UNIVERSITY OF LJUBLJANA
SCHOOL OF ECONOMICS AND BUSINESS

UNIVERSITY OF SARAJEVO
SCHOOL OF ECONOMICS AND BUSINESS

MASTER'S THESIS

DIGITAL MARKETING STRATEGIES AND TOOLS IN PUBLIC EDUCATION INSTITUTIONS: THE CASE OF UNIVERSITY OF SARAJEVO

Ljubljana, September 2020 JASMINA ŠAHINPAŠIĆ

AUTHORSHIP STATEMENT

The undersigned Jasmina Šahinpašić a student at the University of Ljubljana, School of Economics and Business, (hereinafter: SEB LU), author of this written final work of studies with the title "Digital marketing strategies and tools in public education institutions: The case of University of Sarajevo", prepared under supervision of Associate Professor Maja Arslanagić – Kalajdžić, PhD

DECLARE

1. this written final work of studies to be based on the results of my own research;

2. the printed form of this written final work of studies to be identical to its electronic form;

3. the text of this written final work of studies to be language-edited and technically in adherence with the SEB LU's Technical Guidelines for Written Works, which means that I cited and / or quoted works and opinions of other authors in this written final work of studies in accordance with the SEB LU's Technical Guidelines for Written Works;

4. to be aware of the fact that plagiarism (in written or graphical form) is a criminal offence and can be prosecuted in accordance with the Criminal Code of the Republic of Slovenia;

5. to be aware of the consequences a proven plagiarism charge based on the this written final work could have for my status at the SEB LU in accordance with the relevant SEB LU Rules;

6. to have obtained all the necessary permits to use the data and works of other authors which are (in written or graphical form) referred to in this written final work of studies and to have clearly marked them;

7. to have acted in accordance with ethical principles during the preparation of this written final work of studies and to have, where necessary, obtained permission of the Ethics Committee;

8. my consent to use the electronic form of this written final work of studies for the detection of content similarity with other written works, using similarity detection software that is connected with the SEB LU Study Information System;

9. to transfer to the University of Ljubljana free of charge, non-exclusively, geographically and time-wise unlimited the right of saving this written final work of studies in the electronic form, the right of its reproduction, as well as the right of making this written final work of studies available to the public on the World Wide Web via the Repository of the University of Ljubljana;

10. my consent to publication of my personal data that are included in this written final work of studies and in this declaration, when this written final work of studies is published.

Ljubljana, 24.09.2020.   Author's signature: _____

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

APPENDICES

LIST OF ABBREVIATIONS

AI - Artificial intelligence
B&H - Bosnia and Herzegovina
CPA - Cost per acquisition
CPC - Cost per click
CPL - Cost per lead
CPM - Cost per mile (per thousand impressions)
CTR - Click through Rate
HEIs - Higher education institutions
ICT - Information and Communication Technologies
OECD - Organisation for Economic Co-operation and Development
PPC - Pay per Click
PR - Public Relations
SEM - Search Engine Marketing
SEO - Search Engine Optimization
WOM - word of mouth, eWOM - electronic word of mouth/online word of mouth

INTRODUCTION

Technology is developing faster than ever and the public sector is not an exception (Kusumawati, 2018). Companies, organizations and even the public sector have much data on their disposal and can manage them to get to their target audiences. Customers on the other side use every piece of online information to make their decisions. Online portals, social media, web and mobile applications have been replacing traditional media tremendously. The two-sided communication processes between customers and companies is now possible more than ever with the evolution of digital marketing (Durmaz & Efendioglu, 2016).

Marketing has been marginal in the public sector since its main goal is to deliver core services but now it has to be an essential part of public sector management (Serrat, 2017). According to Mickoleit (2014), public institutions are slowly implementing social media and mostly still experiment with them on higher and lower government levels. According to Kusumawati (2018, p. 1), digital marketing used by higher education institutions (hereinafter: HEIs) is "utilization of electronic media to promote higher education institutions to the target market" and the attraction and maintenance of students and other relevant audiences through content present on their digital channels. Nowadays, HEIs seem to adopt digital marketing and social media tools unsystematically and only when it is necessary (Assimakopoulos, Antoniadis, Kayas & Dvizac, 2017). Generally, even Organisation for Economic Co-operation and Development (hereinafter: OECD) countries are thinking of digital marketing tools only as an additional way of communication, and only a few countries have established concrete strategies (Mickoleit, 2014).

Durmaz and Efendioglu (2016) recognize four important stages in digital marketing and they are (1) acquisition of new customers, (2) converting customers, (3) measuring and optimizing media and (4) satisfying customers. The whole process is developed online and thus online marketing is such a powerful tool. Nowadays, most popular and important online platforms are Google and YouTube, also two main search engines in the world (Davis, 2018), Facebook, Instagram, LinkedIn, Twitter, Snapchat, TikTok (becoming very popular lately but there is no significant research on this topic). There is some data proving how powerful digital marketing really can be, starting from the number of Internet users worldwide which is assumed to be 4.57 billion people in 2020 (Statista, April 2020). Active social media users count 3.81 billion (Statista, April 2020). Individuals using the Internet in Bosnia and Herzegovina (hereinafter: B&H) represent 70.12% of the population (World Bank, December 2018), where approximately 1,688,000 are active on the social network Facebook (Statista, April 2020).

Digital marketing is bringing together a few advantages that neither private nor public organizations can neglect. First of all, it is easy to measure the effectiveness and efficiency of certain actions or even costs (Kannan & Li, 2016). Secondly, digital marketing can make targeting more effective. Massive use of the Internet and social media gives enormous opportunities to get to the right target audience by demographics, geographical and behavioral method or interests (Chaffey & Smith, 2017). Thirdly, it is possible to get feedback (two-way communication), but sometimes it cannot be fully controllable (Alexa, Alexa & Stoica, 2012).

There are three types of digital media according to Piñeiro-Otero & Martínez-Rolán (2016) - owned, paid and earned. What is interesting, all of them are connected and only fully utilized

if combined together. For example, paid media increases the earned media (more people see something and share it), and all together increase the traffic on owned media. The website is the first visible owned media that every institution has. It serves as a "first and only impression" for every prospective student according to Saichaie and Morphew (2014). It also serves as a large collection of information of all kinds. When having an online source of all information, it comes to question why HEIs do not utilize all digital platforms and use digital sources to market themselves.

Assimakopoulos, Antoniadis, Kayas and Dvizac (2017) suggest that social media, for example Facebook, can be utilized as a marketing tool to inform and to promote activities within the higher education institution. When the activities become viral they can influence students and their choice and preferences of the institution. Inbound marketing then becomes the main form of digital marketing. It is about high quality content and adaptation of it to the target audience who finds it via blogs, websites, viral videos, webinars, social media etc. Its importance lies within its intention to create and maintain the feeling of trust and confidence with customers who have shown interest in its service or product (Patrutiu-Baltes, 2016) and increase the credibility of the brand, reduce costs and engage highly qualitative potential customers (Bueno, Caro Rodríguez & Gallego, 2018).

Online advertising is another important aspect of digital marketing. Jan and Ammari (2016) analyze the impact of online advertising by educational institutions on students' reactions and found that presence on social media channels and websites affect decision making processes within students positively which in turn impact the choice of a particular institution. From a managerial point of view, they found out that responsible employees and managers at those institutions should give more effort on developing a valuable and efficient online marketing plan to attract more potential students. Furthermore, Popa, Tarca and Sasu (2016) examine the success of paid advertising in Romania for promoting higher education services. Their findings showed that online marketing could represent an efficient way of promoting such services. Secondly, they came to the conclusion that Facebook advertising delivers better results, but Google is more relevant since it is based on the demand for the exact search terms. Also Google advertising is more suitable for landing prospective students on the website. However, Facebook ads create a stronger relationship "so that they (students) will subsequently want to become students of that institution" (Popa, Tarca & Sasu, 2016, p. 593).

Besides, educational institutions need to consider their future target audience that is becoming the one enrolling the undergraduate or postgraduate studies. Generation Z is the one born from 1995 to 2010 and represents the majority of students enrolling in HEIs (Bencski, Horvath-Csikos, & Juhasz 2016). This generation is a digital generation, dependent upon technology and digital media. Digital marketing growth has to change the approach of the higher education sector and it has to become aware of the digital habits of generations who are their potential target market (Kusumawati, 2018).

The purpose of this master's thesis is to investigate the existence and content of digital marketing strategies and to assess the best practices and tools that can be used at public HEIs. These best practices can come either from the private sector or from other developed countries. The study aims to increase the understanding of the aforementioned elements on the example of the University of Sarajevo and related institutions/units that belong to this university. There have

not been many studies performed in B&H on this matter and the idea is to provide meaningful solutions and proposals to the digital marketing practices in HEIs that can be generalizable to all public HEIs in the country. The study will identify which practices could help reach better performance, and which activities and practices will ease the processes for both institutions and future students. This thesis will be useful for decision making in public HEIs and be helpful in continuous development and building a stronger image of these institutions in the society and delivering better quality service.

This work will contribute and give sound solutions to the defined problem and research questions. The objectives of this master's thesis are given below:
– to elaborate theoretical work on digital marketing strategies in public higher education from other countries or by using adequate examples from private sector companies,
– to investigate what strategies and practices are already used in HEIs at the University of Sarajevo,
– to identify best digital marketing practices and examples at the University of Sarajevo and identify responsibilities when it comes to implementing them,
– to put all findings combined with the theoretical framework into recommendations which could be used by decision makers in the public higher education sector.

The following are the research questions which will be examined in this master's thesis and empirically examined through the case of University of Sarajevo:
– RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences?
– RQ2: Who is responsible for implementing various strategies and tools in digital marketing of those institutions?
– RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient?

In order to empirically examine the research questions and reach this master thesis' objectives, a proper methodology will be used. At the beginning, the literature review will be done in order to understand and summarize the academic work that has been written on this topic. The literature review will certainly provide the basis for further discussion of findings that will result from the research in this master's thesis (Bell, Bryman & Harley, 2018). In order to execute the empirical research through which research questions will be answered and the research problem addressed, qualitative methodology will be used with the emphasis on data collection through semi-structured interviews which will be followed by the content analysis. Through semi-structured in-depth interviews the goal is to get ten respondents to the interviews from the University of Sarajevo and related institutions/units that belong to this university. The aim is to reach employees who are responsible for implementation of digital marketing in those institutions, or employees who are related to marketing, public relations and/or communication. The interview guide will consist of questions regarding digital marketing strategy utilization and all various aspects of it (i.e. social media, search engine optimization, inbound marketing, online advertising etc.). Also it will include questions about resources (in terms of employees and knowledge) used to perform digital marketing activities. Moreover, the interview will include questions about performance, analysis and measures of such activities in related institutions/units that belong to the University of Sarajevo. After the interviews are carried out and data is collected, the data analysis will be done by using content analysis

methodology. Furthermore, the discussion will lead to the creation of the recommendation policy. Recommendation policy will be meaningful for decision makers and those looking for the best practices and strategies in public HEIs related to digital marketing.

This thesis includes four chapters, starting from the broad and general overview of digital marketing in the first chapter, together with the overview of main digital marketing tools, platforms and concepts. The second chapter, on the other side, explains public sector marketing in details, its key concepts and obstacles and how it differs from the private sector. The third chapter focuses on digital marketing implementation in public HEIs in particular, including all relevant aspects of it such as application and utilization, strategy, targeting and analysing. The data analysis is presented in the fourth chapter as well as the research results which are interpreted and discussed together with appropriate conclusions and recommendations to the decision makers.

1   DESCRIPTION OF DIGITAL MARKETING

1.1   Digital marketing terms and definitions

Digital marketing in B&H is experiencing wider and wider use. From private companies, public enterprises to public institutions, almost every organization uses the Internet and digital media to some extent. When it comes to B&H's population, there are 3.53 million people (Agencija za statistiku BiH, 2013), where 70.12% of the population (World Bank, December 2018) use the Internet. But what makes digital marketing so important and superior? Theodoridis and Gkikas (2019) mention the key reason - digital marketing creates new marketing possibilities that enables wider reach and therefore the increase in sales by using the Internet. On the other side, it gives power to customers who are now able to share their voice, and the power to choose and influence.

Kotler and Armstrong (2017, p. 47) define digital and social media marketing as "using tools such as websites, social media, mobile apps and ads, online video, email, and blogs that engage customers anywhere, anytime via their digital devices", while American Marketing Association (2020) defines digital marketing as: "the use of digital or social channels to promote a brand or reach customers. This kind of marketing can be executed within social media, search engine, internet, mobile devices and other channels. It requires new ways of marketing to customers and understanding the impact of their behavior". Some authors distinguish digital marketing from Internet marketing. According to Minculete and Olar (2018, p.64), "*Internet marketing is therefore a subsystem of digital marketing, the most important component of it"*. Kusumawati (2019) states that digital marketing is often called internet, online or web marketing even though digital marketing is an umbrella for the marketing of products or services while using digital technologies, mostly Internet, but also other digital media. Piñeiro-Otero and Martínez-Rolán (2016) define digital marketing as a projection of marketing tools and strategies on the Internet, but developed in such formats, styles and channels that are not possible offline. Technological development and mass approach led to new concepts of marketing on the Internet. Those new concepts are now more user focused, omnipresent, interactive and measurable which brings more possibilities when thinking of and creating digital marketing strategies. All in all, digital

marketing offers new ways (positioned in a digital environment) of reaching, informing and engaging customers in order to make them buy certain products or services (Lamberton & Stephen, 2016). According to them, we reached a point where there is only "marketing", simply because all activities that a company might think of, have some digital characteristic.

