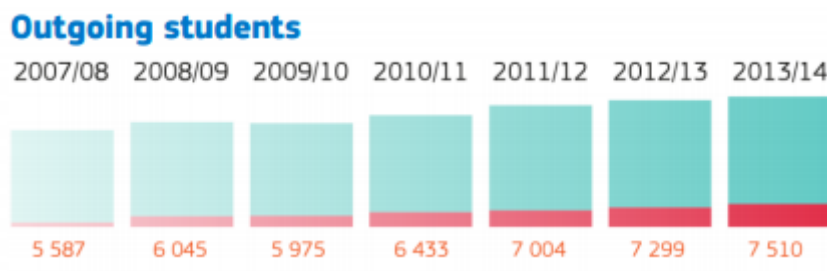
The Czech University of Life Science is not in the list of these five universities. It is one of the reasons why this thesis is focused on evaluation marketing communication for student mobility of this university. As was explained at the beginning marketing is important part of success of the company or in this case of success of the university in terms of student mobility. Fortunately, it is on the list of top 5 receiving institution in Czech Republic.

Top 5 receiving institution

- 1 - Univerzita Karlova v Praze
- 2 - České vysoké učení technické v Brně
- 3 - Masarykova univerzita
- 4 - Vysoké technické učení v Praze
- 5 - Česká zemědělská univerzita v Praze

CULS (Czech university of Life Science in Prague) is in the 5th position as a 3rd university located in Prague. Thanks to this there are many international students around university campus and they are “life” advertisement for mobility of Czech students. Any time Czech student will meet foreigner he/she can ask why he/she is in Czech Republic and whether it is possible to go abroad for him/her as well. In this case, potential customer got information about the possibility which he/she has and he/she might be on a way to apply to go abroad.

There was an increase in outgoing students from 2007 to 2014 in Czech Republic (picture no. 5). It shows interest of students, wider possibilities to go abroad and activities of universities or other parties to promote study programmes abroad.



Picture 5: Trend in student mobility (European Commission, 2014)

3.2 Czech University of Life Science

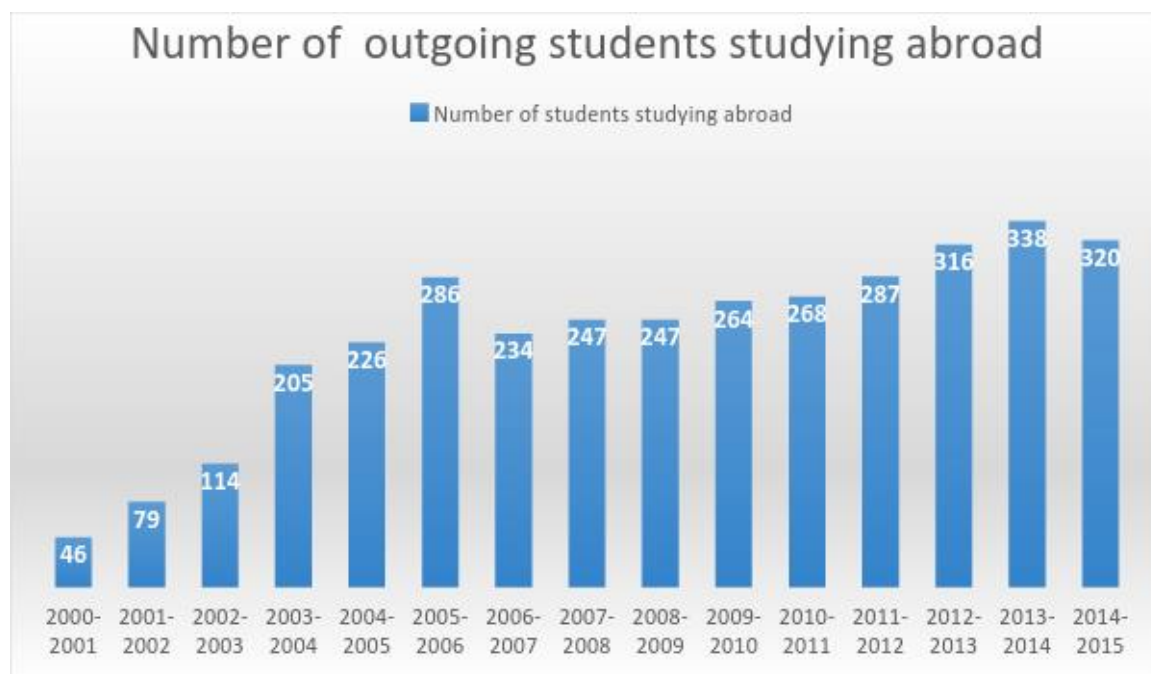
One of the goals of CULS (Czech university of Life Science in Prague) is to support its international relations. They are involved in Erasmus+, CEEPUS and Action programme, they are supporting short term mobility of students and professionals, they are of course taught in English for Czech and foreign students. The university is as well involved in projects for five universities in Prague, called Study in Prague. Table no. 2 shows how many bilateral agreements in programs Erasmus/Socrates, LLP Erasmus and Erasmus+ university has and how successful they were in gaining more contracts. (Česká zemědělská univerzita v Praze, 2016)

Table 2: Foreign agreements CULS (Source: Česká zemědělská univerzita v Praze, 2016)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Number of agreement	152	154	153	214	244	322	324	378	462	300
Number of universities	101	117	116	116	149	187	189	221	244	211
Number of countries	23	24	25	25	26	28	29	30	28	27

Picture no. 6 shows the development of a number of outgoing students studying abroad from 2000 to 2015. The university has focused on having more international agreements during past decades. Rising number of students using these programmes might be influenced by

many factors which will be discussed later. The important thing is the possibility of going abroad (not only studying) has changed since 2000, therefore the university or its faculty should focus on promoting all the benefits of studies abroad now.



Picture 6: Number of outgoing student (European Commission, 2014)

Faculty of Economics and Management

The Faculty of Economics and Management at CULS was established in 1952. It has provided to its students many possibilities to study in English and study abroad. All the mobility might be divided into four groups: Erasmus +, CEEPUS, Double Degree and Other mobility. Let's examine the characteristics of each of them.

- **Erasmus +**

Students can study abroad up to 12 months, once at bachelor, master or PhD level. Those 12 months can be used as an internship or as a regular course attendance. Two hundred students take this opportunity every academic year. Students can choose whether they want to stay abroad for one semester or two. Erasmus + covers ERASMUS Mundus CASIA and TIMUR mobility. These two programs are targeted on Central Asia – Kazakhstan, Tajikistan, Uzbekistan. The faculty has in total more than one hundred agreements with different

universities and countries. (Dům zahraniční spolupráce, 2017)

- **CEEPUS**

CEEPUS stands for Central European Exchange Programme for University Studies. It can be either studies or internship in a host country. It is mostly focused on certain projects but students can sign it as a free mover too. All applications are proceeding online and home country is covering travel expenses and host university is covering a stay. Partner countries are Albania, Bosna and Hercegovina, Bulgaria, Montenegro, Czech Republic, Croatia, Hungary, Macedonia, Moldova, Poland, Austria, Romania, Slovakia, Slovenia, Serbia. (CEEPUS, 2017)

- **Double degree**

Students participating courses taught in English have these possibility to join international programmes which will allow them to gain two degrees in a time which is shorter than if they study it separately. The bachelor level agreement is with three universities in France, Switzerland and Germany. There are four agreements within master level with France, Netherland, Great Britain and Russia. Within these agreements student can choose from different programs. The partnership schools are some of the best universities in Europe, such as Wageningen University, Cranfield University and Grenoble Ecole de Management. It takes approximately two and half or 3 years to gain double degree diploma. (Česká zemědělská univerzita, 2017)

- **Other mobility**

International Relationship Department of Faculty of Economics and Management has bilateral agreements with universities from other countries which are not included in CEEPUS, ERASMUS + or other agreements. These are mostly countries which are somehow exotic for European students such USA, China, Taiwan, South Korea, Philippines or South Africa Republic. Study stay can take from one to two semesters and excellent students can achieve financial support from Faculty of Economics and Management.

The faculty of Economics and Management is in cooperation with Faculty of Tropical AgriScience in organizing summer school in Taiwan. They are offering their students summer school in China and last year they have started with summer school in USA. These

are rather short time stay, which are including course and cultural program. (Česká zemědělská univerzita v Praze, 2016)

3.3 Marketing mix analysis

Before evaluation of student mobility marketing communication at CULS, it is crucial to distinguish it as a product. I will use marketing mix as tool to describe all important characteristics.

3.3.1 Product

The university is providing a possibility of study abroad as one of the services offered to students. The variety of study abroad programmes depends on number of contract signed with foreign universities or covered by project such as Erasmus +. While studying abroad students have an individual study plan according to their chosen subjects. Students can choose one of many universities from all over world. Students are supposed to sign for subject which are in the same field as subject from the home university. However, they can even try some subject from different field. Students can combine subject in one or two languages, English or the native language of the exchange country. Some of the universities where students can go have very good reputation, double degree or one-year stay can be a big advantage for students who want to work abroad in future. Sometimes students can even have internship during their stay abroad. Students might receive a scholarship especially for Erasmus + programmes, it should cover basic needs like (accommodation, food, etc.). The host university is providing all students help from the university and faculty coordinators, who can advise students about the subjects, administration and so on. Some universities are providing programs for bachelor students, some for masters or doctors.

3.3.2 People

People are an important part of the service delivery as it is an intangible product of the final satisfaction/dissatisfaction is closely related to interaction with them. There are people at European Commission level who are creating a framework of administrative, it is an important part. All administrative steps should not be time consuming and confusing for students who will fill all the papers in.

While moving towards students, there are university coordinators who are giving students all necessary information. Mrs. Vilímovská, the university coordinator, is providing students all forms which are necessary to be filled in and providing students contracts for scholarships. The faculty coordinator Mr. Hučko is giving students information regarding to certain contracts, where students can go, what might be their second option if they are not accepted etc. Both coordinators are communicating with students during their stay abroad to solve changes in documents or any other difficulties. There is a certain process which has to be made once students are back at CULS, they need to hand in documents to both of the coordinators. Furthermore, they have to see all teacher of the subject from CULS which they want to get recognized for these which they have studied abroad. Thus Erasmus experience of students is affected by many people at home university.

There is as well point of view of receiving institution, where students go. There are coordinators who are providing all information of subjects, university systems, who might help students even during daily life problems. Teachers can contribute to good quality of course and experience with education system from abroad.

There are student organizations who are helping people who want to go abroad or who recently came to foreign country. ESN (International Exchange Student Network) can be one example, they are organizing cultural and other events to make it easier for students to adapt new culture. These organizations are often doing as well some events to promote motilities, so they are helping to promote these programmes and to encourage students to go abroad.

3.3.3 Process

Student mobility is something which can be realized only after agreement of two parties which are mostly geographically separated. Thus, it is sometimes better when there is third party who is covering the whole process, who is bringing agreement framework. This is how Erasmus + works and it is quite successful. Bilateral agreements rather work based on visiting teachers at the university. All the agreements are supposed to be promoted so the student may choose them. Students will get information about where they can go from the coordinator who oversees outgoing students, the list of partner universities is online as well. (Česká zemědělská univerzita, 2017)

Once students know where to go they should apply online on student.czu.cz, where they will fill in where they want to go and add a motivation letter. The deadline for application is mostly in December, for all students who want to study abroad next academic year. Therefore, it is almost one year ahead before they will actually go abroad. Nowadays people are used to making decisions in short term rather than long term. But the process of student application has to go through both universities, there is time needed. There is an interview with faculty coordinators in January, students have to follow pef.czu.cz, to know the exact date.

Once students are chosen during the interview process the administrative marathon is about to start. They must fill in a learning agreement, application for scholarship and other documents, all of them have from 2 to 10 pages. Learning agreement is the longest one but at this time only before mobility part has to be filled in at the beginning. These papers must be revised by university coordinator Mrs. Vilímovská. They have to be filled in properly, which is mostly quite difficult because students are confused by many different terms. Then it is time to send all documents to receiving university (by post, not email) and they have to confirm that the student is approved as well from their side. In my case, this process took almost three months, where I had no information about what is going on. I tried to e-mail receiving institution coordinator in English, French (couple times) and I even called them a couple times. Unfortunately, it was already almost holiday time, therefore no one was answering. Then finally I got acceptance later, where was already one-month old signature and I could continue to next step which was signature contract about the scholarship and mobility contract.

The process of applying and acceptance is indeed long; it may take almost 9 months if it is counted from information research stage to final purchase (sign of contract). All marketers know that students should go through all the stages leading to purchase as fast as possible. The longer it takes, most likely potential customer will change his/her mind or buy competition product.

There are many parties involved in the process (student, sending institution coordinator, receiving institution coordinators.). Therefore, optimization of process is indeed necessary. Unfortunately, the process is set by condition from European conditions and quite often even

sending and receiving institutions are adding some more steps. The change of European commission conditions is not possible because Erasmus + model is scheduled to period 2014-2020, any changes might be applied only in next period.

3.3.4 Price and other user outlays

Possibility to study abroad is not linked with any kind of fee at CULS. However, if there are students who study programs in English there is a tuition 32 000 CZK, which must be paid even when individual plan is employed. Those who study in Czech language and who didn't exceed maximal number of years for each degree don't pay.

3.3.5 Promotion

I have noticed the possibility to study abroad thanks to my classmate who came all around the world. I have start to search for information at university website and by asking my friends experience. There are four kinds of promotion sources which are used at CULS.

The university coordinator is organizing every year an exhibition of photos collected from study abroad stays. Mrs. Vilímovská is addressing students e-mail to ask them to collect the photos. According my experience, she is reminding students two or three times to collect sufficient number of photos. Students are not very motivated to share it. As rewards, there are offered promotion items of Czech university of Life Science. I would not consider promotional items as something motivating especially for students who are heading home soon. Maybe it would be better to have university T-shirt, bag before going abroad to proudly wear it abroad. The posters with photo are in a lobby of student canteen for one week, then during one day they collect votes from randomly chosen people to reward the most beautiful photos.

There is a great potential of such activity. Some of the photos are touching, unfortunately there is no story promoted with it. Photos are used only once and it is all. This year student organization ESN CULS Prague, used these photos at their event Study abroad. I will talk about it into more details late

r.

3.3.6 Work&Travel

Unfortunately, there has never been any kind of informational meeting, such as those that are organized for Work&Travel for example, made by university coordinators. It is a great opportunity to educate potential customers. Tell them what service is offered, what is the process needed, to share photos stories etc. Students would prefer to come over and hear all the information rather than search everything on different web pages.

3.3.7 Kostelec nad Černými lesy

Mr. Hučko, is promoting activities connected with application for their programs too. All master students who study in English are having part of their courses in Kostelec nad Černými lesy. It is a property of CULS, students are accommodated there for one week. Their coordinators are giving them important information regarding their studies and Mr. Hučko as Erasmus coordinator of Faculty of Economics and Management (for outgoing students) is promoting a mobility programmes there. He is explaining the process, where to find information, where can students study and so on. There was a student who stayed abroad presentation for the first time last year, who shared her experience with students. I believe that this kind of presentation would be useful all students and especially bachelor levels students, because they can go abroad two times during their whole study, if they would continue to master level.

3.3.8 Youth trends

Youth marketing's biggest trend is usage of social media to share with students' important days of the academic years, to promote university events or to share some interesting facts related to the university field.

CULS is a very innovative university in the way it communicates with its students, it was the first university who has started to use an official Facebook page and profile on Twitter and the most active faculty is Faculty of Economics and Management. (Martin Rychlík, 2014)

Table 3: Czech universities and social media (Source: Martin Rychlík, 2014)

Univesity	Facebook	Tweeter
Univerzita Karlova	19,019	562
Masarykova univerzita	16,724	769
Česká zemědělská univerzita	10,997	591
Vysoká škola ekonomická	9,879	129
Technická univerzita v Liberci	8,360	-

3.3.9 Facebook

The purpose of this page is to provide information to students of the faculty. I have gone through all the post on this page to see how much it is used to promote student mobility. There is 6,789 people checked in and 10,822 are total page likes during week 25.1. to 31.1. Therefore, the posts can reach many people. There were a couple posts related to student mobility during winter semester 2016/2016. They have shared three times post about language courses and certificate exams which can be attended at Language department. They are not directly related to mobility, but many students are afraid to go abroad because of their language skills and this can encourage them to go abroad. They have shared a date of USA summer school meeting and deadline and conditions to apply for Erasmus. There were still free spots available for Erasmus, so they have posted information for second round. The

last post which is connected to this topic was a Study abroad!? Fair organized by ESN CULS Prague. (Provozně Ekonomická fakulta, 2017)

3.3.10 Study Abroad

Study Abroad is a fair of study abroad opportunities for students of CULS. It is not focused on certain faculty but whole university. It has been organized 3 times already, and it is scheduled to November or December, so all important information regarding to Erasmus applications are available and it is still before the deadlines.

It is divided to two parts – the official one, where presentations are made by coordinators about the overall mobility information, deadlines, process of application and so one, there is a time for questions. Then there is a less formal part – presentation of students. There are presentations of students who went abroad for Double Degree or as part of Erasmus +. They are talking about their experience abroad, what trouble they had and where they could travel.

ESN CULS Prague is always inviting foreign students who are studying in Prague to promote their home university, so CULS students can see how foreign university looks like, what are courses about etc. This is a great way how to connect students who will potentially go abroad with people who are familiar with how does it work at university or country where they want to go.

There are couple weaknesses which are obvious after three years' experience with this fair. Even after mass promotion such – e-mails from university, posters all around the university, delivery of leaflets in student canteen, and Facebook promotion there are about 200 people coming over. I believe that this event has bigger potential. Maybe it would be necessary to prepare it in less formal way – only a few presentations for everyone and then rather workshops where everyone can ask what they want. Students from all faculties are coming there and sometimes they have to wait to hear the most relevant information for their own faculty, if they are not patient they might leave even earlier.