Digital marketing objectives are various and Chaffey and Smith (2017, p.25) put that in the 5S framework referring to: sell, serve, speak, save and sizzle. Theodoridis and Gkikas (2019) emphasize the main objective should be to build and maintain trust and friendly relationships with customers where customers will always be in the center and experience human approach. Biswas (2020) agrees and adds that digital marketing depends on a customer-centric approach where digital marketing tools and platforms are creating pull effects. The most frequent examples of digital marketing tools and platforms are the following: social media platforms (Facebook, Instagram, Twitter, Whatsapp, Viber and more), blogs, eBooks, search engine optimization (hereinafter: SEO), search engine marketing (hereinafter: SEM), Google, YouTube, e-mail and many more. Digital marketing, according to Theodoridis and Gkikas (2019), recognizes five steps in its lifecycle: plan, reach, (inter)act, convert and engage. These five steps are referred to the activities that one company or organization should undertake to gain and retain customers. Moreover, Theodoridis and Gkikas (2019, p.1322) do division among digital marketing tools according to these five stages of digital marketing lifecycle. In the Table 1 those tools are summarized accordingly.

Table 1: Digital marketing tools and platforms

Stage in the digital marketing lifecycle	Tools and platforms
PLAN - Analysis and planning is the first step in every process. Websites, social media, CRM and other sources of data should be analyzed to identify opportunities and potentials.	*Google Analytics* - This tool is used for tracking and measuring data and providing an overview of the website behavior *Salesforce CRM* - Customer relationship management program that help companies to maintain the quality relationship with customers
REACH - The main goal in this stage is to get to potential customers and create awareness.	*Websites* - Main and official place of a certain brand where all necessary information are provided, *Blogs* - Additional sources of information and topics of interest *E-mail marketing (e.g. Mailchimp)* - Information sharing and reaching potential customers through newsletter, *Search engine optimization (e.g. tool SEMrush)* - This tool scans search engine optimization and provides data that are used for creation of better content that will be ranked higher on the search engines.

(Table continues)

Table 1: Digital marketing tools and platforms

Stage in the digital marketing lifecycle	Tools and platforms
	Display or search advertising (e.g. Google Ads) - This platform creates ads that are consisted of text, website links, photos, and more that are later shown through the Google network.
ACT (INTERACT) - In this stage the brand wants to have potential customers on the website and introduce him with products or services and transfer them into leads.	*Hootsuite* - This tool enables brands to plan, schedule, post and monitor social media profiles, even more than one, and enable consistency and provide more effective and efficient social media management.
CONVERT - This is the part of the life cycle where brands successfully obtain desired actions such as purchases, registrations, calls or any other action that was the brand's objective.	*Crazy Egg* - This tool, for example, records any user's behavior on the website, what is more, it conducts A/B testing and provides best solutions for use of content, color, text, buttons and similar elements to increase conversion rates.
ENGAGE - This stage refers to the post-purchase behaviors and in this stage brands build trust and a quality relationships with customers through e-mailing, social media, customer care, reviews etc.	*Google Ads Remarketing* - This tool can enhance re-targeting of those users who are customers or those who showed any interest in the brand. This tool reaches users who left the website without conversion and try to direct them to the website again while using ads that are adjusted with appropriate messages for those users.

Adapted from Theodoridis and Gkikas (2019)

Furthermore, Chaffey and Smith (2017, p.11) differentiate five types of online presence because different organizations' types bring different challenges and opportunities:
– transactional (e-commerce) site - this could be used by any kind of a business that is suitable for online purchases,
– services-oriented relationship building or lead-generation site - suitable for companies or organizations which wants to get more offline sales while keeping the relationship through informing customers and aiming to get more leads through it,
– brand-building site - mostly used to develop an online experience for brands that are usually bought offline, such FMCG brands,
– portal or media site - the main purpose is to provide valuable information and content, but it also includes online publishers who can gain revenue through such sites,
– social network or community site - those are sites used for interaction within customers.

1.2   Evolution of digital marketing

Companies and organizations have experienced a lot during the past two decades (World Economic Forum, 2016) thanks to technology development. Information and communication technology (hereinafter: ICT) has been developing from day to day for the end purpose of

satisfying customers and getting them closer to products and services of some company or organization. Moreover, companies introduced e-commerce as a means of trade online and that erased every barrier. Once when two-sided communication was developed, companies started to compete and beat competition by actively using digital marketing (Durmaz & Efendioglu, 2016). Saura, Palos-Sánchez and Cerdá Suárez (2017) argue that electronic commerce (hereinafter: ecommerce) is seen as one of the main factors for business growth, movement of a labor force and many other changes in commercial and microeconomic level which caused different approach to marketing in general. Digital transformation has been an increasingly important and key area of focus for years, however not all companies and organizations transformed their activities, but they certainly plan to do it in the near future.

According to Kingsnorth (2019), most significant examples of digital transformation were noticeable in the beginning of the 21st century with fast growth of smartphone usage, development of web 2.0., online paying and social media. Although, the origins of the Internet goes back in the era of web 1.0. (or first generation) which was characterized by one-way communication and very little interaction (Koszembar-Wiklik, 2016). Digital marketing is just a small part of overall digital transformation. Available and accessible PCs, available internet network, mobile devices and economic conditions erased barriers to expansion of social media all around the globe (World Economic Forum, 2016). Furthermore, three major technological achievements have brought us where we are now: the internet, big data and smartphones, argues Digital Marketing Institute (2020). With the appearance of the World Wide Web in 1991, and the first mass market browser Netscape in 1994, the number of Internet users started to grow. Ever since scholars predict changes in a relationship between customers and companies (Labrecque, vor dem Esche, Mathwick, Novak & Hofacker, 2013). Afterwards, email marketing evolved, together with Yahoo! engine in 1994 and Google in 1997, e-commerce sites such Amazon in 1994 and eBay in 1995 (Digital Marketing Institute, 2020). Big data on the other side refers to technologies that enable large amounts of data to be collected and analyzed in the real time. It is defined by three dimensions (3Vs): volume, velocity and variety. This technology transfers the average customer in an inexhaustible source of structured and unstructured data (Erevelles, Fukawa, & Swayne, 2015). Users started to share even more data when social media networks were introduced and such data were a part of their profiles and preferences (Digital Marketing Institute, 2020). In addition, smartphones brought major changes and new marketing opportunities and targeting possibilities (Lamberton & Stephen, 2016). There are two events in the past that are ancestors to today's smartphones. First one was in 2003, when BlackBerry introduced the first smartphone with email and web browsing function, but it was intended for business professionals only. The second one was in 2007 when Apple introduced the famous iPhone. From that time, the world moved to our hands and became closer than ever (Digital Marketing Institute, 2020).

Theodoridis and Gkikas (2019) state that the term "digital marketing" has been popular since 1988 when companies started to expand from small to large companies that are able to operate around the globe. Minculete and Olar (2018) state that digital marketing or "Internet/electronic marketing" was implemented in early 1990s by companies who sold their products through the Internet. Originally it was developed around the websites, but later it went in the advertising industry direction. Online advertising started in 1994 when an online magazine called HotWired sold a display banner ad to company AT&T based on the cost per mile pricing model (Evans, 2009). After that, Procter & Gamble developed a pricing model based on cost per click together

with Yahoo! in 1996. Basically, enormous websites led to the appearance of search engines that sold advertising to make revenue, and in difference to banner ads, they moved to a cost per click model. Later, main search engines developed many improvements and innovations and one of them was auction based advertising.

Artificial intelligence (hereinafter: AI) is one of the key reasons why today's digital marketing is as we know it. Without the AI, it would be impossible to successfully and properly manage data, create personalized content, ensure timing, target in a precise manner, ensure correct message and language and many other things, actually it enhances the process in all five stages of the digital marketing lifecycle (Theodoridis & Gkikas, 2019). All this enables quality service, experience and content for users and revenues for companies, in a very dynamic world of digital marketing. According to Theodoridis and Gkikas (2019, p.1323), "AI takes as input data coming from websites, sales, analytic reports, social media insights and processes them to produce optimized, accurate, highly predictive results".

1.3   Key ideas and concepts of digital marketing

One of the key triggers to digital marketing success are mobile devices and their mass usage unlike the desktop devices and tablets. Mobile devices are main tools for accessing the internet nowadays and it can be accessed from any location which put many challenges to digital marketers in the last decade (Chaffey & Smith, 2017, p.5). For instance, they show the Global Web Index survey and its findings in which it can be seen that an average customer owns 3.64 connected devices, from smartphones, tablets, laptops, consoles, where some of them are used simultaneously. Moreover, Chaffey and Smith (2017, p. 14) identifies eight digital marketing activities and highlights the importance of having an integrating approach to all activities. They also state that for small organizations, these can be done by one person or agency, unlike the large organizations that need more involvement. Following are those eight digital marketing activities: digital experience management, digital marketing strategy and planning, content marketing, search engine optimization, paid search marketing, social media marketing, email marketing and multichannel analytics.

According to Patrutiu-Baltes (2016) the main idea of digital marketing is to set digital marketing strategy around the customer and his needs and to put enough effort to identify who that customer is and what are his habits and behavior. In traditional marketing, companies put attention to products and this is definitely not the basis for effective communication in the digital era. Also, one of the key concepts in digital marketing that is closely related to knowing habits and behavior of targeted audiences online, is the concept of interactivity. Interactivity gives more importance to the user. It is the ability and level to which someone could control over information on social media platforms on the one hand, and on the other hand it is the ability of the platform to communicate in a synchronized way, states Alalwan (2018). Alalwan also emphasizes in the same research that interactivity is the most significant factor among six factors that determine a customer's purchasing decision because interactive approach in social media and advertising online is more useful and entertaining and customers are more likely to follow such content (which later leads to purchasing decisions). More thoughts on customer purchasing decisions have Grewal, Bart, Spann, and Zubcsek (2016) who elaborate customer journey and how online (mobile) advertising can enhance decision making process in all stages. On the other side, it is important to understand each transition during that process and choose goals for each

of them. For example, increasing awareness might be closely related to the need recognition stage or pre-purchasing activities.

Idea of interactivity is closely related to personalization, or in other words, tailoring elements of marketing mix to fit individual customers, state Montgomery and Smith (2009). Furthermore, Maslowska, Smit and van den Putte (2016) suggest an important idea in digital marketing which became popular in the last ten years - personalized communication. Montgomery and Smith (2009) mention personalization as a key ingredient of digital marketing. Thanks to the availability of all kinds of information about customers, it is possible to personalize messages and offer them through various communication and advertising tools to individuals. Although it is perceived as an effective communication strategy, there are researches that show both, positive and negative attitudes towards personalization. Maslowska, Smit and van den Putte (2016) find that personalization could be only effective if it is perceived as such and if that triggers positive thoughts by the customer. That likely happens when the customer's name is mentioned in the message (Howard & Kerin, 2011). However, this concept of personalization is sometimes criticized because it directly attacks customer's privacy (Montgomery & Smith, 2009). On the other side, when it comes to privacy, the existing literature examines how advertising of website content that matches someone's interests affects click through rate (hereinafter: CTR) and purchase intent. Personalization can increase CTR but customers lose their trust and confidence if they do not know about information gathering, state Martin and Murphy (2016). Stephen (2016) suggests that personalized messages are more likely to be received positively if the customer has a higher perception of control over the means in which information about his activity is collected.

Although "content is the king" is a very popular phrase and idea in the marketing world, some research shows that it is more important to consider context and adjust content to it. Voorveld, van Noort, Muntinga and Bronner (2018) suggest that advertisers should fully adapt to the social media platform or choose another platform that will meet the goals of the advertiser. For example, if the advertiser wishes to communicate a product or service that is relaxing or cheerful, platforms such YouTube, Instagram, Pinterest may be good options, while LinkedIn and Twitter are not. Simply, it is not about the same message on every platform, but the adjusted message to the platform and its goal. Appell, Grewal, Hadi and Stephen (2019) suggest that the future will bring various forms of content (we have already witnessed some of them) that will be based on "increased sensory richness". For example, almost all social media networks started as pure text content and later on they upgraded it to more visual content. Nowadays we are talking about augmented reality (AR) and virtual reality (VR). The most obvious example of AR are the filters on Snapchat and Instagram with which users can, for example, switch faces and do other real-time changes on themselves. VR brings people to other environments or virtual worlds (Appell, Grewal, Hadi & Stephen, 2019).

On the other side, Kannan and Li (2017) present a framework that defines digital marketing broadly, and emphasize touchpoints in the digital marketing process. According to that framework, the basis is the 5C (as in every traditional marketing strategy) - customers, collaborations, competitors, context and company. While customers remain a central point of this framework, collaborations, competitors and context create an environment in which the company functions. Purpose of this framework is to understand the correlation between digital marketing and these five elements. There are concepts, institutions and structures that appear

from these interactions - for example, platforms, search engines, social media and content, consumer behavior and contextual interactions. Moreover, in this framework we see interaction of digital marketing with the company in terms of marketing mix (four Ps) and also in terms of shaping the market research, analysis and finally the marketing strategy. As the outcome, digital marketing creates significant impact and values such as customer values and firm values. The whole framework can be seen in Figure 1.

Figure 1: Digital marketing framework
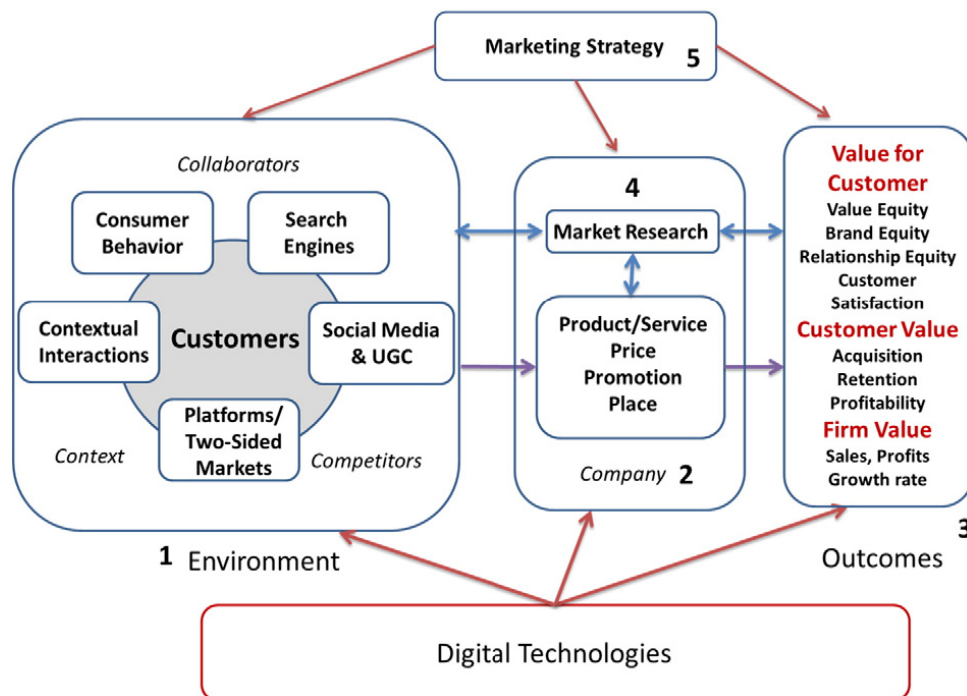
Adapted from Kannan and Li (2017)

1.4 Advantages and disadvantages of digital marketing

There are five broad benefits of digital marketing, according to Chaffey and Smith (2017). First of all, digital marketing (1) grows sales through extended means of distribution, promotion and sales where it is possible to get to a wider audience online than offline. Then, (2) digital marketing adds value to customers and gives additional benefits. It (3) gets closer to customers through two-way communication where it is possible to maintain quality relationships. Also, it (4) saves costs by reducing the number of staff, printing, outdoor promotion and many more. Finally, digital marketing (5) extends brand presence online creating new experiences and additional pieces of content that are visible and recognized. Similarly Hofacker and Belanche (2016) mention advantages of digital media and these are low cost, ubiquity and fast distribution. Minculete and Olar (2018) argue that digital marketing is not only changing the way in which private and public companies and organizations are doing business, but also changes in consumer behavior is visible. Companies and organizations can easily identify and understand customers' needs and act accordingly creating new opportunities based on time and location. Loyalty and commitment that come as a consequence of such an approach is another advantage (Durmaz & Efendioglu, 2016).

10

Digital marketing is actually bringing together a few advantages that neither private nor public can neglect. First of all, digitalization makes every goal measurable. It is easy to measure the effectiveness and efficiency of certain actions or even costs (Kannan & Li, 2016). Secondly, digital marketing can make targeting more effective since it is possible to get data and analyze and utilize data in order to get to the favorable target audience. Now, more than ever, people are devoted to digital media, social media, platforms and applications and they are accessible from any device (desktop, tablet or mobile) within a few seconds. That gives enormous opportunities to get to the right target audience by demographics, geographical and behavioral method or interests (Chaffey & Smith, 2017). Thirdly, it is possible to get feedback (two-way communication), but sometimes it cannot be fully controllable (Alexa, Alexa & Stoica, 2012).

From a users' point of view, the Internet brings many advantages such as the possibility to be closer to the brand than ever and to compare different types of brands, products or services within seconds and 24/7, especially with the social media (Durmaz & Efendiouglu, 2016). OECD (2019) report summarizes two advantages of online advertising for the users. The first one is timely and targeted advertising because users receive more relevant ads in the right time - when they need it or when there is a discount or a special offer. The second is "free" service funded from the advertising which is actually a service provided by Facebook or Google.

The world of digital marketing is not full of positive effects and advantages. There are disadvantages that we should not dismiss. Some authors think that the biggest disadvantage of digital marketing, social media and online advertising lies in the fact that not everyone is on the Internet and not everyone has the interest towards digital media so this part of the market is omitted in the case that digital marketing is the main choice (Patrutiu-Baltes, 2016; Todor, 2016). Segmented communication is more important the universal one which may create a disadvantage for marketers. Todor (2016) describes a number of disadvantages of digital marketing. First of all, she mentions the copyright since it may be difficult to protect all campaigns and content from plagiarism. Furthermore, she states that digital marketing is dependable on technology and internet connection and both can create problems and inconvenience for users. Another reason is tied to ecommerce; customers are not able to have insight in products and they may have a lack of trust when it comes to online payments. Finally, the lack of trust is an issue since there are many frauds regarding online promotions.

There are also some disadvantages or risks associated with online advertising which is the part of digital marketing. According to OECD (2019) report, those risks are:
– the potential for misleading advertising online,
– customers may not be able to identify some forms of online advertising,
– online advertising could reduce customer sentiment and trust online,
– threats from "malvertising",
– threats associated with increased data collection.

1.5 Main tools and aspects of digital marketing utilization

1.5.1 Social media platforms

According to Durmaz and Efendioglu (2016), the most popular phenomenon of this century is the appearance of social networks and its enormous popularity. The popularity of social media

has been increasing together with the increase in smartphone technologies (World Economic Forum, 2016). Hanlon (2019, p 273) defines social media as "the facilitation of interactive, connected marketing purposes at organizational, peer-to-peer and personal levels", meaning that it is a helpful and supportive tool from various perspectives. Alalwan (2018, p. 65) defines social media platforms as: "a new place where people, organizations, and even governments can commercially, socially, politically, and educationally interact with each other and exchange information, thoughts, products, and services". Appell, Grewal, Hadi and Stephen (2019) categorize the use of social media in three groups: (1) users who use social media to interact and communicate with their friends, family and those they know, (2) users who use social media to communicate with unknown individuals who they share their interests with, and (3) accessing, creating or sharing digital content such are news, user-generated content or similar. Similarly, Whiting and Williams (2013, p. 364) state eight reasons for social media use: social interaction, information seeking, pass time, entertainment, relaxation, communicatory utility, convenience utility, expression of opinion, information sharing, and surveillance/knowledge about others. There are four categories of social media based on the nature of connections and customization of messages, according to Voorveld, van Noort, Muntinga and Bronner (2018):
– relationship social media (such Facebook and LinkedIn)
– self-media (own communication platform, such Twitter)
– creative outlet platforms (such YouTube, Instagram and Pinterest)
– collaboration platforms.

Constantinides and Stagno (2014) state that social media is used for mainly two reasons - social interaction or information gathering. Thus, low volume of created content does not contribute to either of those reasons. It is not only enough and valuable to share pictures and videos, but to actually create content that will convince someone for a particular study program. Simple presence is not enough for successful marketing. Favorably, the content should be shared and published by influential individuals to the online community which in turn increases credibility, loyalty and brand awareness. However, there must be strong understanding and support from institution's management and a will to proceed with this kind of marketing efforts. Quesenberry and Coolsen (2018) claim that Facebook marketing is especially important because it can increase brand value, encourage word of mouth, enhance purchase intent, increase engagement and many more. Furthermore, they state that the activity on this social media platform is worthy because in general it enhances the relationship between customer and brand and builds trust, loyalty and awareness.

According to the World Economic Forum (2016), there are many opportunities but also challenges and risks in how people make interactions and communicate through social media platforms. Largest social media platforms in the USA and UK are (from the oldest to the newest): LinkedIn, which was actually launched first in 2002, Facebook (launched in 2004), YouTube (launched in 2005), and Twitter which launched in 2006 (Hanlon, 2019). Active social media users count 3.81 billion (Statista, April 2020), where approximately 1,688,000 are active on the social network Facebook in B&H (Statista, April 2020). According to Appell, Grewal, Hadi and Stephen (2019, p.79), Facebook reported 2.38 billion monthly active users and 1.56 daily active users as of March 31, 2019. However, they say that globally, the number of total social media users in 2022 will count for 43% of the total world's population. Figure 2 shows a graphical representation of the most popular social networks worldwide, ranked by number of active users (Statista, April 2020).

Figure 2: The most popular social networks worldwide
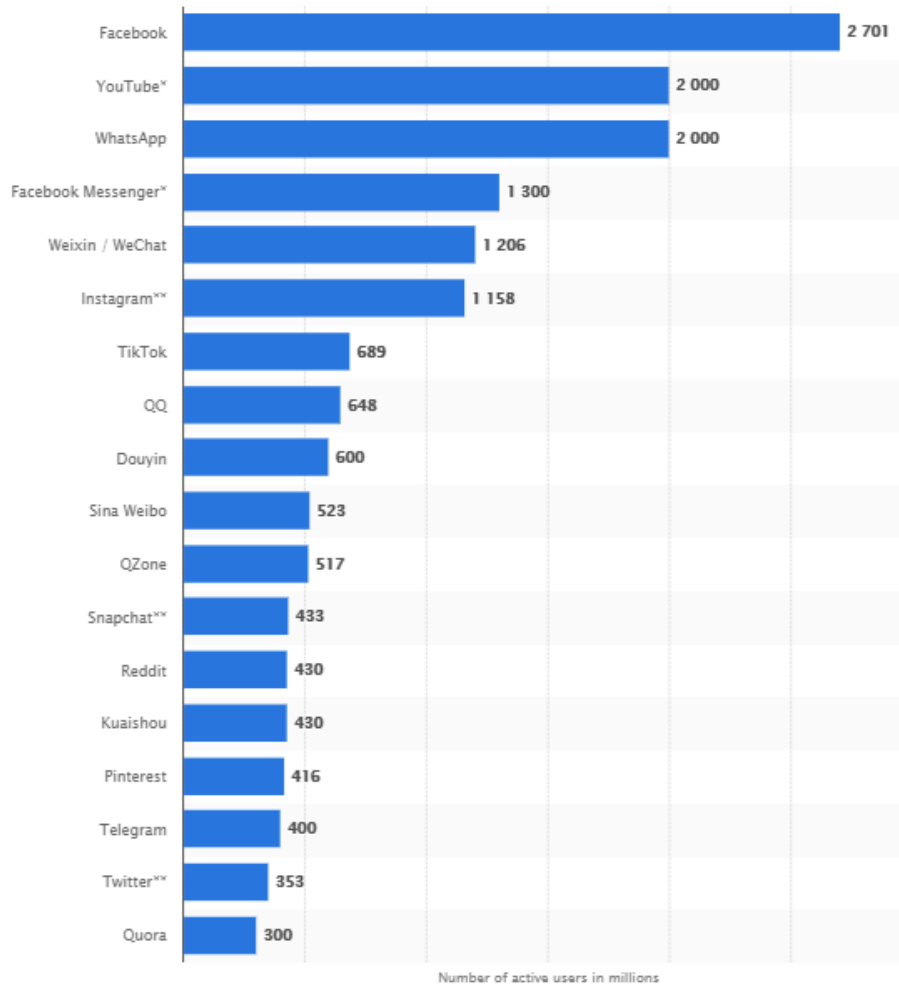
Adapted from Statista.com (2020)

Different social media platforms serve various purposes. For example, Facebook started to serve as means of keeping a user in touch with family or friends (social network), LinedIn to promote professional and career activities, Instagram to share interesting lifestyle photos and videos (visual content), Twitter to be aware of the latest news and a microblogging platform and Snapchat as an instant photo messaging application (Voorveld, van Noort, Muntinga & Bronner 2018). However, as time passes, we witness the changes within social networks and they are becoming way more than communication tools, from publishing and supplying news, financial transactions and shopping to encouraging companies and entrepreneurs on their own terms (World Economic Forum, 2016).

From a business point of view, besides being present on social media, it is important to understand the audience needs and preferences (Hanlon, 2019) and choose social media platforms carefully while being interesting, honest, unique and authentic (Hofacker & Belanche, 2016). For instance, Instagram as a marketing communication tool is about making customers feel good and cool about themselves and enhancing their social interaction experience (Chen, 2017). According to Hanlon (2019, p.88), companies and organizations utilize social media

platforms for enhancement of their brand image, communication, customer service, development of new products, research and recruitment. For example, their aim is to extend their brand presence from traditional to digital platforms by using appropriate social media platforms. Social media also improves their response to customer's requirements (customer care) or facilitates communication with new or existing customers. Companies can also use social media to research the new markets, test new target groups or simply to present or launch new products and listen to customer's needs. On the other hand, customers see social media platforms as a source of comparisons between brands, consumption-related issues (for example to complain or review products or services) and as a tool for sharing experiences with others (Hofacker & Belanche, 2016). Vinerean (2017) argues that social media platforms are important tools for creating competitive advantage for every target group of a company or an organization. She also emphasizes the significance of so-called **"electronic word of mouth"** (hereinafter: eWOM) which refers to the impact that social media platforms can create once the customer shares experience and puts it in an online setting where information reaches more users. Appell, Grewal, Hadi and Stephen (2019) point out some research that showed that there is a positive correlation between eWOM and sales. According to Alalwan (2018), customers look on social media as a rich source of information, more valuable than any traditional source because it saves their time and provides up to date information. As a consequence, it influences the customer's purchasing intention. Tafesse and Wien (2018) point out that stimulation of customers' engagement on social media platforms is important. They give organizations and companies advice to listen to customers, motivate them through positive and emotional content and reward them so they can make favorable actions such as giving referrals to others, production of eWOM and relevant feedback.

Although social media platforms bring many opportunities and chances to develop innovative approaches, they also put many obstacles and threats in front of companies and organizations. For example, we can say that **organic reach** of posts on social media can be considered as an obstacle or threat for the organization. Quesenberry and Coolsen (2018) define organic reach as "the number of people shown a brand Facebook post through unpaid distribution" and this number has been declining. According to Peruta and Shields (2018), only a small percentage of the audience is exposed to the content (less than 10%) meaning that only a small number of people following the page will see posts. Otherwise, marketing managers need to consider paid promotion to boost the post engagement and other activities. Organically, Facebook post engagement could be increased by carefully designed content and content that will naturally bring engagement and be valuable for the users because each like, comment, share or reaction spread the reach to intended audience (Peruta & Shields, 2018). Marketers need to understand what makes Facebook posts worth sharing, commenting and liking because such posts will boost engagement (Quesenberry & Coolsen, 2018). These authors claim that marketing managers should avoid educational posts on platforms such as Facebook, because they believe that users use Facebook to engage with friends and family, to have fun and not to learn something new.