The idea is to do such a fair just for this Faculty of Economics and Management. Event could be shorter but more intensive. Students who are coming will hear only relevant information. The question is about timing and promotion. Would it be good to organize it in summer semester, even when students would be able to apply in December or should we split

faculties at Study Abroad. The questionnaire which was created for this thesis will show if students need something like this.

3.3.11 Public opinion

Erasmus is celebrating its 30th anniversary. It means that some of the first students who has experience going abroad are turning into age of parents. Parents have big influence on where their children are going to study. This is a fact which all universities should keep in mind. If the university is in general promoting itself for freshmen's as university with many agreement with foreign universities, it can become its core competence on tertiary education market. Students would as well know about mobility and would search on their own how to get abroad. Communication campaign 2017 of DZS is focused on promoting successful Erasmus alumni. Then it is upon university or faculty marketers to undertake these materials.

3.4 Communication mix

I have already shortly introduced promotion which is employed by university, now I will focus on it more into the details.

The target audience could be specified as students of CULS, their approximate age is 19-26. Students as target audience are group who has limited financial possibilities, especially if they are not working. In case that they are working they would have commitment and they might not be able to go abroad for 3 or 6 months. Young people are still somehow in transition between teenager and adult, therefore they are still trying to find themselves. Their hobbies are changing; first year college students are getting used to free university lifestyle. It is difficult to somehow predict their profile, their schedule and level of involvement. Bachelor and master level students profile will differ too. Bachelors are getting used to university, they don't know all informational channels, they are diffused by many factors. Master students are getting focused to future career, they know university channels very well and they are choosing which of them to follow. They would be more likely to already work, because student life is not cheap and not all of them are supported by parents. Thus, the benefits of offered services should be delivered to each of them in a different way. Bachelor students would be interested to travel to get to know new people. Master students might be more interested in gaining advantage to get a job thanks to experience abroad.

Successful marketing communication is supposed to guide consumer through all decision-making process. **Awareness** could be reached by having an original promotion campaign which will be focused mainly on spreading the existence of service as it is. Once students know that such a service is provided at the university they will start to search for information which are relevant for them. Erasmus can be used as a strong brand name for this, many people have already heard about Erasmus students, they just might not know about Erasmus options at their home university. Once students start to search for information to gain **knowledge**, mobility coordinators are obligated to make sure they will easily find all necessary information. Nowadays it is a must to have everything online. The university web page should be in this case cross road which will redirect students to their faculty coordinators. Unfortunately, it is not. Students can find there information which are outdated and which are focused only on providing administrative guidelines. This is first time when students can lose the track. Supposing that the students will anyway go to their faculty webpage – for this thesis purpose Faculty of Economics and Management. Students can find all necessary information in terms of where they can go (countries), what level of studies is each university providing, whom they should contact to get more information at the International Relations Department. I would say that students would get appropriate information and in case of any questions they know where to go. Once they choose what university they want to go, it redirects them to czu.cz again, where they can find information sheets of all universities. What is important to say, that these sheets are not online, therefore they might be outdated. For example, my host university Université Paris-Est Créteil Val de Marne has outdated contact to incoming coordinator, therefore it is difficult to contact them. I believe that in the 21st century we are able to find online solution for all documents connected with Erasmus mobility to be sure that all information is updated and fast communication is possible. This is not really responsibility of host or home university coordinators but it would be opportunity for European commission to improve quality of Erasmus + programme. Unfortunately, as I said, the earlier possible change in terms of European Commission is in 2020.

Next step in decision making process will be **liking** of the service. A company or university should somehow stimulate students so they will feel like academic mobility is the best choice for them. While talking about students we want them to see photos, read happy end stories

and share the experience. This brings me to one great tool which is completely missed by CULS. The European Commission with cooperation with all countries is creating promotional materials which are mostly focused on experience connected with Erasmus. They are preparing campaign 30 years Erasmus +, to celebrate the anniversary in a way which will help it to grow even bigger. Its flag ship for 30th anniversary is to collect stories of Erasmus alumni to show how it is life changing. It is a great opportunity for CULS to use this stories to promote Erasmus. If it would be possible CULS might create a platform where such materials will be shared. They can even use just Facebook page specialized on Erasmus to firstly share all process information, deadlines and such stories. I believe that videos and articles don't have to be translated to Czech. It is possibility for students to test their language skills and realize that they don't have to be afraid. I think liking stage is mostly about communication with students by means which are daily used by them.

Preferences can be built through comparison of other options. What comes to my mind as possible competitor for student mobility is Work&Travel, Internships Agencies or Au pair. In both cases their target audience are young people, mostly students of high school, university or freshly graduated. The period in which all these companies are signing contracts is close, November till February for Work and Travel and Au pair, Internships can be just short one and the contract is supposed to be sign at least three times ahead.

Competition

The university is dealing with quite strong competition, these agencies have their marketing department to prepare promotional materials, such videos and stories from stays abroad. Most of the agencies are organizing fairs or meeting where they give detailed information of the process, all necessary contacts and so on. This is their big advantage, face to face contact with students and all information given in one time. Student Agency as one of them, has dedicated couple last years to move on to online application, which makes the application process very efficient. This is again advantage for them to get students involved, nowadays generation is used to do everything online.

I want to describe a little bit what all materials is for example Smaller Earth company providing to applicants for work and travel programs. All information is easily reachable on the web site www.smallerearth.com. The company even made a video of how camp fair

looks like, so all applicants know what to expect. This is a perfect example how to use modern ways of communication (video on YouTube) and how to provide detailed information to customer to gain his/her preferences. Everything is in Czech and information is divided per programs and destinations. There is information about deadlines, package services price and even short video where is a coordinator from the destination explaining what will be further steps once you will be abroad. If we compare it with what CULS provides, it is not sufficient. Information is all around university web pages, deadline is set only once in a year, application is offline including collection of further information from many others sources. The university coordinators might be busy because they have as well other responsibilities or they are not willing to help. The videos showing the benefits and life changing experience are rather a dream. (smaller earth, 2017)

The university would not be able to compete with them in short term, if they would be creating their own materials. But as I have mentioned there are materials created by European committee which might be used. There will be many successful post Erasmus alumni stories thanks to 30th anniversary activities. ESN network has already created videos such Get Erasmus Encore or Welcome to Erasmus. YouTube is in fact full of videos of Erasmus experience from all over the world, someone just have to share it with right people. (Erasmus Student Network AISBL, 2014), (Doodt, 2013)

On the other hand some fact in favor of CULS. While students are going abroad, they are losing one year of studies, but some of their subjects can be recognized. Thus, they can have a part time job during their last year at university. Some mobility programs have scholarship, therefore stay abroad might not be so difficult from financial point of view. The first month of the stay is always connected with higher costs, mostly because of accommodation guarantee, but these are money, students will get back. Study abroad is not so time consuming as working as Au pair or Work&Travel. It is up to everyone how they are going to spend it. You can have a part time job, travel, spend time with friend or focus on self-development. Study abroad has more freedom and possibilities.

Conviction step refers the most to integrated marketing communication. If university is promoting mobility by different messages saying that it is life changing experience, which will postpone graduated but in fact it can help students to gain advantage on job market,

students will make sure they will not miss this opportunity.

Purchase action threats are again connected with long process of application and acceptance as outgoing students. Even when students are accepted by home university coordinators they have to wait to be accepted at Host University. It is a long time procedure not because of difficult process but sometimes because of non-effectiveness of administrative workers. My acceptance letter has arrived with signature date almost one month old. I wasn't sure if I would be accepted, I couldn't get this information by any chance and I almost lost the possibility to apply for special needs scholarship because of this delay. Unfortunately, the process of acceptance is going until at the end of April and beginning of May, where coordinators of host countries are going through examination period with recent Erasmus students. This is period when many problems arise and host university coordinators have many tasks to do. Again, if we are able to digitalize application and acceptance process coordinators might deal with this in period which is not so busy and students can be sure they are already accepted.

Used elements of marketing communication

First of all I will describe what elements of marketing communication are used, what is not used and why it is important to change it. Student mobility is not promoted by university in general. People can find posters near the office of Erasmus coordinators of each faculty. Every faculty has a section International Relations at their webpage, but there are no steps taken to promote it. There are couple not connected events like presentations to some study programs, photo exhibition and Study Abroad fair. These events are mostly at the end of the Autumn semester to catch interest of students before the interviews. Faculty's coordinators are just sending students information mails about possibilities to go abroad. There is small chance that all students would read it. It is going to their university e-mails, which are not their main one. If they would not arrange to send e-mails from here to the personal ones, they will not read it. This is for sure good way how to encourage students who were already thinking about it, but not the most efficient way to reach new potential customers.