Social media recognizes many forms of content, and one of them is the **user generated content**. Kaplan and Haenlein (2010, p.61) define it as "the various forms of media content that are publicly available and created by end-users". Its main benefit is that it could be created for no cost and by many users (Hanlon, 2019), but there are many other benefits. Vinerean (2017) mentions the user generated content and connects it with a eWOM based on the research which has shown that eWOM has a stronger impact on buying compared to Facebook advertisements.

That is why companies and organizations should encourage interactivity and even re-share customer's content through social media campaigns. Content generated by customers has a tendency to be more appealing online than if the same content was developed by the company or organization. Peruta and Shields (2018) also argue that user generated content is used to transfer the experience of the existing customers in order to build trust and luckily customers find this kind of content more influential than the brand's content. Moreover, Alalwan (2018) suggests that marketers should encourage two-way communication on social media platforms, meaning that the company or organization (its marketing teams) should track all posts, user generated content, comments, inquiries, any sort of feedback, and respond in a timely manner. Such an approach contributes to motivation and higher purchasing intention of a potential customer. Disadvantage of the user generated content is reflected in its unpredictability and the fact that is out of the organization's control (Hanlon, 2019).

Social media is changing constantly on both sides, technology side on the one hand (adding new functionalities and technologies) and the customer's side on the other hand (people find new ways of utilizing social media) state Appell, Grewal, Hadi and Stephen (2019). There are various marketing activities that could be done on social media platforms, and most important are connected to advertising, e-WOM, branding, relationship management and communication (Alalwan, 2018). All in all, users value the social media content and if it suits their interests and preferences, they are more likely to use, buy or just develop more interest in a certain product or service (Alalwan, 2018). However, the existence on social media platforms is not the guarantee of the positive outcome, what is more, a strategic approach is crucial to achieve all the benefits (Quesenberry & Coolsen, 2018).

1.5.1.1 Influencer marketing

Influencer marketing is becoming an integrated part of social media marketing strategy and companies and organizations are planning more and more budgets for engaging appropriate influencers who have a large number of followers and/or matching and quality target audience (Vinerean, 2017). Organizations engage opinion leaders and individuals who have high social impact to influence others, and they can either be influencers (celebrities) or micro-influencers (less known individuals popular or expert in a certain segment or location). Brands have already begun to collaborate with such influencers, or they plan to in near future, but in the meanwhile, new forms of content are becoming popular. One example is live streaming, simply because users enjoy to watch online live experiences more than pre-filmed (Appell, Grewal, Hadi & Stephen, 2019).

1.5.2 Search engine optimization

Nowadays, the most popular and important online search engines are Google and YouTube. Google has more than 75% of the market share and YouTube is owned by Google which makes these two search engines the two largest in the world, followed by Amazon, Facebook and Bing (Davis, 2018). Kingsnorth (2019) claims that Google is the dominant search engine in most markets, but it is not the case in all markets. One should consider what is the search engine that his target audience uses dominantly. According to Piñeiro-Otero and Martínez-Rolán (2016), search engines deliver a list of results related to search terms, i.e. **keywords**, that a user enters based on his or her desire to reach a certain content. That is the most important process of getting

to a certain content online and therefore there are techniques that can boost certain content to better positions on the browser. There are two main techniques: SEO and SEM. While SEO is using techniques that work on structure, code, keywords, links etc., SEM is referring to paid search advertising offering users ads based on their search terms. Therefore, SEO is the means of improving an organization's position in the search engine by using free or organic techniques (Hanlon, 2019). In both, an important component are keywords. Also, Patrutiu-Baltes (2016) suggests that Google Analytics tool can be used to identify the most searched keywords or Google's Keyword Planner tool (Kingsnorth, 2019).

There are obvious differences between SEO and SEM techniques, while the most important one is that SEO is a long term process where results are not visible immediately but the results are positioned organically, while SEM delivers immediate results which lasts as long as the campaign lasts (or is being paid), according to Piñeiro-Otero and Martínez-Rolán (2016). For example, on Google, SEM results are marked with an "Ad" and are placed on the top positions on Google's Search Engine Results Page (Figure 3) while organic results are positioned below.

Figure 3: SEO and SEM difference
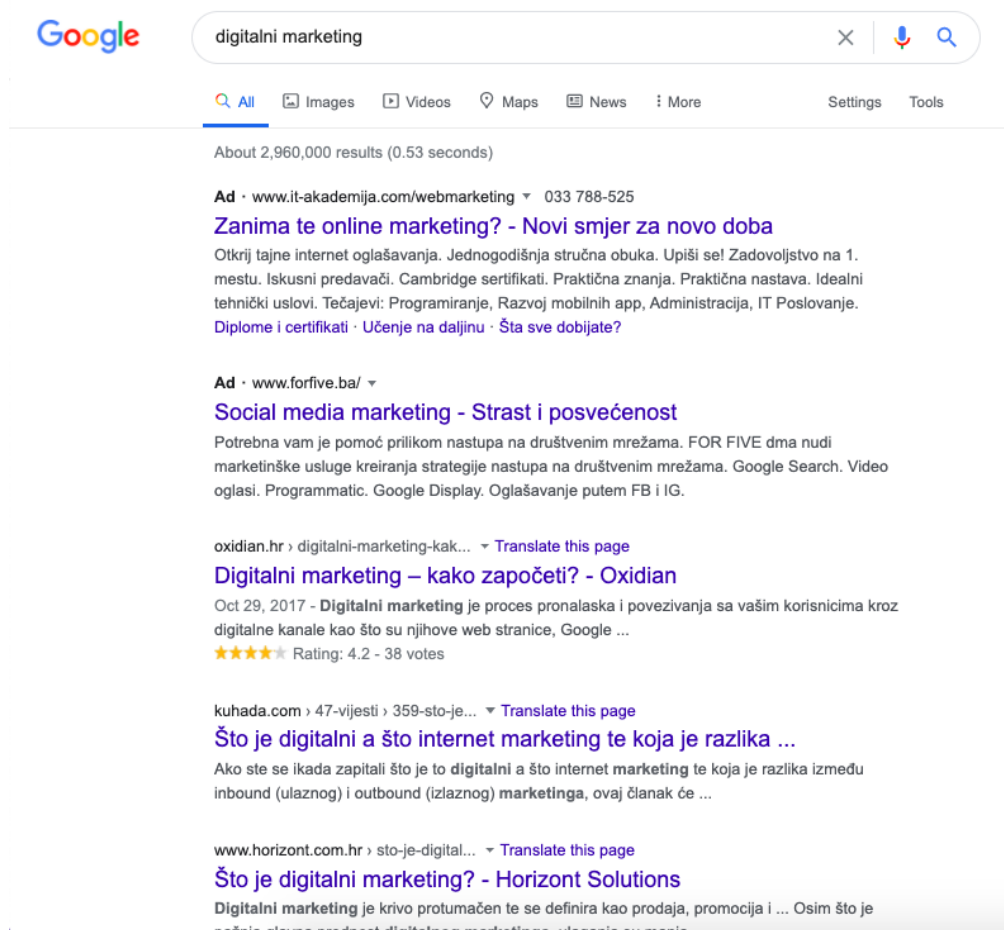
Source: Google

SEO can be improved internally and externally, suggested Piñeiro-Otero and Martínez-Rolán (2016). Internally it assumes improvements in the code, web structure, keywords, links, content etc. Content has enormous importance in this process since that is becoming the key indicator

16

to browsers that the website is valuable to the user (Patrutiu-Baltes, 2016). External factors are less controllable because they depend on external links (number and quality indicates the relevance) and sources connected to the website and the intentional misuse have been penalized by Google since 2012. Kingsnorth also (2019) describes three categories that affect SEO: content, technical SEO and links. For example, content length, keyword density and frequency of updates are factors under the content category, while domain name, domain history, page load speed, title and headline tags and image optimization are in the technical category. Internal link volume and quality of external links belong to links category. He claims that SEO is the complex world where many factors are considered and one should have a complete understanding of a relationship between above mentioned categories and factors in order to create a successful digital strategy.

1.5.3 Inbound marketing

According to Hubspot (2020), inbound marketing is "a business methodology that attracts customers by creating valuable content and experiences tailored to them". According to Hubspot (2020), outbound marketing is different from inbound marketing because it does not always get to the audience when they want it, in other words, it may interrupt them, while inbound marketing techniques target the audience when they have a certain problem and they solve it. Also, Royo-Vela and Hünermund (2016) describe outbound marketing as more conventional, with conventional media tools, and the inbound marketing uses updated marketing methods in compliance with changed customer behavior and technological developments. Patrutiu-Baltes (2016) states that inbound marketing becomes the main form of digital marketing primarily because of its intention to create and maintain the feeling of trust and confidence with customers who have shown interest in its service or product. This is exactly about that relationship between the institution and customer, the relationship that cherishes loyalty and meeting the customers' needs. Bueno, Caro Rodríguez and Gallego (2018) confirm that the inbound techniques are important because they increase the credibility of the brand, reduce costs and engage highly qualitative potential customers.

There is no need to fight for the attention of customers, suggest Dakouan, Benabdelouahed and Anabir (2019) while using inbound marketing strategies because the content is tailored for ideal customers and they become qualified prospects and the relationship is built on trust and confidence. Inbound marketing strategy is about **high quality content** and adaptation of it to the target audience who finds it via blogs, websites, viral videos, webinars, social media etc. (Patrutiu-Baltes, 2016). According to Alalwan (2018), provision of quality information and relevant content tailored exactly to match customer's preferences will increase customer's purchasing intention and perception of usefulness of a certain product or service. Generally, inbound marketing aims to cause push effects and attract, engage, and help customers. Examples of inbound marketing methods can be found in: social media marketing, content marketing, user generated content, SEM and SEO techniques (Royo-Vela & Hünermund, 2016). Companies and organizations move to inbound strategies rather than be intrusive with outbound strategies. According to Dakouan, Benabdelouahed and Anabir. (2019), there are some "gray zones" which do not belong to either of these two types such as: Display Ads, SEM and email marketing.

Valuable part of inbound strategy is the blog section on a certain website, which is a long form of content marketing, according to Dakouan, Benabdelouahed and Anabir. (2019). Blog actually

represents a company's or organization's source of knowledge or information which quality can attract or refuse users' attention, suggest Patrutiu-Baltes (2016). She also continues with an explanation that quality content can retain users and their loyalty but also improve SEO position if it's written in accordance to keyword analysis and best SEO practices. Dakouan, Benabdelouahed and Anabir (2019) suggest that a relevant content strategy on a website gives more signs to, for example, Google's algorithms, that there is exactly a relevant page with relevant information for each keyword.

1.5.4 Online advertising

From the first banner ad online in 1994 until today things have changed extremely and today online advertising composes large portions of advertising budgets (Liu-Thompkins, 2018). According to Kafka and Mola (2017), 2017 was the year when advertisers spent more on digital advertising than on TV advertising for the first time ever. Specifically, advertisers spent $209 billion worldwide on digital advertising. Advertisers have many options when it comes to online advertising including different formats, positions, mobile advertising or even re-targeting. There are many researches on this topic because as digital marketing and online advertising expanded and evolved, the volume of academic literature also rose. This topic will examine basic elements of online advertising although the notable amount of literature is on the online advertising effectiveness, online advertising mechanisms and advertising elements (Liu-Thompkins, 2017).

According to OECD (2019), mobile penetration and increased Internet availability have caused online advertising to become a tool for reaching broad audiences anywhere and at any time. With the help of AI, online advertising got even more power in terms of targeting. However, there are a few classifications of online advertising: display advertising, search advertising, social media advertising and influencer marketing, e-mail advertising, video advertising and more. What is typical for all these forms is that they use behavioral targeting in the real time. According to Boerman, Kruikemeier and Zuiderveen Borgesius (2017, p.364), online behavioral advertising it is defined as "the practice of monitoring people's online behavior and using the collected information to show people individually targeted advertisements".

Mobile advertising has a huge role in online advertising because mobile devices occupy the largest share when it comes to the type of the device that customers use. For mobile advertising, Grewal, Bart, Spann, and Zubcsek (2016) believe it should be considered within seven context variables that determine success of every mobile advertising campaign, and marketers need to have deep understanding for each. Those seven variables are: (1) environmental and technological context, (2) customer-related factors, (3) goals and (4) outcomes, (5) advertising elements, (6) market factors and (7) firm factors.

When it comes to online advertising, companies and organizations invest a lot of time to design online advertising visuals and attract their target audience. There are different formats of visual content (Bruce, Murthi & Rao, 2016): static photo in .jpg or .png format, simple flash formats that offer animation, and rich-media formats that offer animation and interactivity enriched by video, sound, takeovers etc. Despite the format, there are also important characteristics such are size, location, and creative aspects of color, shapes, pictures, fonts and more that affect engagement individually. It is important to have in mind that mobile advertising is taking a serious proportion of online advertising and that visual ads should be adjusted for smaller

screens and touch-based interactions (Grewal, Bart, Spann & Zubcsek, 2016). Jan and Ammari (2016) suggest that the online ads, especially display ads, should be clear and brief while focusing on the offer in order to attract as many potential customers as possible while Stephen (2016) mentions that online advertising is more effective than offline advertising when it comes to online purchases and online conversions. In other words, that means that advertisers who want to produce online reactions should focus on online advertising. Grewal, Bart, Spann, and Zubcsek (2016) point out the importance of carefully chosen ad elements as the one of factors affecting overall ad effectiveness. For example, advertisers have a large span of choices based on the richness of media formats (static or dynamic or interactive ads). However, they must think of the responsiveness to various screen sizes and devices types. Another important element of the ads, mentioned by Grewal, Bart, Spann, and Zubcsek (2016) is the content, especially if it includes special offers, discounts, limited time and similar, because such content may meet the goals more effectively.

When talking about online advertising, we have to distinguish between various online advertising platforms which allow marketers to set up campaigns and manage them in order to achieve specific results. Probably the most recognizable are platforms that offer display and search advertising (Google) and social media platforms such are Facebook, LinkedIn and more. De Cornière and de Nijs (2016) states that two main forms of online advertising are display and search advertising (SEM will be described in the separate section below). **Display advertising** includes banner ads on the websites all around the Internet that have inventory and can sell that inventory to advertisers directly or indirectly through intermediaries such as Google AdSense or Adblade or advertising exchanges. They are responsible for managing demand and supply for such inventory through auctions. On the other side, platforms such Google and Facebook and other large publishers have technologies that can manage huge amounts of data and they customize advertising in real-time auctions (De Cornière & de Nijs, 2016). Evans (2009) argues that supply of advertising inventory is very heterogeneous where many elements of it vary, from size to location, position, audience characteristics etc. On the opposite, demand depends on every advertiser's preferences and goals. Advertisers make their decisions and allocate budgets depending on their campaign's objectives and formal and informal analysis of return on investment (hereinafter: ROI). OECD (2019) states that marketers invested more in display advertising than in search advertising in 2016 in the US. However, the CTR for display advertising is still less than 1%.

We can also differentiate between a number of advertising models online depending on the spending and billing methods. According to OECD (2019) there are a number of ways how display ads can be billed: impressions, clicks, leads, acquisitions and more. Piñeiro-Otero and Martínez-Rolán (2016) describe each of them briefly. For instance, Cost per mile (hereinafter: CPM) is a model related to the number of times the ad is shown (impressions) on the display. Advertisers pay the impressions that are measured in thousands. CPM model is mainly used for branding campaigns. Another one is Cost per click (hereinafter: CPC) which is the model based on number of clicks, paying only when someone clicks on the ad and lands on a website. Cost per lead (hereinafter: CPL) is a model based on the number of concrete leads (e.g. number of filled forms on the website) that gives an indication of a user who is a potential customer. Another one is Cost per acquisition (hereinafter: CPA) which is the model based on the sales (or app installs) that come from an ad directly. Pricing can be fixed or based on the auction in the real time. Sayedi (2018, p.14) states that "real-time bidding in display advertising is a new

and growing model for buying and selling advertising space online". It is based on the auction between advertisers and intermediaries who do the exchange in real-time. The real-time bidding allows advertisers to only bid and pay for results they want (e.g. impressions). It also allows advertisers to customize their ads in real-time bidding and increase probability for conversion and to only bid for certain amounts of impressions and thus avoid competition for all impressions, explains Sayedi (2018). Popa, Tarca and Sasu (2016) identify three benefits of online marketing, especially Pay per click (hereinafter: PPC) approach (CPC model). The first benefit is segmenting and targeting different markets based on their characteristics. The second one is ability to measure and concretize results (e.g. number of website visits, duration of those visits, bounce rates, CTR, conversion rates and more). The third one is related to the fact that advertisers are paying only when someone clicks the ad or land to the website (PPC approach). Jan and Ammari (2016) also mention benefits of online advertising such are precise targeting of the right audience and the ability to reach a wide audience through online platforms and intermediaries.

One special format of advertising is the **interactive advertising** that becomes one of the most wanted formats for advertisers. It is usually seen through video skippable ads on platforms such as YouTube (Belanche, Flavián & Pérez-Rueda, 2017). They are preferable because, on the one side, such formats successfully attract users' attention, and on the other side they offer more value to users. There are serious numbers behind this platform, states YouTube (2020). For example, each day users watch over one billion hours of video content and over 2 billion users watch YouTube monthly in over 100 countries. Monetization model on YouTube is simple and it includes insertion of the video advertising content within some other content that the user is engaged with. Although showing advertising content prior to some other content is effective, it is also disrupting. For this reason, YouTube introduced their skippable video ads that can be skipped by the user after only five seconds if he wants, explain Belanche, Flavián and Pérez-Rueda (2017). They investigated how high and low-arousal stimuli affect skippable ads and conclude that high-arousal ads are watched longer, thus they are more effective. They claim that advertisers should take advantage of the new formats and use it to build up the relationship with their customers.

The most popular social media platforms for advertising in OECD countries are: Facebook, Instagram, Snapchat and LinkedIn (OECD, 2019). Voorveld, van Noort, Muntinga and Bronner (2018) find out that all social media platforms are different and provide unique experience when it comes to advertising and engagement. Actually the most negative emotions are connected with YouTube, Twitter and Facebook advertising mainly because they are perceived to be intrusive and interruption while other content is consumed. Instagram and Pinterest are different and advertising there is perceived to be entertaining or useful. Their most important conclusion of the research is that engagement and advertising are connected to the context rather than to the exact platform (Facebook, Instagram, YouTube, Twitter etc.). Therefore, the crucial point is to select the platform based on the brand's purpose so the maximum effectiveness of engagement and interaction can be achieved.

1.5.4.1 Search engine marketing

Internet users usually use search engines to surf around the Internet and the most popular engines are Google, Bing or Yahoo. When searching for something (product, service or information)

users start from this point as the most relevant source of information (OECD, 2019). According to Durmaz and Efendioglu (2016), website indexing algorithms that run in the background and recording data make search engines function. As a part of digital marketing activities, search engine's main aim is to provide visibility at top positions for advertisers based on a good **keyword analysis**. That is why SEM takes up a large portion of online advertising. Simply, it leads the users through keywords to the relevant website at the moment he needs it (OECD, 2019). According to Piñeiro-Otero and Martínez-Rolán (2016, p.67), "keywords are the terms or phrases that users use to search something on the Internet". SEM is therefore the technique where ads are shown to the targeted audience based on the keywords they search for. The most important ad platform for SEM is the Google Ads platform, following the Bing Ads platform for Bing and Yahoo (Piñeiro-Otero & Martínez-Rolán, 2016). Google (2020) defines Google Search Network as "network of search-related websites where the ad can appear", and states that "your ad can show near search results when someone searches with terms related to one of your keywords". Although SEM is a very important part of online advertising strategy, especially for advertisers who aim to reach their target audiences in the moment when they are actually looking and searching for products and services they offer, it is not enough to only put such technique in place. Advertisers should actively plan, setup, test and analyze different forms of the ad, ad extensions, descriptions and headlines and most importantly - the keywords. Each click that comes from a user who is not the target audience, is a lost money (Piñeiro-Otero & Martínez-Rolán, 2016). However, there are certain rules and certain factors that determine the order of search ads or will the ad appear at all (OECD, 2019). These factors are summarized in the term "ad rank" that consists of the combination of a few more factors: expected CTR, quality of the website and ad relevance. Moreover, search ads are usually charged per click and advertisers can choose if they want to bid manually (they set the price they want to pay for one click manually) or automatically. The example of a search ad can be seen in Figure 3 where there is noticeable difference between search ads and organic results.

Google (2020) also defines a few types of search ads such as: text ads, dynamic search ads, call-only ads, shopping ads and image ads but it also states that ads may appear on Google and its partner websites such as YouTube and hundreds of partners' sites. Grewal, Bart, Spann, and Zubcsek (2016) states that paid search advertising takes a serious part of mobile advertising while the largest percentage of budgets are allocated on this channel. That is because people use their smartphones to search for products or services they need, at the moment they need them. Moreover, Kireyev, Pauwels and Gupta (2014) examined the connection between display and search ads and they found that display advertising can have significant effect on search results and number of clicks, however search advertising did not have an effect on increase of display ad performances. This finding is important because of the budget allocation and distribution between search and display ads.

1.6   Digital marketing strategy and planning

Now when the most relevant digital marketing tools are explained, we can move to strategy and planning. Piñeiro-Otero and Martínez-Rolán (2016) believe that the lack of proper planning can lead to missing many opportunities on the Internet. However, it can also create a negative impact on the organization because the organization may miss the chance to understand its audience and their needs. Chaffey and Smith (2017, p.3) states that many companies and organizations implement digital marketing activities but without any strategic approach. According to them,

the SOSTAC system should be implemented while planning digital marketing activities. The SOSTAC system is defined as a "planning system used by thousands of professionals to produce all kinds of plans" and it stands for Situation analysis, Objectives, Strategy, Tactics, Actions and Control where all six steps are equally important and overlapping indicating that one must be done in order to go to the next one, while it is important to always revise the previous (arrows going back) (Figure 4). Moreover, Piñeiro-Otero and Martínez-Rolán (2016) state that the **digital marketing plan** is an important tool to develop a document with main goals and actions to achieve digital strategies, which is pretty similar to developing a marketing plan. It answers the main questions but in the context of digital media and digital tools. They also set a similar structure to SOSTAC that eases the planning with four main stages: (1) situation analysis, (2) goal definition, (3) strategy and (4) action and control. While situation analysis is one of the regular parts of every marketing plan creation, as well as setting goals, strategy and action and control may be different because they must be considered within a digital setup.

Figure 4: SOSTAC planning framework

Where are we now?
- Goal performance (5 Ss)
- Customer insight
- E marketplace SWOT
- Brand perception
- Internal capabilities and resources

How do we monitor performance?
- 5 Ss + Web analytics – KPIs
- Usability testing/mystery shopper
- Customer satisfaction surveys
- Site visitor profiling
- Frequency of reporting
- Process of reporting and actions

Where do we want to be?
5Ss objectives:
- Sell – cusomer acquisition and retention targets
- Serve – customer satisfaction targets
- Sizzle – site stickiness, visit duration
- Speak – trialogue; number of engaged customers
- Save – quantified efficiency gains

The detals of tactics, who does what and when?
- Responsibilities and structures
- Internal resources and skills
- External agencies

How do we get there?
- Segmentation, targeting and positioning
- OVP (online value proposition)
- Sequence (credibility before visibility)
- Integration (consistent OVP) and database
- Tools (web functionalty, email, IPTV etc.)

How exactly do we get there?
(the details of strategy)
- E-marketing mix, including: the communication mix, social networking, what happens when?
- Details of contact strategy
- E-campaign initiative schedule

Situation analysis — Objectives — Strategy — Tactics — Actions — Control

Adapted from Chaffey and Smith (2017).

Social media management also requires a consistent **social media plan** which has to be in accordance with general digital marketing plan. This is a main document describing the organization's presence on social media. The plan is renewable since its creation depends on the audience's feedback. Therefore it is very important to listen to the audience and afterwards to set goals, define targets, channels, actions and to measure results so the process can go over again (Piñeiro-Otero & Martínez-Rolán, 2016). Voorveld, van Noort, Muntinga and Bronner (2018) suggest that audience engagement usually spills over to different placements so the platform for advertising should be selected carefully based on the product/service type,

advertising goal and message. All platforms and media are experienced differently so it is important to take into account not only quantitative metrics while planning budgets, but also the engagement factor which sometimes offer more insight than any number of likes, followers and similar.

Tafesse and Wien (2018) encourage companies and organizations to develop a formal strategy defining their social media goals, channels, target audience and main communication elements because the social media strategy positively affects social media performance. They even go further and mention online softwares for social media strategy creation such as Sproutsocial.com and Hootsuite.com. Patrutiu-Baltes (2016) suggests that the "golden rule" of digital marketing and communication strategy is to have 80% of content focused on customer's education and information, and only 20% focused on sales of the product or service. Moreover, Patrutiu-Baltes (2015) suggests that successful digital marketing strategy needs to be coherent with quality content strategy which assumes investigation and analysis of the target audience and their interest and adjusting the content strategy accordingly. When done in that way, the content will not mismatch audience interests and in a long term, that will nurture the long term relationship between the organization and the target audience. Moreover, Tafesse and Wien (2018) support having a quality content strategy but they also underline that active presence does not necessarily lead to social media performance. Such decisions on the amount of presence on social media should be made depending on the platform and its characteristics.

1.7 Audience targeting

Targeting the right audience may be the key to successful marketing campaigns and increase in revenues (Theodoridis & Gkikas, 2019). Main platforms that are involved in advertising as intermediaries between advertisers and publishers, obtain data from IP (Internet Protocol) addresses (such is location) or cookies (such is browsing history) or our profiles that we voluntarily gave to platforms and/or their partners (De Cornière & de Nijs, 2016). That is how platforms use that information later on to target specific audiences. Digital marketing objectives must be focused on a specific target audience and when it comes to content, it should be focused on a central role - "buyer persona" who comes to company's or organization's channels naturally, states Patrutiu-Baltes (2016). Possibilities for efficient communication when knowing the right audience are enormous (Piñeiro-Otero & Martínez-Rolán, 2016). When all data that is already given by the users on their social media profiles is combined with the audience's behavior and interactions on social media or the Internet, organizations get valuable audience groups which will lead to best engagement. Moreover, previous literature on this topic shows that CTR is increased when targeting is more precise (Bruce, Murthi & Rao, 2016) as the case is in, for example, the retail sector, where women are main shoppers and decision makers. Marketers nowadays have the possibility to target their audience precisely, even buyers of a certain brand, however, there are threats of "over targeting" or targeting too narrow so in the long term the brand suffers (Fulgoni, 2018). He argues that brands need to use available targeting data smarter so they can achieve both, short term goals and long-term results.

Remarketing or retargeting is a valuable digital marketing technique (Piñeiro-Otero & Martínez-Rolán, 2016) that targets only the audience which has shown some interest on a website, but has not managed to finish its purchase or other action on the website. Such audience may be retargeted by paid advertising with an intention to get them back to the website and remind them

of the actions they were about to make. According to Bruce, Murthi and Rao (2016), retargeting/remarketing ads are effective only if they offer some price incentive. Sahni, Narayanan and Kalyanam (2019) state that retargeting is the unique form of advertising because it targets those individuals, and shows Display ads to those individuals who already know something about the brand, product or service. Their research shows that retargeting gets the users back to advertisers' websites. Moreover it shows that the effects of remarketing start just a day after the user left the website and that advertisers should focus on individuals rather than on the aggregate number of display ads shown. The outcome will be better if one retargeted individual is exposed to display ads more times especially within the first two weeks from website visit (Sahni, Narayanan & Kalyanam, 2019). In the literature we can find the term "online behavioral advertising" which is defined in one of the previous sections. However, Boerman, Kruikemeier and Zuiderveen Borgesius (2017) emphasize the types of information used in online behavioral advertising: age, location, gender, education, interests, behaviors, device and history of the online activity. Based on this information, AI technologies create highly detailed profiles about individual customers and use them to target or re-target ads, to track how customers interact with ads and to find out what is the effectiveness of online advertising and how much do different actions cost (such are purchases, clicks, page views, etc.).