University and faculties don't have any marketing specialist to focus mobility promotion, if people are doing something, they do it as an additional work. They might not have many experience in marketing field and they don't have skills (to create poster etc.). If I go to any

book focus on marketing there would be always mention that it is not just additional thing to company processes, but it is highly specialized part of musts of company. Therefore, this thesis is supposed to bring some solutions for marketing communication while taking in consideration marketing theories.

While thinking of successful marketing communication, I can suggest to use different marketing tolls in different way to get students attention even with limited skills and possibilities. Poster are working well to get the basic attention of students, they could be in menza, plasma TVs, at the halls during Den otevřených dveří (open day). The Facebook page which would promote student's mobility is a great way how to educate students in terms of where they can find information, what are deadline, what is Erasmus and other mobility about. It is possible to share their experience of other students. Some posts can be even in English, so it would encourage students who still hesitate in terms of their language skills. There are couple fair at the university where can be mobility promoted by students who has already been abroad. Members of ESN CULS Prague consist mostly of Erasmus and other mobility alumni. Faculty of Economics and Management can ask them for help to be there and share their experience with others. Study Abroad is already considered as yearly event which is helping a lot. Even though there is still certain space for improvement. If university coordinator would provide up dated information, it is a great way how to inform students about application process and how to help them to go through it.

Work&Travel promotion

As a successful marketing of student's mobility we can look more on Work&Travel promotion campaign. During the year there is always at least one of their posters on each public board around the campus (faculty, menza, dormitory). There are even panels with flyers at dormitories. This is a basic step to catch student's attention. Private companies don't have access to plasma TVs at faculties or private boards. Thus, the company gets the basic attention of students thanks to poster and then they continue online marketing go guide them through purchase process. The Facebook page can be sponsored so it would appear more often. They are having meeting, which always has a Facebook event. Therefore, students know when and where is a meeting, they can see a video, the ling to web page is there and in case they have any questions, they have space where to ask. Facebook is as well offering

its users events which are marketed as interesting by friends, so the advertisement can reach more people. The Work&Travel companies are using efficiently integrated marketing communication, they are combining all marketing tools to go from Attention, Interest, Desire and Action.

Veletrh pracovních příležitostí (job fair) is a great way to start to promote student mobility in different way. Even when students are going there mostly to look for a job, some of them might have one or two year to graduate. They can use that time to go abroad, to gain more knowledge and experience with other cultures. Some students are going there only because they have break between classes or because they just went around. They might be from different school year so there is high possibility that they will still have time to go abroad. Thus, it is a good way to spread information about mobility, to explain into more details what are the requirements and application process so these students can apply next year. The question might be who should be people who will be presenting the study abroad. ESN CULS Prague has many members who has already been abroad as double degree students or Erasmus students. Therefore, they can be the one sharing their stories, it would be as well good if they will be one of the coordinators to be able to answer questions regarding the process and possible exceptions.

Word of mouth

Word of mouth is a strong promotion tool at university, even when students are divided into study groups, they can meet at student's organizations, parties, and other additional activities. The sources of word of mouth could be considered as following: students who have already been abroad and foreign students who are currently studying in Prague.

There is around 1 000 thousand students coming to CULS as part of some of exchange programs. These students are "live advertisement" of student mobility. They can show Czech students how it is to be in foreign country, they can show them how different is point of view of foreigner and resident. Once it come to question "How did you get to Prague?". They can tell them basics about Erasmus or another program. It might start the interest phase and these Czech students will search for more information and as the best scenario they might go abroad next year.

Students who has already been abroad are most likely to talk about their experience a lot

with their friends and classmates. They would share the stories experience with specific university in Spain, France etc. They might be mentors for future outgoing students too. There is many useful information they can share. This information might be regarding to study sources, living in exact country etc.

Even when talking face to face is the best way to share experience and even if students are a group of society who makes friends easily. Still the impact of one students is limited. Nowadays trend is a blog. It is spreading someone thoughts to wide range of people. It is impersonal communication, but young people are quite used to it. I don't expect Faculty of Economics and Management to create its own block it would be time consuming and difficult to manage it. Easier is to share post of different people on Facebook page created for outgoing students from the faculty, as I have already suggested earlier. Facebook page would have multi usage and it can work as blog partially. Posts shared there might be about abroad experience of different people at universities that are offered for CULS.

3.5 Integrated marketing communication

The challenging but crucial thing for marketing communication for mobility at CULS is to create an integrated marketing communication. There have to be a set of communication tools used for promotion to provide all necessary information in a way which will get the attention of students. The set should first of all consist of a mean of communication which is used on daily bases by young students – perfect examples could be Facebook or Instagram. There is need for up-date information regarding to all steps which are necessary to be made in terms of application process. This information is provided by two sources at university in general – czu.cz page as a page for whole university and pef.czu.cz for Faculty of Economics and Management. These pages need to be connected so students seeking information will find it no matter where they go. The last but not the least are physical promotional materials, brochures can make it easier to get oriented and poster around the university and one plasma TVs will work as reminders for students.

Timing

As it was said in theoretical part, timing is one of the factors which are quite specific for integrated communication of mobility. Academic year is divided into two semesters and two examination period. The length of each semester is around 13 weeks. Students at Faculty of Economics and Management can apply to go abroad till Decembers and then they have interviews in January. Therefore, the focus should be on Autumn semester mostly. The semester consists of three parts. The first two or three weeks which has the highest attendance of students, because they will get information about seminars and exams requirements. If they are supposed to work only on project, they might come to university only one time per two weeks. Because most of the lecture are not obligatory and seminars are schedules once in two weeks at CULS in general. The last part of semester is the end of semester, when are pre-exams and pre-terms for exams. Students are at school but they are quite busy to accomplish all their duties. But they should be reminded about the deadlines for application to go abroad.

Faculty of Economics and Management is using mainly advertising and direct mailing to promote mobility at CZU. There are many people involved who do not cooperate and who do not have clear communication goals (SMART). Most of the activities that they do are helping to build awareness of the service but only few of them are providing students with needed information and image what it brings. Quite innovative might seem to be Study Abroad fair, which is focused on sharing experience and connected people who are from foreign universities or who have already been abroad.

It is obvious that Faculty of Economics and Management is not using all available marketing tools. As far as there is no specific person responsible for mobility marketing it is not surprising. Even while using only few elements they are spreading basic values of the service. There is a potential in cooperation with DZS, or European Commission and student organization ESN CULS Prague. If all possibilities would be combined it may create strong and effective integrated marketing communication.

3.6 Questionnaire

I used mostly secondary data to describe the university or faculty environment in terms of student mobility. The primary data are used to evaluate recent marketing communication of Faculty of Economics and Management.

The research problem is to identify if students are informed about possibilities to study abroad at the Faculty of Economics and Management. The variables which are going to be observed are field of study, which year students study at, where they are from and if they work or not. I want to identify if there is correlation between these variables. The overall research objective is to find out how much students know about possibilities going abroad. Questions are focused on general knowledge (where it is possible to go, what are conditions, were sis they get information etc.), then there are questions regarding what benefits can this service bring to them, in their opinion. Students who have already been abroad were asked how the experience benefited them, if they had any problems, how they overcome any obstacles in terms of culture, administrative and so on. Some of the questions might be very helpful to set future communication campaigns rather than only to evaluate current situation. Questionnaires are included in Annexes 1-2.

During preparation of Study abroad fair all participants received a little leaflet to fill in to take part in competition. There we two questions regarding student mobility to prepare the questionnaire for this diploma thesis.

The questions were:

- What do you think is a barrier to study abroad at CULS?
- What would motivate you to study abroad?

The answers helped me to prepare the part where I ask what people are afraid of or what are the benefits of student mobility. Cooperation with ESN CULS Prague was a big advantage for this research too, because I had the possibility to talk with their members about their experience of going abroad, I have met 10 of them who went to different countries Spain, France, Great Britain, Greece or Italy and I asked them what troubles they had, what motivated them to go abroad, how difficult was administrative work and so on. They helped me to do pretesting of questionnaire to make sure that respondents would correctly

understand included questions.

3.6.1 Target audience

Target audience are students of Faculty of Economics and Management. The questionnaire was designed in Czech, so it supposed to be answered by Czech citizens or foreigners who speak Czech well. The reason why it was not in English is because foreigners who study in English are already going through their experience of being abroad, so their intentions to study abroad with CULS would be different, even though there appeared couple answers for open end questions which were in English.

There are general questions regarding gender, income, place where they come from, field of study and year of study at the beginning, to have the data which I can use for correlation analysis.

It was intended to focus only on students who do full-time study. Unfortunately, the questionnaire was delivered to all students, even those who are already working. The reason why I did not want to include these who already work is that they have commitments towards work. Thus, they are more likely to not go abroad. Because of this the question regarding student's month income can not be used for analysis. It was designed for full time students; the scale is from 4 000 CZK to 16 000 CZK, which is supposed to be suitable. It is not suitable for people who work full time, because 21% of respondents answered that their income is higher than 16 000 CZK. Thus, the income question will not be included in analysis, because it would not be credible.

As sample size of 1,000 students studying at Faculty of Economics and Management was chosen. The questionnaire had a different design for students who has already been abroad and for these who have not go abroad during their studies yet. These who have not been abroad send 684 responds to a questionnaire and I received 102 responses from people who has been abroad during their studies at CULS.

3.6.2 Questionnaire design

When I was deciding, which platform to use to make a research I was considering the following:

- Google forms
- Survio.com
- Vyplnto.cz
- SurveyMonkey

Survio.com, Vyplnto.cz, SurveyMonkey all have some disadvantages in terms of a limited number of questionnaires distributed, no possibility to run a pretest, or respondents are chosen by web page provider. Thus, I have chosen Google forms. It is an online platform. There are samples of templates and, it runs the basic analysis in terms or percentage of answers and the responses are directly available in Excel sheet. The only disadvantage is that there is no possibility to hide some questions for example. If someone answers that he/she has not been abroad before, he/she has to answer even following questions (where have you been, etc.). This is inconvenient for respondents but it is not a problem to run a research.

Data was collected from 20.2.2017 to 24.12.2017, at the beginning of semester, as students are more likely to participate in survey. Most of the data was collected within first two days. The questionnaire was sent via university e-mails in cooperation with Ing. Jan Hučko, Ph.D. to students emails as it is the best option to be sure that all programs would be included. Students have actively participated in filling it in and they have even send e-mails to Mr. Hučko, that they appreciate that Faculty of Economics and Management wants to improve promotion or they have asked some questions regarding to mobility possibilities.

3.6.3 Analysis

The statistical significant relationship was tested among willingness to study abroad and gender, study program, study level, permanent residence and work commitment. Tested groups were students who haven't been abroad yet. Pearson's chi-square coefficient was used to distinguish whether H_0 : or H_1 hypothesis is supposed to be accepted or not, while p value is compared it with the significance level set as 0.05. The tables proving results are

attached as Annexes 3-7.

I analyzed following hypothesis:

- 1 - H_0 : Willingness to study abroad is independent upon gender.
 H_1 : Willingness to study abroad is dependent upon gender.
- 2 - H_0 : Willingness to study abroad is independent upon study program.
 H_1 : Willingness to study abroad is dependent upon study program.
- 3 - H_0 : Willingness to study abroad is independent upon permanent address.
 H_1 : Willingness to study abroad is dependent upon permanent address.
- 4 - H_0 : Willingness to study abroad is independent upon study level.
 H_1 : Willingness to study abroad is dependent upon study level.
- 5 - H_0 : Willingness to study abroad is independent upon work commitment.
 H_1 : Willingness to study abroad is dependent upon work commitment.

Gender

The first observed dependence is between gender and willingness to go abroad. P value is above significance level which means that H_0 is not rejected and it is stated that willingness to study abroad is rather independent upon gender.

Study program

Pearson's chi-square is below significance level therefore, H_0 is rejected and alternative hypothesis is accepted. It can be assumed that willingness to study abroad is dependent upon study program.

Permanent residence

Pearson's chi-square is above significance level which means that H_0 can not be rejected and it must be stated that willingness to study abroad is rather independent upon permanent residence.

Study level

Pearson's chi-square is below significance level. The H_0 is rejected and alternative hypothesis H_1 : is accepted. It is significant that willingness to study abroad is dependent upon study level.

Work commitment

P value is above significance level which means that H_0 is not rejected and it has to be stated that willingness to study abroad is rather independent upon work commitment.

It was proved that willingness to study abroad is independent upon gender, permanent residence and work commitment. On the other hand it is dependent upon study level and study program. It was statistically proved that bachelor are more likely willing to study abroad. 8 out of 10 bachelor level students is willing to study abroad, it is only 6 out of 10 master students. Around 70% of students included in programs such Business and administration, Informatics, Economics and Management and Economic and Cultural studies would like to study abroad. Opposite to Project Management where almost 60% of students would rather finish their studies at CULS.

3.6.4 Outcomes

Students who have not been abroad yet

There are 684 students out of 1 000 who have not been abroad yet. Most of the students who have not study abroad yet, do not have any experience with being abroad for more than 3 months in any programs like Work&Travel, Au-pair, part-time jobs and so on. Almost 70% of respondents would be interested in studying at a foreign university. They are well informed of Erasmus + programs and summer schools. They are not so well informed of double degree programs, bilateral agreements or CEEPUS stays. Most of the students get information about all these possibilities via official university channels, from friends who have been abroad or they have met someone who is studying at CULS as exchange students. Only few students are informed at Study Abroad fair. Perceived benefits of going abroad are mostly following.

- Possibility to travel
- Improvement of communication skills
- To live in another country
- Include it in CV
- Get to know new friends

Perceived barriers to go abroad:

- Not sufficient knowledge of English
- More difficult exams at foreign university
- Fear of the unknown

The last question of the questionnaire was with open ended what would encourage you to go abroad? My intention was to give students freedom to express what would motivate them individually so I could see if some topics are mentioned more often. Very often students expressed lack of information from students who have been abroad. They could share their experience, give advice what to be careful of in terms of administration, application process and even while studying abroad. Many respondents have mentioned that they would appreciate higher financial aid. I found especially for Erasmus + program, financial aid is supposed to cover only part of the expenses, not cost of whole stay. Thus, students should be informed about it, so they would know they have to have some savings. A frequent recommendation was to have some kind of meeting outlining what conditions are needed to study abroad, where and how to apply, just to have more information about the whole process. What was obvious from this question, was that students lack confidence in English. Even when 78,9 % answered that their level of English is B1, B2 or higher, many people mentioned that they are not sure if their level of English is good enough, or that they would like to go with someone who speak English well.

Students who have already been abroad

There are 102 students who have been abroad out of 1 000 from chosen sample. 78,4 % out of this group went on Erasmus + mobility. The second most common program is summer school with 16,7 % and bilateral agreements with 7,8%. So it is obvious that students go on programs which are better known in general. 76,5 % of students spend the first or the second year of master's degree abroad and the rest at the bachelor level. It is possible that bachelor students do not have enough information of the possibility to study abroad, there can be as well different factors influencing it such lack of confidence in language skills and so on. Most of the students 53,9 % of them go abroad only for one semester. It would be interesting to know why it is like this. Once they are abroad it is generally not so expensive to prolong the stay to benefit from language training, they know university the environment. 66,7 % of

students got informed from university channels, 46,1% from friends about possibility to study abroad. Word of mouth is a highly effective way of promotion for mobility.

What were students afraid of before going abroad?

- High costs
- Higher level of exams
- Not sufficient level of English
- Administrative requirements

This group of students had an open-ended question at the end of questionnaire. What do you think would motivate students from CULS to study abroad according to your experience? This question had several purposes. First, students could freely express what benefits it brought to them. This was a feedback for the closed question which I had created. The answers were in general connected to the same things (experience, new friends, personal development, etc.). The second purpose was to give students the opportunity to come up with ideas for promotion. They are students, the young generation, they know the university environment very well and they have already joint mobility programs. They have mentioned a couple times that it would be good to have a presentation of students who have been abroad during regular classes. Sharing videos with different experiences and sharing that mobility is for everyone, that anyone can apply and have possibility to be chosen to study abroad.

4 Results

The faculty of Economics and Management is employing marketing communication only on a basic level. Even though it spreads general awareness of student mobility it does not lead the potential students through the whole decision making process. Students are aware of benefits connected with studying abroad, they have even basic information about the application process. CULS has good position in terms of mobility and it has an innovative approach in communicating with student – actively using Facebook and Instagram.

The questionnaire identified the main obstacles of going abroad financial requirements, lack of language confidence, lack of information regarding whole application process and no contacts with students who have already been abroad. The recommendations are made according to these findings. Once the university is able to identify the obstacles they can communicate to information regarding to it and enhance students to overcome them.

Cooperation with student's organizations

High costs are the concern of most of the students. Unfortunately, it is not really possible to provide more money by European Union or CULS. However, the university can encourage students to not be afraid by sharing stories of students who has been abroad who will provide the scheme of their costs. Different countries have different social support framework, for example in France even foreign students can obtain government support for accommodation. If this would be communicated with students, they might not be worried to have sufficient financial resources.

I would suggest that the Faculty of Economics and Management to cooperate with student's organizations to implement this. ESN CULS Prague members are mostly students who have already been abroad and they can share their experience, or hints where to buy cheap flight tickets and so on. As a platform for sharing the stories iZUN as a student newspaper can serve. Not all students of CULS read it, but once the article is posted it can be shared on social media to reach more people.

Social media

The Faculty of Economics and Management should communicate all necessary information regarding mobility with students via Facebook. There are two possibilities of how to do it. The faculty can create a specialized profile for Students mobility. There are some question marks related with it. Who would be responsible to update this page, would anyone from International Relations Department be willing to do it? How would they attract people to join/follow this new profile? So far there is a dormitory page, CULS page, CZUGO and some others. Why would students join a new one? This leads me to the second solution. Faculty of Economics and Management have already well working Facebook, it would be good to share create a marketing plan of sharing information, videos and experience of alumni students there. Students who are sure to go abroad can easy follow posts there and students who are not sure might get attracted by it. I propose to use materials which are collected by national agency DZS as Erasmus is celebrating 30th anniversary, as promotion materials. There are many articles and even videos mapping successful stories of Erasmus alumni.