The issue many people are concerned about is the user's privacy. Privacy considers restrictions about the gathering and using information about someone (De Cornière & de Nijs, 2016). Before the advertising auction starts, platforms decide whether to disclose data about the customer or not. The researches show that CTR is enhanced when customers hold control over the collected information, especially when it comes to targeting and personalization of advertising content (Martin & Murphy, 2016). Stephen (2016) also shares this thought, negative attitude towards retargeting diminish after customers' interests are refined. Appell, Grewal, Hadi and Stephen (2019) suggest that brands should also be responsible for privacy trust and removal of fake and harmful content on social media because it is in their best interest since social media is the best place to achieve engagement and build relationships with customers. According to Martin (2018), violation of user's privacy leads to diminished trust in websites which is also very difficult to recover from. He suggests that keeping with approaches to privacy should be included in strategy and that it can even become a competitive advantage. Surveys found that social media users are mostly concerned about their personal information, intellectual property and information security and both platforms and brands should be involved in maintaining trust and safety of the users, think Appell, Grewal, Hadi and Stephen (2019).

1.8 Analyzing and measuring results in digital marketing

In order to understand whether taken actions were successful or not, results have to be measured. On the other side, analysing results is important because it provides the best insight into actions and efforts marketers made. It helps them to prioritize activities and make the most efficient and effective results with the best allocation of resources (Tafesse & Wien, 2018). Easiest way is to set up Key Performance Indicators (hereinafter: KPIs) in accordance with the goals. In that way, organizations may always keep an eye on valuable data and measure real performance (Piñeiro-Otero & Martínez-Rolán, 2016). When it comes to measurability, digital marketing and the Internet gives precise and realistic values in difference to traditional marketing (Durmaz & Efendioglu, 2016). According to Saura, Palos-Sánchez and Cerdá Suárez (2017), digital

marketing strategy should be created in accordance with two factors: Web Analytics and KPIs, but the key question is what metrics are relevant for certain companies, organizations or institutions. Their research showed that there is a lack of knowledge when it comes to decisions about what metrics to use to measure effectiveness of digital marketing activities and the aim of their study was to create some kind of guidance.

Most social media platforms offer integrated analytics that allow marketers to monitor, measure and analyze results from their activities (Tafesse & Wien, 2018). According to Piñeiro-Otero and Martínez-Rolán (2016), it is usual to measure segments such are: audience (in terms of the volume), scope (in terms of reach), engagement (in terms of audience engagement with content), influence (in terms of consequences of your content), interaction and more. Furthermore, Palos-Sánchez and Cerdá Suárez (2017) present two types of Web Analytics as a crucial points in assessing digital marketing activities: quantitative web analytics indicators which work with real numbers and data, and qualitative web analytics indicators which shows how audience understand digital marketing assets (such website) and helps understand customer behavior, decision making and online buying process. Some of the quantitative indicators are: traffic, impressions, reach, leads, conversions and unique users, while qualitative indicators are: A/B tests, call to actions (CTA), user experience and more (Palos-Sánchez and Cerdá Suárez, 2017).

Companies and organizations or institutions may increase their sales or visibility online if they also successfully identify KPIs and therefore improve their conversion rates, state Palos-Sánchez and Cerdá Suárez (2017). Each company or organization may have different KPIs relevant for their performance, but they put some examples of KPIs as following: conversion rates (e.g. accomplishing certain objective), goals conversion rates (e.g. online sales rates), type of users (e.g. new users or existing users), type of sources (e.g. users coming from paid or organic positions) etc. Palos-Sánchez and Cerdá Suárez (2017) also emphasize two metrics useful for better understanding of digital marketing efforts: Click Through Rate (CTR) and ROI. Even if these rates are estimated because sometimes it is not easy to calculate them, they may be crucial in deciding which digital marketing activities generate return and which do not. ROI, on the one hand, compares spending on digital marketing to increase in sales, and on the other hand, CTR shows the number of clicks on a certain ad with regard to total number of ads shown (number of impressions). When it comes to Facebook, Peruta and Shields (2018) mention engagement as a key parameter to analyze. It can be examined through the number of likes, shares, comments through Facebook Insights feature which is embedded in Facebook API. Another important measure is proportional engagement which is the total number of all engagements (likes, shares, comments) divided by the total number of Facebook page fans (Peruta & Shields, 2018).

2 PUBLIC SECTOR MARKETING

2.1 Public sector marketing terms and definitions

Most of the literature regarding development of marketing strategies applies to the private sector, states Madill (1998) which may be confusing for the public sector representatives and organizations since they are not business and usually they have no business objectives. This part

describes public sector marketing, key ideas and concepts, but also the obstacles in public sector marketing and how is marketing strategy in public sector developed.

According to Serrat (2017, p.114), "marketing is the activity, set of institutions, and processes—always interconnected and interdependent—meant to identify, anticipate, create, communicate, deliver, and exchange valuable offerings that satisfy clients, audiences, partners and society at large". Similar to American Marketing Association's definition mentioned in Madill (1998), the core of marketing definition is the exchange and customer's satisfaction. Similarly, in the public sector, governments offer their products and services and price, promote and distribute them, so the exchange is made. Mintz, Church and Colterman (2006) argue that marketing in the public sector should not be observed as "the sale of goods for profit" but as a tool for programs adoption, services enhancement and shaping attitudes and behaviors. They also argue that marketing in the public sector should give customers/citizens a major role in creation, development and implementation of products and services and should consider all four Ps instead of only promotion, but also taking into account efficient use of limited resources.

The public sector considered various products and services, thus marketing in the public sector cannot be the same for all different kinds of products and services especially because they are conditioned by different political decisions and objectives. Kotler and Lee (2007) believe that citizen-oriented approach is the one applicable in all various aspects of the public sector. However, they state that marketing in the public sector has been usually misunderstood by the public sector managers and that it should be considered within four Ps marketing mix (Kotler & Lee, 2007):

– product - product management is particularly important in the product development or enhancement in the public sector,
– price -price is the key element in customer's decision making, and in the public sector it considered fees and price incentives (discounts) or disincentives (fines and tickets),
– placement -for customers/citizens, convenient, fast and efficient service delivery is the key because it saves time, effort and money, and now in the new era we have different approaches for delivering services, including digital and online,
– promotion - promotion is used to inform, educate and convince target groups and it is used to deliver the first three Ps as desired with the respect to customers' desires and response.

Madill (1998) states that managers in the public sector usually think that marketing is synonym for advertising or promotion. She neglects this and argues that all four aspects are equally important and challenging, especially in the environment where knowledge about marketing is limited. Furthermore, Madill (1998) distinguishes between four types of marketing in the public sector:

– marketing of products and services,
– social marketing,
– policy marketing
– demarketing.

She believes that the omission to differentiate marketing in the public sector from the one in the private sector, can lead to inappropriate programs and failure. Regarding the first one **marketing of products and services** has the most similarities to marketing in the private sector because many public services and products have a certain fee (or they are free of charge). Although, we can only identify one "P" from the marketing mix in most cases, which is the promotion, because

price, place and product are something that is usually defined outside a marketing framework. **Social marketin**g considers, on the other side, the practices that have the goal to change behaviors and attitudes of the target group. Public sector is the one mostly responsible for such marketing efforts, while the private sector has minor efforts for such campaigns (for example, "do not smoke"). Third type is **policy marketing** and it aims to convince people to accept certain regulations and policies. Finally, the fourth type, **demarketing**, is important in the public sector because it is specific for its "Don't Use Our Programs" purpose, and such campaigns are launched to advise target groups to stop using programs that have been at their disposal in the past.

2.2 Key ideas and concepts of public sector marketing

According to Jukić and Merlak (2017), social networks present huge potential for public sector institutions because of the great (and still increasing) number of Internet users and social media users which represents huge potential for communication between public organizations and customers (citizens). Walsh (1994) states that marketing in the public sector has been popular since the 1990s and all have started with the growth of consumerism, promotional techniques and the adoption of strategic marketing. He mentions that changes in public sector marketing started with competitiveness, business approach and consumerism. For example, people have gotten more and more choices especially when it comes to community care and education. According to Buurma (2001), European countries started to implement marketing tools and strategic marketing in order to sell their public services to citizens who then became customers, because public services in that way started to compete in a commercial marketplace with the aim to bring prices down and increase the quality of such services. According to Mintz, Church and Colterman (2006), marketing practices are key components for responsibility and accountability of institutions while they are shifting to a more business-like approach. Almost all tools and practices from the private sector are adopted by the public sector as well (Serrat, 2017). Walsh (1994) argues that the greater interest in marketing started when the public sector established marketing and public relations departments (hereinafter: PR departments) and employed such capacities, firstly within institutions with commercial nature and for promotional reasons and after in other institutions and governments. Still, in some institutions where marketing or PR departments were not established, it was important to have understanding of marketing principles, which was of the extreme importance within services that were competing with other public or private services. Madill (1998) states that governments must understand the fundamental difference between marketing of public and private sectors so they can be able to develop successful strategies. Mintz, Church and Colterman (2006) believe that marketing in the public sector can help government organizations to achieve their goals: accountability and responsiveness to all citizens. According to their work, there are eight basic factors (Table 2) that measure marketing in the public sector and are used to help in better understanding of marketing. The whole table adapted from Mintz, Church and Colterman (2006, p. 6-9) is below:

Table 2: Factors that measure marketing in the public sector and descriptions

Factor	Description
Culture	- Senior executives are familiar with and committed to marketing - There is shared understanding of marketing and priority client audiences

(Table continues)

Table 2: Factors that measure marketing in the public sector and descriptions

Factor	Description
	- Managers and staff are focused on delivering superior value to clients - Developing new, valued approaches to serving clients is encouraged - Work groups collaborate to serve clients/the organization tends to view clients through a single lens
Organization	- There is a senior management position with overall responsibility for marketing - The senior marketing manager works closely with the head (i.e. DM, CEO, Executive Director) of the organization - There is a marketing function within the organization that extends beyond communications - Staff in the marketing function work closely with managers in operational or program groups
Planning	- There is a formal marketing planning process at the organizational level - The marketing plan is aligned with the mission and vision - The organization has a clearly defined brand strategy and vision - Measurable marketing objectives are established - Marketing budgets are established based on identified strategies - Marketing plans are revisited based on changes in the environment
Management	- There is a clearly defined process for identifying and developing new products, programs or services - The product/program development process is proactive, rather than reactive - High value ideas are acted on in a timely manner - The organization actively communicates the value of products, programs and services to target audiences - There is a close working relationship with partners involved in delivery of products, programs and services to end client audiences - Fees are based on an understanding of usage and uptake, rather than just cost-recovery - The client experience is coordinated to ensure consistency across service delivery channels
Knowledge and skills	- Staff in the marketing group tend to have training and experience in marketing management - Marketing managers and staff are encouraged to upgrade their skills - People in service and program management positions have received training in marketing management - Staff members are encouraged to acquire resources they need to conduct marketing activities - The organization readily adopts new marketing techniques and technologies - The organization has no difficulty attracting qualified marketing staff

Table 2: Factors that measure marketing in the public sector and descriptions

Factor	Description
Marketing Information & Measurement	- Marketing research is used to assess the extent to which the organization delivers superior value to clients - Research is used to evaluate elements of the marketing mix - Insights from multiple sources are integrated to create a full view of client audiences - Information systems make it easy to access, analyze and share client market insights - A process is in place to measure marketing performance against stated objectives - Measurement results are actively used to identify areas for improvement - Managers and staff are rewarded for achieving marketing objectives and improving the value delivered to clients.
Resources	- Marketing budgets are sufficient from year to year to implement identified strategies and tactics - The number of staff working in marketing is sufficient given the size and needs of the organization
Results and Outputs	- New clients have been attracted to use the organization's programs and services - Client satisfaction is maintained at a high level - Revenues from fee-based products, programs and services have grown - The organization has grown in prominence among funding stakeholders - There has been a measurable impact on attitudes and behaviors of audiences targeted - Products, programs and services are unique and more highly valued than alternatives.

*Adapted from Mintz,* Church and Colterman *(2006)*

Furthermore, there are seven differences between the public and private sector in terms of marketing, according to Madill (1998). According to these differences she believes that it is not possible to adapt marketing from the private to the public sector so easily. These seven differences are as follows: resistance to marketing as a tool, lack of marketing institutionalization, differences in objectives between these two sectors, differences in how organizations are funded, differences in approach to the customer client while providing a service, different approach to four Ps and strategy planning, and last but not the least, a different decision-making circumstances.

Mergel and Bretschneider (2013) mention a three-stage process of adopting and implementing social media tools in the government institutions: (1) intrapreneurship and informal experimentation, (2) constructive chaos and (3) institutionalization. First stage represents implementation of social media within individual institutions by someone who has already shown interest for private purposes. In the second stage, institutions recognize the benefits of social media and develop their own rules and standards of social media utilization. In the final (third) stage, institutions develop their own document with formal instructions, standards and rules of social media utilization. Mergel and Bretschneide argue that most OECD countries are

still in between the first and second stage. Based on this process, Jukić and Merlak (2017) conclude that, for example, Slovenian state administration institutions are at the first stage - intrapreneurship and informal experimentation. Basic reason for this is the non-existence of principles or guidelines for social media utilization and the lack of policies which make communication mostly one-way instead of the two-way which is the basic principle of digital marketing.