Communication plan

I would suggest the following communication plan for next autumn semester. The faculty should actively use Facebook as a main informal communications tool. They should continue to use the basic information summary and deadlines via university e-mails, which are effective according to the questionnaire. The Study Abroad fair is a good opportunity to promote programs but as students need more information, it would be good if the International Relations Department will organize its own event – which might be just two hours' session, again divided into formal and informal part. Students will get basic information about mobility but as well alumni Erasmus or Exchange students can present there their own experiences. This event could be planned before Study Abroad fair and Study Abroad might be there promoted as an event which will provide more information for students.

ESN CULS Prague has experiences that students are not very likely to be willing to attend during their free time, I would suggest to make smaller information meetings at the beginning of semester as a part of first week lectures for first year students of masters and

the first and second years of bachelor. The programs where the presentation will be held can be chosen according to statistical analysis of this thesis.

All steps made by Faculty of Economics and Management should be made regarding to findings of in analytical park of work. Bachelor students and students from certain study programs are rather willing to study abroad. If the faculty encourage them by providing enough information these students might become part of the tertiary education mobility.

Unified mobility platform

There was mentioned many times in questionnaire that students do miss information regarding to administrative process. Nowadays, information is on two web site – pef.czu.cz, czu.cz. The idea is to put all this information together. This is the way how students can get all the information and can smoothly go through long application, during mobility and after mobility process.

Incoming students have all important information on page of International Relations department. The idea is to do similar thing for outgoing students. The cooperation of Mrs. Vilímovská and Mr. Hučko would be necessary to do so. A tutorial for outgoing students in terms of all administrative needed at CULS can be made as a video. This will ensure that students will know in every step of the application what they need and where to find it.

5 Conclusion

The main goal of this thesis is to make a proposal to improve a marketing communication of Faculty of Economics and Management in field of student mobility. Firstly, CULS is very successful in terms of incoming student mobility but its position in outgoing mobility is not so strong. The university is one of the highest ranked universities in terms of using social media communication, which is a great approach to attract young people. Faculty of Economics and Management as the biggest faculties has a large base of student mobility possibilities. There are several programs offered as Erasmus +, Double degree, Summer schools or CEEPUS. Because the data is easily accessible for this programme and it is significantly the most contributing to overall European young mobility, the practical part was rather focused on Erasmus + programme.

The modified and expanded version of marketing mix for service revealed that the process consisting of many people and institutions with different geographic location involved can make the application process almost 9 months long. Furthermore, the need for communication with all people and institutions involved, the process can be rather confusing and not helpful to the applicants' final decision to study abroad. The European Commission is providing a legal framework for the whole mobility project. In 2020 the Erasmus + programme will finish its run which defined for period 2014-2020. Therefore, now is the best time to come up with critical feedback to change the legal framework.

The Faculty of Economics and Management is using only few ways how to communicate with students. Official university e-mails, event marketing and some posters are used the most. The most important deadlines and interview as communicated as well via the faculty web-site and sometimes via official Facebook page of the faculty. From the marketing point of view that is not sufficient communication

A questionnaire was used to find out what is the overall impact of current marketing communication practice to find out if students know about possibility to study abroad, if they know the benefits connected with it and if they would be interested to take part in it. Firstly, it was found that the willingness to study abroad is dependent on the student's study program and the year of study which are students involved in. The Faculty of Economics and Management can use these outcome as a base for targeting their marketing communication

within the faculty.

Secondly, the analysis of answers given by students who have already studied abroad served to find out what did it bring to them to be abroad, if they improved their language skills or what were the aspects they were afraid the most. The questionnaire identified several important obstacles towards studying abroad – the lack of language self-confidence, financial costs, lack of information regarding to application process and the need for information from people who have already participated in mobility. The faculty should provide to students information regarding this perceived threats to help them to go through all stages of decision making process.

Faculty of Economics and Management should focus on social media marketing communication, because it is the preferable media of young people. There is a big potential of cooperation with student's organizations which are at CULS, such as iZUN and ESN CULS Prague. According to the theoretical review the marketing plan should use multiple media to share the information – social media, event marketing, official university e-mails and presentations during classes. Unified mobility platform could help to present all information with less confusion too.

These findings may serve as a background to set a marketing communication for next academic year 2017/2018. The detailed recommendations are discussed in the results part of this paper.

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Annex 1: Students who haven't been abroad yet

What is your gender?

- Man
- Woman

What year do you study at?

- Bc. - 1. year
- Bc. - 2. year
- Bc. - 3. year
- Ing. - 1. year
- Ing. - 2. Year

What program do you study at?

- Business and Administration
- Economics and Management
- Public Administration and Regional Development
- Informatics
- Economics and Cultural Studies
- European Agrarian Diplomacy
- Project Management
- System Engineering

Do you work while studying at university?

- Yes – par-time
- Yes – full-time
- No

What is yours month income (salary, money from parents)?

- 1,000-3,999 CZK
- 4,000-6,999 CZK
- 7,000-9,999 CZK
- 10,000-12,999 CZK
- 13,000-16,000 CZK
- More than mentioned

Where is your permanent residence?

- Central Bohemia Region
- Hradec Králové Region
- Karlovy Vary Region
- Liberec Region
- Moravian-Silesian Region
- Olomouc Region
- Pardubice Region
- Plzeň Region
- Prague
- South Bohemian Region
- South Moravian Region
- Ústí nad Labem Region
- Vysočina Region
- Zlín Region

Would you be interested in study abroad with PEF?

- Yes
- No

Do you know any of mentioned programs?

- Erasmus + program
- Double Degree
- Erasmus Mundus
- Bilateral agreements
- CEEPUS
- Summer school
- Any of mentioned

How did you find out about possibilities to study abroad?

- I don't know about it
- University communication channels
- From a friend
- From a foreign student at CULS
- Study Abroad fair
- Others

Why haven't you study abroad so far?

Do you know that you can receive a scholarship to study abroad?

- Yes
- No

How much extra money would you need to study abroad, in your opinion? (Whole stay)

- 10,000-19,999 CZK
- 20,000-49,999 CZK
- 50,000-99,999 CZK
- 100,000-200,000 CZK

**Do you know that you can apply for special scholarship in case of some health issues?
(For example additional money to cover extra expensis for gluten free diet)**

- Yes
- No

What do you consider as an advantage of studying abroad? (choose only 3 the most relevant answers)

- Interesting study programs
- Possibility to travel
- Different culture
- Self-confidence improvement
- Good point for CV
- New friends
- Experience to live on your own
- Deal with changes
- Gaining wider knowledge
- Communication skills improvement
- Better understanding to political situation
- Different lifestyle
- New country
- Others

Do you thing that spending a semester or two abroad would help you to get a job?

- Yes
- No

Do you think study abroad can help you to better understand subjects taught at CULS?

- Yes
- No

What would you be afraid of when going abroad? (choose only 3 the most relevant answers)

- Not sufficient level of English
- Not sufficient level of official language of certain country
- More difficult exams
- Lack of information regarding to receiving institution
- Fear of unknown
- Others

What is your level of English?

- A1 Elementary
- A2 Pre-Intermediate
- B1 Intermediate
- B2 Upper Intermediate
- C1 Advanced
- C2 Very Advanced

What would help you to decide to study abroad?

Do you read student newspapers iZUN?

- Yes
- No

Annex 2: Students who have already been abroad

What is your gender?

- man
- woman

What year do you study at?

- Bc. - 1. year
- Bc. - 2. year
- Bc. - 3. year
- Ing. - 1. year
- Ing. - 2. Year

What program do you study at?

- Business and Administration
- Economics and Management
- Public Administration and Regional Development
- Informatics
- Economics and Cultural Studies
- European Agrarian Diplomacy
- Project Management
- System Engineering

Do you work while studying at university?

- Yes – par-time
- Yes – full-time
- No

What is yours month income (salary, money from parents)?

- 1,000-3,999 CZK
- 4,000-6,999 CZK
- 7,000-9,999 CZK
- 10,000-12,999 CZK
- 13,000-16,000 CZK
- More than mentioned

Where is your permanent residence?

- Central Bohemia Region
- Hradec Králové Region
- Karlovy Vary Region
- Liberec Region
- Moravian-Silesian Region
- Olomouc Region
- Pardubice Region
- Plzeň Region
- Prague
- South Bohemian Region
- South Moravian Region
- Ústí nad Labem Region
- Vysočina Region
- Zlín Region

With what program have you studied abroad?

- Erasmus + program
- Double Degree
- Erasmus Mundus
- Bilateral agreements
- CEEPUS
- Summer school
- Others

When did you study abroad?

- Bc. - 1. year
- Bc. - 2. year
- Bc. - 3. year
- Ing. - 1. year
- Ing. - 2. Year

For how long have you been abroad?

- One month
- One semester
- Two semesters
- Several days

How did you find out about possibilities to study abroad?

- University communication channels
- From a friend
- From a foreign student at CULS
- Study Abroad fair
- Others

Please, evaluate on a scale from 1 (the least) to 5(the most) how beneficial it was for you to study abroad in terms of personal development?

1 ...

2 ...

3 ...

4 ...

5 ...

Did the stay abroad helped you to get a job?

1 ...

2 ...

3 ...

4 ...

5 ...

How much extra money would you need to study abroad, in your opinion? (Whole stay)

- 10,000-19,999 CZK
- 20,000-49,999 CZK
- 50,000-99,999 CZK
- 100,000-200,000 CZK

What were you afraid of before your study stay abroad? (choose only 3 the most relevant answers)

- Not sufficient level of English
- Not sufficient level of official language of certain country
- More difficult exams
- Lack of information regarding to receiving institution
- Different culture
- High financial costs
- Too much administrative requirements
- Others

What have you benefit from when studying abroad? (choose only 3 the most relevant answers)

- Interesting study programs
- Possibility to travel
- Different culture
- Self-confidence improvement
- Good point for CV
- New friends
- Experience to live on your own
- Deal with changes
- Gaining wider knowledge
- Communication skills improvement
- Better understanding to political situation
- Different lifestyle
- New country
- Others

What is your level of official language of state where you went, before the mobility?

- A1 Elementary
- A2 Pre-Intermediate
- B1 Intermediate
- B2 Upper Intermediate
- C1 Advanced
- C2 Very Advanced

What is your level of official language of state where you went, after the mobility?

- A1 Elementary
- A2 Pre-Intermediate
- B1 Intermediate
- B2 Upper Intermediate
- C1 Advanced
- C2 Very Advanced

What is your level of English before the mobility?

- A1 Elementary
- A2 Pre-Intermediate
- B1 Intermediate
- B2 Upper Intermediate
- C1 Advanced
- C2 Very Advanced

What is your level of English, after the mobility?

- A1 Elementary
- A2 Pre-Intermediate
- B1 Intermediate
- B2 Upper Intermediate
- C1 Advanced
- C2 Very Advanced

Do you use English on daily bays now?

- Yes
- No

Do you think study abroad can help you to better understand subjects taught at CULS?

- Yes
- No

How many subjects were recognized from your mobility? (Please answer in this way 5/10, 5 stands for recognized subjects and 10 for all subject at receiving institution)?

Did you have to prolog your studies at CULS because of the mobility?

- No
- Yes – one semester
- Yes – one academic year

Do you work in foreign or international company?

Do you read students' newspapers iZUN?

- Yes
- No

According to your experience from abroad, what might encourage more students to spent part of their studies at foreign university?

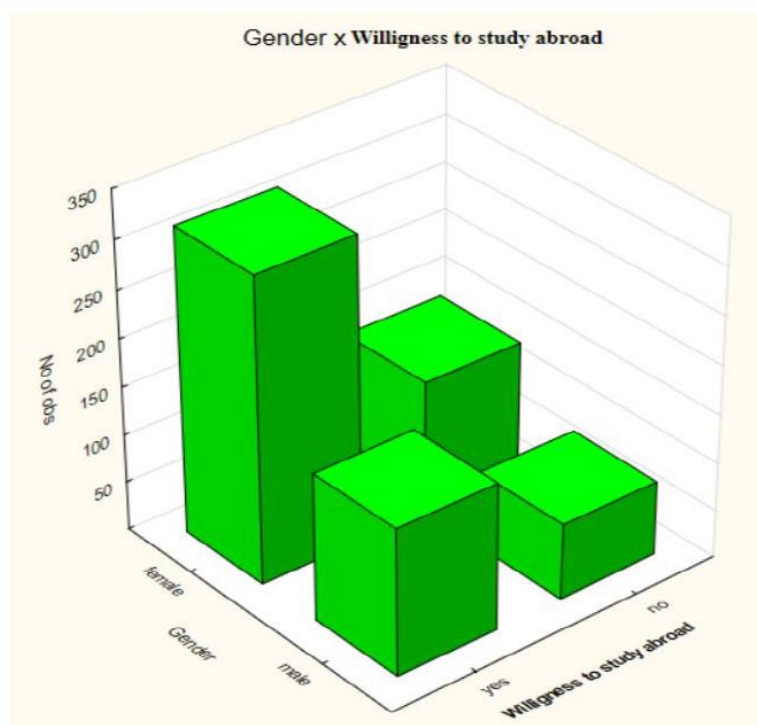
Annex 3: Gender statistical results

Statistic	Chi-square	df	p
Pearson Chi-square	0,881213	df=1	p= .34787

Statistics: Gender(2) x Willigness to Study Abroad(2) (Spreadsheet1)

Gender	Willigness to Study Abroad	Willigness to Study Abroad	Row
male	153	78	231
Row %	66,23%	33,77%	
Total %	22,37%	11,40%	33,77%
female	316	137	453
Row %	69,76%	30,24%	
Total %	46,20%	20,03%	66,23%
Totals	469	215	684
Total%	68,57%	31,43%	100,00%

2-Way Summary Table: Observed Frequencies (Spreadsheet1)
Marked cells have counts > 10



Annex 4: Study program statistical results

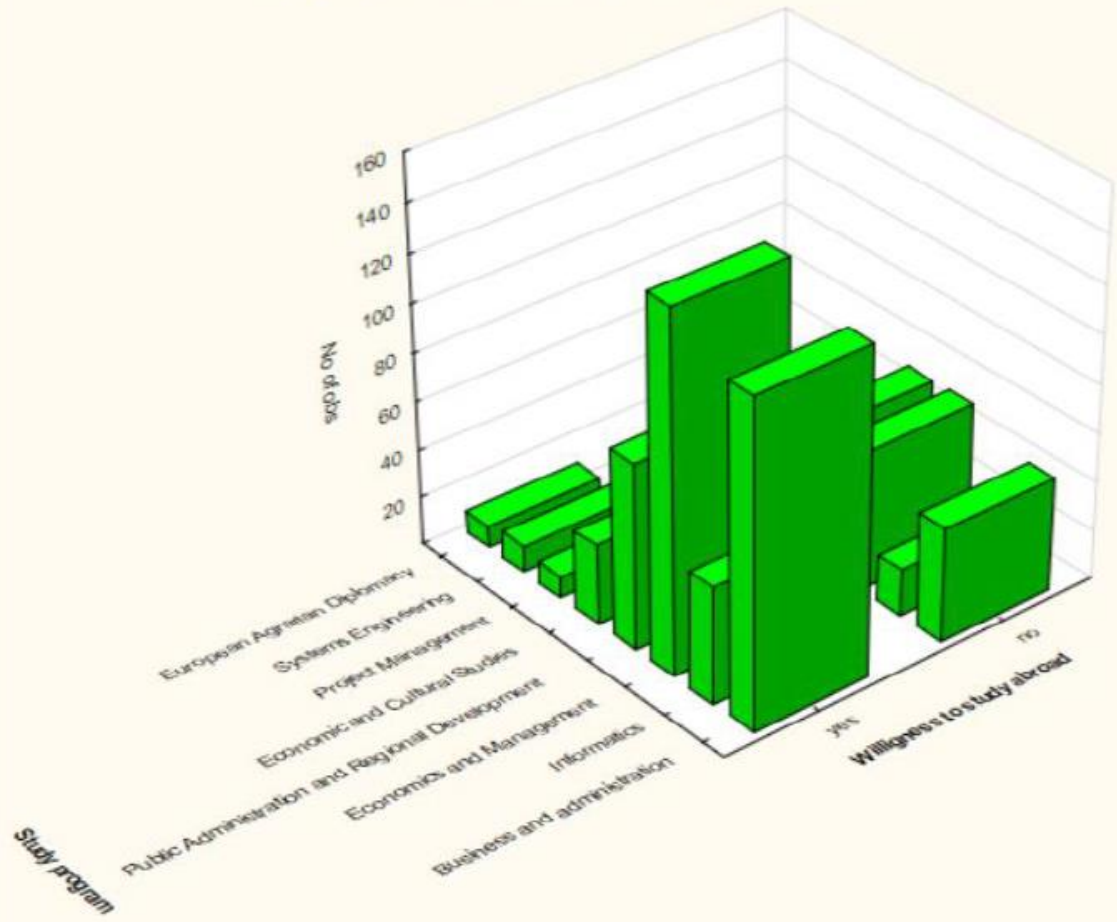
Statistic	Chi-square	df	p
Pearson Chi-square	20,88585	df=7	p=.00394

Statistics: Gender(2) x Willigness to Study Abroad(2)
(Spreadsheet1)