When it comes to social media platforms in the public sector, according to Mickoleit (2014), Facebook and Instagram are the most popular social media platforms in the world, however, regionally the popularity of various social media networks may be different, there is no "one size fit all" approach. He also argues that institutions and governments use social media for different objectives (Figure 5). The research is done based on the OECD countries in 2013. Generally, OECD countries are thinking of digital marketing tools, specifically social media platforms, only as an additional way of communication, and only a few countries have established concrete strategies. Current strategies in these countries are just an experimentation and exceptions are countries like Austria, Australia, Belgium, Chile, Colombia, Korea and Netherland. Of course the US and UK have embedded social media strategy in the government's digital strategy and they use these tools to engage and connect with their target groups. Other countries may have clear objectives of using social media platforms such are communication, stakeholder engagement and enhanced service quality. Most countries use social media to improve public communication, and after that to engage stakeholders in public governance processes and improve public service delivery.

Figure 5: Objectives for institutions' social media use
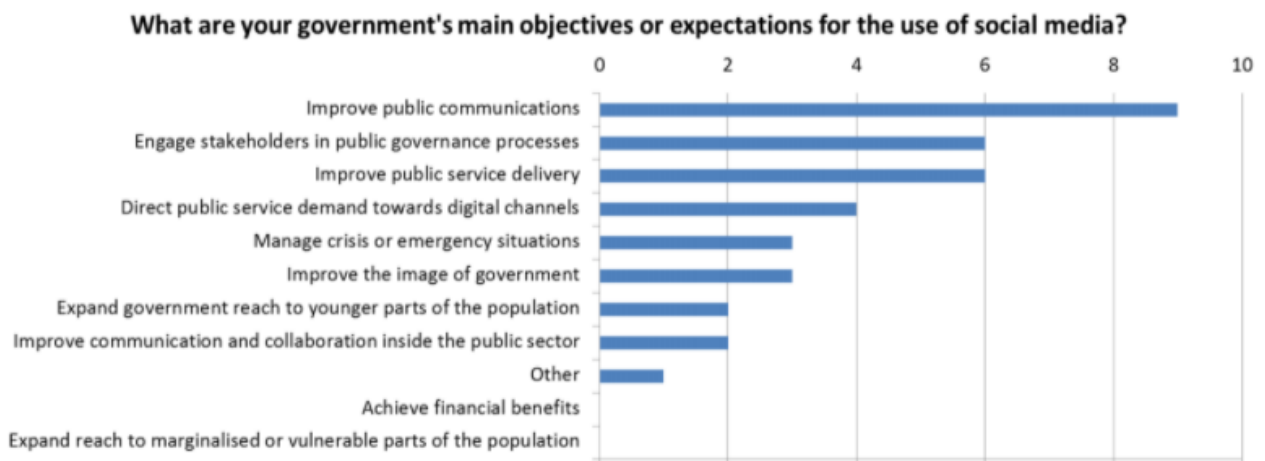
Adapted from Mickoleit (2014).

In general, the increasing use of ICTs in institutions has a significant impact on public services and its delivery via websites, mobile devices and social media. It provides more affordable and cost effective service delivery and provides a more targeted and personalized approach to service delivery than traditional supply channels. Moreover, its availability on a 24/7 basis, convenience and time savings, make ICTs the core of institutions nowadays (United Nations, 2018). The Survey also states that in developing countries ICTs and its low cost and wide reach, can contribute substantially to delivering basic public services such as education or health.

2.3 Obstacles in public sector marketing

Durmaz and Efendioglu (2016) point out the two-sided communication processes between customers and companies which is now possible more than ever with the evolution of digital marketing. We live in an era when public sector institutions need to act the best they can in order to meet public interest and needs, marketing may be helpful. However, marketing has been marginal in the public sector since its main goal is to deliver core services but now it has to be an essential part of public sector management (Serrat, 2017). According to Mickoleit (2014), public institutions are slowly implementing social media and mostly still experiment with them on higher and lower government levels. Serrat (2017) also mentions that the main obstacle in public sector marketing is the lack of understanding how different types of marketing (mentioned above) can be helpful.

Madill (1998) states that maybe the biggest challenge for the public sector personnel is the non-existence or the lack of marketing background. That is the reason why government organizations slowly adapt digital marketing tools such as social media (Mickoleit, 2014). He also states that social media so far has been used mostly for political campaigns, in emergency situations, but he claims that social media is far more than just that, it can help governments in communication, either regular or emergency. Mickoleit believes that institutions are far less involved in social media than political subjects because they are still unaware how to use social media in day-to-day operations and how to present themselves to their audience. However, social media can encourage confidence between institutions and citizens. Institutions therefore must have better understanding of the impact they could make through social media and also better mechanisms for analysis and measurement of their popularity and presence on social media platforms (Mickoleit, 2014).

Mintz, Church and Colterman (2006) state that there is a strong need to educate managers about marketing principles and how to utilize and apply the core values and ideas of marketing in the public sector. They also find out that there are no clear job positions in the governments that should obtain marketing functions. Unlike the private sector, there are no marketing career paths in the public sector and individuals are not hired because they are the marketing experts. Thus, there is no sufficient training and education for such staff and clearly the public sector is lacking the opportunity to teach employees and encourage them to undertake more serious marketing duties. They define more even weaknesses in the public sector when it comes to marketing, and one of them is also the lack of cognition of what customers' needs. Government's organizations do not recognize the process in which products and services are created and there is often a gap between what customers need and what they get. There are no clearly defined measurement systems to track whether marketing objectives are met or not. According to Madill (1998), it is important to overcome these obstacles and understand that marketing is not the same as promotion and that all four Ps are important if governments want to make appropriate decisions.

When it comes to social media and digital marketing in public sector institutions, Macnamara (2011) emphasizes the lack or loss of control over image building and communication process, as the main risk and challenge. Besides, there are more risks such as failure to obtain timely response and waste of time on social media by staff. There are also security and confidentiality risks and challenges as well as a small risk of reputational damage that might result from inappropriate behavior or content on social media channels.

2.4 Budgets and funding in public sector marketing

Madill (1998) states that according to Peter Drucker, the main difference between private and public sector is in the way it is funded. Drucker claims that companies are funded from their profits for making customers satisfied and that is done only when customers exchange their money with products and services they want. On the other side, public service institutions are funded from the general revenue source through taxes or levy and not based on what they do. In difference to the public sector, the private sector is oriented towards sales and profit and usually bonuses are connected to better performance. In the public sector particular institutions may reach or overreach revenue targets, but they will not retain the revenue within the institution. In the case where the institutions do not reach revenue targets, their operating budgets or number of employees may be reduced. For this reason public sector employees and managers are not motivated to encourage marketing activities and reach target revenues. All this leads to not so effective marketing strategies. More incentives would lead to better marketing strategies.

2.5 Development of marketing strategy in public sector

Development of a marketing strategy in the public sector is equally important as it is in the private sector. However, since there are some very noticeable differences between public and private sectors, mentioned early in this chapter, there must also be a different approach to the marketing strategy. In this regard, Madill (1998) explains how marketing strategy should be developed and Mintz, Church and Colterman (2006) state that public institutions are starting to recognize the potential and importance of strategic marketing planning. Since the first difference between public and private sectors is resistance, the first thing while creating a marketing strategy in the public sector should be to ensure that managers understand the positive impact of marketing and how it works differently from the private sector. In addition to that, managers in public institutions should pass training and get familiar with the marketing tools, four Ps and methods so they can use it later to improve relationships with customers/citizens and deliver better service to them. Afterwards, it is significant to analyze previous marketing efforts and to make plans for the future activities while taking the complete responsibility for its utilization within the institutions. Nevertheless, institutions are encouraged to use help from external sources or training but in some time they need to become independent. In order to achieve success, programs have to be based on clear objectives and developed sets of measures that will lead towards the achievement of those objectives. Although objectives in the public sector may be various because of the complex structure of institutions, they must be prioritized and after budgeted according to priorities.

Madill (1998) also explains how customers in the public sector are categorized. We have direct and indirect "clients", where direct are those who will use the public service immediately and the next division of this category is on: voluntary (this type has most similarities with private sector customers), entitled and compelled users. Indirect clients are those who are affected by the certain service or those who pay taxes. In this regard, when developing a marketing strategy, public institutions should understand their clients and to whom the marketing efforts are centered. However, Kotler and Lee (2007) claim that marketing strategic planning should be citizen-centered at all times and only this approach can lead to increased performance of the institution. Therefore the satisfaction of citizens is important but in the public sector it is not a

regular component since the public programs are formed based on the government's decisions and level of service it can provide.

All in all, developing a marketing strategy in the public sector is important and requires clear objectives, allocated budget and estimated costs, and a clear set of measures that will define success. Madill (1998) mentions one, last, important thing and that is essential for the success in the long term and that is the senior leader who will influence processes in its institution and assure greater accountability and visibility in decision making. This thesis will examine digital marketing in the public sector institutions but with the emphasis on the public higher education institution. Furthermore, one particular example of such an institution will be examined in the last part of this thesis - University of Sarajevo.

3 DIGITAL MARKETING IN PUBLIC HIGHER EDUCATION INSTITUTIONS (HEIs)

3.1 Purpose of digital marketing in public HEIs

Digital marketing and social media marketing in particular, have become popular in the higher education sector in the last couple of years, although HEIs have used electronic media since the late 1960s (Saichaie & Morphew, 2014). Before, universities and colleges were supplying their services with an insufficient marketing strategy (Jan & Ammari, 2016). Now, universities and colleges have at least one channel (and it is usually Facebook or Twitter in the Western countries) to communicate with their stakeholders (Brech, Messer, Vander Schee, Rauschnabel & Ivens, 2016) or even multiple channels such as websites and social media (Peruta & Shields, 2018). Kusumawati (2019) states that HEIs face many challenges to stay relevant among students who are now relying on digital sources of information. Their biggest challenge is to attract new students who are now selective because they have more options and sources of information, and the competition among colleges and universities is greater than ever. Universities use social media platforms as an alternative source for students to adapt to university life and exchange their thoughts with their peers and colleagues online (Assimakopoulos, Antoniadis, Kayas & Dvizac, 2017). Demirer (2017) states that changes in consumer behavior in this case require revision of strategy and marketing activities and adjusting them to digital environment.

HEIs are now forced to think about ways to market themselves due to a high increase in national and international competition in this sector and global changes that are changing social context. Brand strategies are not unknown anymore and social media adoption must be one of the means of dealing with these global changes, concludes Demirer (2017). Similar thoughts share Royo-Vela and Hünermund (2016) who state that global competition, technological progress, changes in demand and legal regulations, such as the Bologna Process, changed the educational sector and forced universities to think marketing-oriented and see students as typical customers. Moreover, Camilleri (2019, p.4) states that HEIs need to adapt "consumerist approach" and environmental factors because they are highly affected by political and socio-economic circumstances. Alexa, Alexa and Stoica (2012) believe that the most important aspect for public HEIs to think about is positioning strategy. Nevertheless, it is the most complex aspect to

achieve since all public HEIs are considered to be similar. Now, universities and colleges can differentiate themselves by using online media as students are interested in their online visibility more and more. Biswas (2020) claims that digital marketing is a source of transparent communication between the institutions and their stakeholders where synergy is created. It is also a source of brand awareness and eventual increase of revenues without substantial raise of costs because it improves cost-effective communication and customization of communication within less lead time. He concludes that digital marketing can be a source of competitive advantage for the HEIs.

Digital marketing in higher education can be useful for both students and universities and colleges. For students it is because it can stimulate their choice and make a good one, through two-way communication and interactivity. On the other side, for institutions because it plays a promotional and communicational role and can attract and keep potential students (Kusumawati, 2019). Clark, Fine and Scheuer (2017) states that connecting with all stakeholders through social media is important, as well as the maintenance of quality relationships with them. However, Royo-Vela and Hünermund (2016) ask important questions and try to answer them. How do public HEIs, with limited budgets, manage to increase brand equity and affect the decision making process in current and potential postgraduate students by using new technologies and digital media? Alexa, Alexa and Stoica (2012) claim that in public HEIs, communication with their target groups became priority and that public HEIs are becoming more market-oriented while they are using unlimited possibilities and tools that digital marketing and social media offer.

Universities face many challenges which reflect in their efforts to keep high quality education, achieve enrollment projections, retain reputation, improve their position in the market, provide quality programs and attract new students, and finally maintain the financial position, states Çetin (2004). On top of that, they need to plan and develop strategies for communication and adapt marketing activities and promotions. Though, universities are becoming more proactive online because they are faced with decreased number of students, higher competition and therefore expectations (Alexa, Alexa & Stoica, 2012). However, Saichaie and Morphew (2014) review two consequences brought by the power of the Internet for HEIs. First one is the availability of all information instantly, whether it is from formal sources such as websites, or informal sources, such as blogs, social media etc. The other one is the lack of control of sources outside the institution. Besides everything mentioned above that describe the importance and purpose of digital marketing, it is important to understand the present and future generations that will be involved in online communication and digital marketing. Educational institutions need to consider their future target audience that is becoming the one enrolling the undergraduate or postgraduate studies. Generation Z is the one born from 1995 to 2010 and represents the majority of students enrolling in HEIs (Bencski, Horvath-Csikos, & Juhasz 2016). This generation is a digital generation, dependent upon technology and digital media. Generation Z is open-minded, flexible, agile but also responsible. They (81 %) believe that going to college is essential when building a career. They rely on data before deciding, but they are not a "Facebook generation", but rather "Instagram generation" and they want instant answers to their inquiries. While "millennials are digitally-native generation, Z-gen are mobile and app-native" (Loveland, 2017, p.36). Digital marketing growth has to change the approach of the higher education sector and it has to become aware of the digital habits of generations who are their potential target market (Kusumawati, 2018). These generations hardly use printed

documents and they prefer communication and interaction hence they prefer digital communication (Biswas, 2020). HEIs should not miss a valuable chance to connect with students through digital channels (Kusumawati, 2019).