Study Program	Willigness to Study Abroad Yes	Willigness to Study Abroad No	Row Total
Business and administration	134	47	181
Row %	74,03%	25,97%	
Total %	19,59%	6,87%	26,46%
Informatics	48	19	67
Row %	71,64%	28,36%	
Total %	7,02%	2,78%	9,80%
Economics and Management	148	57	205
Row %	72,20%	27,80%	
Total %	21,64%	8,33%	29,97%
Public Administration and Regional Development	77	57	134
Row %	57,46%	42,54%	
Total %	11,26%	8,33%	19,59%
Economic and Cultural Studies	33	11	44
Row %	75,00%	25,00%	
Total %	4,82%	1,61%	6,43%
Project Management	9	13	22
Row %	40,91%	59,09%	
Total %	1,32%	1,90%	3,22%
Systems Engineering	11	5	16
Row %	68,75%	31,25%	
Total %	1,61%	0,73%	2,34%
European Agrarian Diplomacy	9	6	15
Row %	60,00%	40,00%	
Total %	1,32%	0,88%	2,19%
Totals	469	215	684
Total%	68,57%	31,43%	100,00%

2-Way Summary Table: Observed Frequencies (Spreadsheet1)
Marked cells have counts > 10

Study program X Willigness to study abroad



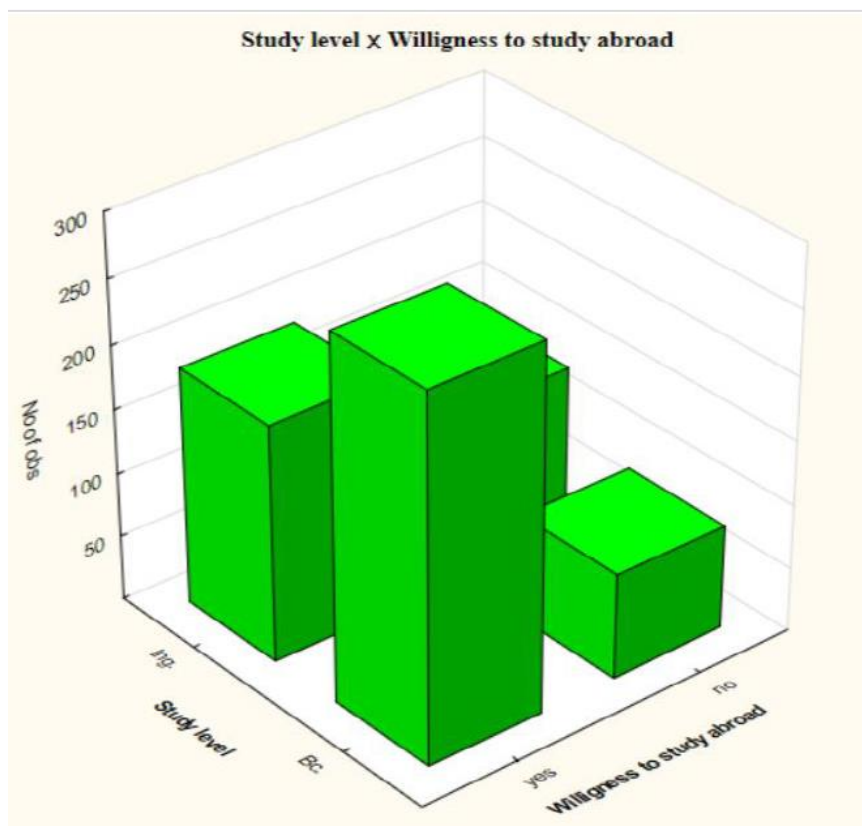
Annex 5: Study level statistical results

Statistic	Chi-square	df	p
Pearson Chi-square	29,77353	df=1	p=.00000

Statistics: Gender(2) x Willigness to Study Abroad(2) (Spreadsheet1)

Study Program	Willigness to Study Abroad	Willigness to Study Abroad	Row
Bc.	284	82	366
Row %	77,60%	22,40%	
Total %	41,52%	11,99%	53,51%
Ing.	185	133	318
Row %	58,18%	41,82%	
Total %	27,05%	19,44%	46,49%
Totals	469	215	684
Total%	68,57%	31,43%	100,00%

2-Way Summary Table: Observed Frequencies (Spreadsheet1)
Marked cells have counts > 10



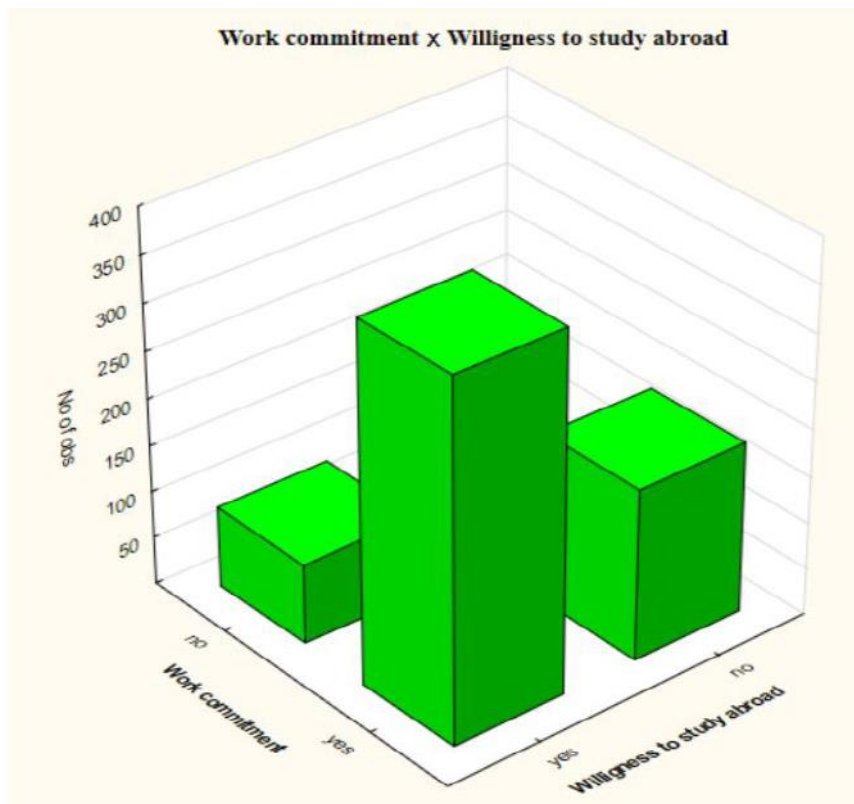
Annex 6: Working commitment statistical results

Statistic	Chi-square	df	p
Pearson Chi-square	1,231413	df=1	p=.26713

Statistics: Gender(2) x Willigness to Study Abroad(2) (Spreadsheet1)

Working Comittment	Willigness to Study Abroad	Willigness to Study Abroad	Row
Yes	383	183	566
Row %	67,67%	32,33%	
Total %	55,99%	26,75%	82,75%
No	86	32	118
Row %	72,88%	27,12%	
Total %	12,57%	4,68%	17,25%
Totals	469	215	684
Total%	68,57%	31,43%	100,00%

2-Way Summary Table: Observed Frequencies (Spreadsheet1)
Marked cells have counts > 10



Annex 7: Permanent residence statistical results

Statistic	Chi-square	df	p
Pearson Chi-square	20,95565	df=13	p=.07381

Statistics: Gender(2) x Willigness to Study Abroad(2)
(Spreadsheet1)

Permanent residence	Willigness to study abroad	Willigness to study abroad	Row
Praha	209	70	279
Row%	74,91%	25,09%	
Total%	30,56%	10,23%	40,79%
Stredočeský kraj	106	55	161
Row%	65,84%	34,16%	
Total%	15,50%	8,04%	23,54%
Moravskoslezský kraj	33	18	51
Row%	64,71%	35,29%	
Total%	4,82%	2,63%	7,46%
Ústecký kraj	9	3	12
Row%	75,00%	25,00%	
Total%	1,32%	0,44%	1,75%
Pardubický kraj	3	8	11
Row%	27,27%	72,73%	
Total%	0,44%	1,17%	1,61%
Královehradecký kraj	17	7	24
Row%	70,83%	29,17%	
Total%	2,49%	1,02%	3,51%
Kalovarský kraj	16	6	22
Row%	72,73%	27,27%	
Total%	2,34%	0,88%	3,22%
Plzeňský kraj	9	5	14
Row%	64,29%	35,71%	
Total%	1,32%	0,73%	2,05%
Jihoceský kraj	20	13	33
Row%	60,61%	39,39%	
Total%	2,92%	1,90%	4,82%
Kraj Vysočina	9	7	16
Row%	56,25%	43,75%	
Total%	1,32%	1,02%	2,34%
Liberecký kraj	12	4	16
Row%	75,00%	25,00%	
Total%	1,75%	0,58%	2,34%
Olomoucký kraj	11	7	18
Row%	61,11%	38,89%	
Total%	1,61%	1,02%	2,63%
Jihomoravský kraj	8	8	16
Row%	50,00%	50,00%	
Total%	1,17%	1,17%	2,34%
Zlínský kraj	7	4	11
Row%	63,64%	36,36%	
Total%	1,02%	0,58%	1,61%
Totals	469	215	684
Total%	68,57%	31,43%	100,00%

2-Way Summary Table: Expected Frequencies (Spreadsheet16)
Marked cells have counts > 10

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