3.2 Digital marketing application and use in public HEIs

According to Kusumawati (2018, p. 1), digital marketing used by HEIs is "utilization of electronic media to promote higher education institutions to the target market". Also it assumes attraction of students and other relevant audiences as well as maintaining relationships with them through content present on their digital channels. Piñeiro-Otero and Martínez-Rolán (2016) describe three types of digital media - owned, paid and earned. What is interesting, all of them are connected and only fully utilized if combined together. For example, paid media increases the earned media (more people see something and share it), and all together increase the traffic on owned media. The website is the first visible owned media that every institution has. It serves as a "first and only impression" for every prospective student according to Saichaie and Morphew (2014). It also serves as a large collection of information of all kinds. Jan and Ammari (2016) mention three main online tools that impact students' decision making process and these are: websites, social media and display advertising. Social media and online advertising in HEIs will be examined below. Websites are, on the other hand, tools for providing accessible and comprehensive information about university programs and studies and its purpose is to positively affect graduates and students by its visual, and also content appearance (Jan & Ammari, 2016). When having an online source of all information, it comes to question why HEIs do not utilize all digital platforms and use digital sources to market themselves.

Camilleri (2019) suggests HEIs should consider six factors when utilizing their marketing communication tools: market, mission, message, money, media and measurement (6M). While the 'market' factor seems to be clear (it considers knowing the competition and customers), 'mission' is a bit complex because it includes the whole specter of objectives which ought to form the mission (e.g. to increase the awareness about specific postgraduate programs). Messages should be properly and carefully chosen according to different target groups (e.g. university promise student-centric approach). The choice of media also depends on target markets, budget and other factors but it does not require less effort and care. Money means budget allocation and the budget may come from governments allocation, tuition and fees, grants, some special knowledge transfers or projects. Nevertheless, it does matter how much money will be allocated to marketing and communication because it can make the difference. And the last but not the least is measurement. Quantitative or qualitative measurement is crucial to understand the progress and therefore it must be utilized by using relevant benchmarks, targets and indicators (Camilleri, 2019).

Popović (2015) investigated marketing communications in HEIs in Republic of Serbia with the main objective to find out what are the types of marketing communications in HEIs. She finds out that the most frequent type of marketing communications in HEIs in Republic of Serbia is Internet communication because it is the most cost-effective and most preferable type of communication by students in this country. Moreover, she implements further research and finds out that the website is mostly used by all institutions while it is mandatory by law, and after that social media platforms such Facebook, Twitter and YouTube. Internet advertising is used by two thirds of HEIs (public and private) in this country though. Besides Internet communication

methods, HEIs use also other communication tools, however she concludes that still innovative and creative content is missing and sometimes different communication types are not consistent so the integration of offline and online communication tools should be number one priority since students prefer online communication in the first place.

3.2.1 Websites in public HEIs

As mentioned before, websites are the digital media owned by the organizations, or in this case, institutions, and they serve as a source of information for all stakeholders. Moreover, it is the first place where students would go to collect information in his decision making process (Saichaie & Morphew, 2014). Also, websites are the main form of communication between HEIs and environment (Koszembar-Wiklik, 2016). According to Alexa, Alexa and Stoica (2012), web sites are fundamental communication instruments where information can be posted at any time without substantial costs of printing and delivering notifications and information.

First of all, Saichaie and Morphew (2014) and Camilleri (2019) mention the importance of well-structured, easy to follow organization and content of the web site. That organization of the web site implies, for example, that the content is divided by target groups and not the functions. Moreover, they point out that the number of clicks on the website have to be minimized in order to enhance user experience on the website. On the other side, they suggest that students pay attention to visual presentation of the website, mainly pictures which they perceive as very important and suggestive (e.g. campus, architecture, landscapes, and activities). Students tend to develop strong expectations about the institution only from taking a look at pictures on the websites (Saichaie and Morphew, 2014) especially if they are in high resolution (Camilleri, 2019). Camilleri mentions that students are observing, among other factors that shape their perception, websites since some of them are not able to visit university buildings or campuses prior to enrollment.

Camilleri (2019) continues with mentioning website features that bring better user experience such as testimonials, reviews or ratings. They may serve as a social proof that the institution is providing a relevant level of quality and certainly develop a positive attitude and experience from the students. He also suggests the direct approach with a subscription button where students may leave their email address and give permission to get latest news from the institution or other relevant topics such as enrollment, entrance examinations and more. Alexa, Alexa and Stoica (2012) mention the importance of interactive features on the website where students can move around and check not only academic programs but also find photos, virtual tours, academic staff, locations and other resources.

3.2.2 Social media in public HEIs

Macnamara (2011, p.17) states a couple of reasons why social media becomes popular in the public sector which can be also transferred to the public HEIs. According to his research, social media is seen as "another channel for marketing and promotion", a" tool for two-way communication with stakeholders" or "because it is fun and cool and mostly inexpensive alternative to other marketing activities". However, there are not so many studies that investigate social networks such as Instagram, Twitter, Snapchat, TikTok or others deeply. Most researchers are considering only Facebook and a limited population or number of universities. Therefore,

the literature overview will be mostly examining Facebook, which many decision makers, however, consider the most important social media platform. Most universities and colleges rely on social media platforms to engage and interact with their students. The most popular social media networks for this purpose are Facebook, Twitter, YouTube, LinkedIn blogs or even universities' forums, argues Jan and Ammari (2016). HEIs use social media to raise awareness about their institutions or to acquire interesting insights on their target audiences, such as interests, perception of HEIs and more (Camilleri, 2019). According to Alexa, Alexa and Stoica (2012), public HEIs are using social media for various activities like information gathering and sharing, presenting students and faculty work, promoting special events, notifying the audience in emergency situations and obtaining feedback from discussions from their students and potential students. Unlike the website, social media platforms obtain two-way communication and feedback from the audience. Popa, Tarca and Sasu (2016) claim that universities that use Facebook can attract more students and develop relationships with them. Taecharungroj (2017) mentions twelve different content Facebook post types used by HEIs: research, faculty, curriculum, campus, students, alumni, industry, events, products, image and reputation, announcements, and others. There are some practical examples in the Table 3 below. Practically, this research implies that HEIs must have a more strategic and proactive approach in social media marketing but also to have a sense of storytelling and visualization of content.

Table 3: Twelve content types of posts on Facebook with examples

Post type	Example of content
Research	- contains novel research and/or innovations of the university - promotes studies conducted by the university
Faculty	- promotes university faculty members - contains the picture and name of the faculty member - promotes faculty activities - contains faculty quote
Curriculum	- promotes a curriculum, course, or program offered by the university - shows an in-class activity - promotes MOOCs - promotes university's standardized testing
Campus	- shows picture(s) of the campus, the facility, or the physical environment of the university, or near the university
Students	- promotes students or their activities and achievements - displays student pictures - promotes student life and activities that enhance students' lives - promotes student affairs activities - contains students' quotes - promotes students' charity or philanthropy or financial aid
Alumni	- promotes university alumni

(Table continues)

Table 3: Twelve content types of posts on Facebook with examples

Post type	Example of content
	- promotes alumni achievements and activities
Industry	- promotes employers or companies related to the university - promotes the relationships between famous/influential people and the University
Events	- promotes events held by or at the university - promotes sporting, art, academic events, conferences or seminars
Products	- promotes products made by the university - promotes university's digital downloadable content
Image and reputation	- promotes the history or reputation of the university - promotes the university's mascot - promotes the university's role in the society - promotes the university's identity, such as a theme song
Announcements	- announces official university statements - promotes university surveys - announces the university's official program - advertises student recruitment - promotes external scholarship opportunities
Others	- promotes other matters not related to the university - contains knowledge from external sources

Source: Adapted from Taecharungroj (2017)

Assimakopoulos, Antoniadis, Kayas and Dvizac (2017) investigated important topics on social media within the university sector in Greece and Serbia, including the following: demographic and behavioral characteristics of the audience, factors that can increase engagement, and usage of Facebook as a marketing tool in marketing campaigns. Their research shows that HEIs seem to adopt digital marketing and social media tools unsystematically and only when it is necessary. On the other side, the research shows that social media platforms are on the last place among 13 possible factors that influence a student's choice of study which is opposite of what someone may think because of the high audience's engagement on social media. Authors speculate that the reason might be that universities do not provide valuable content and do not pay attention to social media accounts and obviously there is a lack of content such blogs, applications, forums etc. However, these factors should be the subject of some further research (Assimakopoulos, Antoniadis, Kayas & Dvizac, 2017).

Furthermore, Constantinides and Stagno (2014) investigate opportunities in the Netherlands and mentioned two important topics: what is the influence of social media on the choice of study in this country and what social media preferences will have future students. Similarly, their research shows that students position social media in the last place among information channels that influence their choice of study. They also speculate that the possible reason why this research outcome and the fact that social media is so popular among potential students are so opposite, lies in the fact that universities have lack of relevant content. The vast majority of HEIs do not provide nor visibility or valuable content on social media or other platforms. Chen (2017) agrees and adds that, for example, Instagram's algorithm shows posts based on what it thinks the user will like more, and not chronologically. With this change, Instagram promotes

those marketers who are eager to share valuable content with their audiences and connect with younger customers.

Brech, Messer, Vander Schee, Rauschnabel and Ivens (2016) investigate factors that attract fans on universities Facebook brand pages and why some universities are different when it comes to interactivity level. Their findings show that the number of fans depends upon the university's reputation and size. However, reputation has a stronger influence on the number of fans than the size of the university. When it comes to interactivity, the size of community affects total interactivity. Brech, Messer, Vander Schee, Rauschnabel and Ivens (2016, p.13) suggest that, when it comes to universities, posts with longer text stimulate higher interactions on the contrary to some earlier research that proved that shorter text stimulates higher interactions. This might be the case simply because of the nature of posts on universities' pages - they are informative, detailed and they attract usually students or those who wish to become students or those who are naturally more involved with the brand.

Brech, Messer, Vander Schee, Rauschnabel and Ivens (2016) suggest that universities should post about four times a week, everything less or more could be boring or annoying. On the other side, other research shows different results in terms of frequency of posting. For example, Clark, Fine and Scheuer (2017, p.51) suggest the optimal number of posts as follows: Twitter - three tweets per day, Facebook - two posts per day, LinkedIn - one post per day, Instagram - 1.5 posts per day at least. Peruta and Shields (2018) state that frequency plays an important role, and too many posts per day may decrease engagement. They make significant recommendations regarding Facebook. First of all, certain post types lead to greater engagement, primarily photo posts, controversial posts, posts with photo and text rather than those which lead to the website. Brech, Messer, Vander Schee, Rauschnabel and Ivens (2016) suggest that university marketing managers should focus on informative posts and provide information about topics that they fans are interested in. Moreover, they suggest that photos with call to actions and vivid posts bring more interactivity and higher number of likes. Call to action is an especially important marketing feature that has been present for decades but with the digital media, it is possible to react promptly. Some researches state that audiences tend to respond better when they are told how to respond (e.g. "call now", "send a message", "like now" and similar) (Peruta & Shields, 2018). Moreover, Quesenberry and Coolsen (2018) indicate that Facebook marketing effectiveness can be increased if the posts are emphasized by certain words such as "now", "new" and if they refer to time in terms of specific dates or deadlines.

Universities and colleagues can create valuable content without any cost, which will be distributed by the algorithm based on the engagement level. Therefore, universities should upgrade their knowledge and look for advice on content creation that will increase organic reach and engage more audiences. Posting in the right time, when the audience is online, appropriate frequency, right content and strong visible messages can boost engagement, suggest Peruta and Shields (2018). Demirer (2017) investigates the role of content strategy on post's popularity on Facebook in HEI's in Turkey and finds out that all independent variables investigated, content type, agility, context, posting type, and posting day have influence on post's popularity which is reflected in number of likes, comments, shares. Clark, Fine and Scheuer (2017) investigate the connection of social media and relationship quality within the HEIs. They claim that the best marketing strategy is the one that nurtures the atmosphere of trust, commitment and clear and

relevant communication of benefits for customers. Also, the sense of belonging can be developed if the communication is built this way.

3.2.3 Inbound marketing in public HEIs

Assimakopoulos, Antoniadis, Kayas and Dvizac (2017) suggest that social media, for example Facebook, can be utilized as a marketing tool to inform and to promote activities performed by the HEIs. When the activities become viral they can influence students and their choices and preferences of the institution. Inbound marketing then becomes the main form of digital marketing. It is about high quality content and adaptation of it to the target audience who finds it via blogs, websites, viral videos, webinars, social media posts etc. Its importance lies within its intention to create and maintain the feeling of trust and confidence with customers who have shown interest in institution's service or product (Patrutiu-Baltes, 2016) and increase the credibility of the brand, reduce costs and engage highly qualitative potential customers (Bueno, Caro Rodríguez & Gallego, 2018). Royo-Vela and Hünermund (2016) emphasize the importance of inbound marketing in HEI's because of the limited resources in these institutions and the inbound allows to reach the national or international audience despite the restricted resources. In their research they state that new interactive marketing communication tools do influence a student's decision making process and their attitude and awareness of the brand. More precisely, the research shows that search engine ranking, advertising, WOM, and content have a strong positive impact on a student's decision making process and students consider the inbound approaches as useful and helpful in their decision making process. Also, these activities have a positive impact on student's preferences towards institutions because they feel more involved and they feel trust. These findings imply that it is important for each institution to study the stages of the student's decision making process and therefore target the right channel and place to communicate appropriate messages. Since students highly use search engines, it is important to understand how they function, to investigate keywords, adjust messages and ensure they lead to the right website page or landing page. What is more, institutions should adjust the content to multiple types of devices, focusing on blogs, stories and videos which will lead to higher engagement and therefore positive eWOM.

It is completely necessary for each institution to know its objectives, to whom it communicates and to adjust tone and style of messages as well as the content, and to use appropriate channels, suggest Royo-Vela and Hünermund (2016). Bueno, Caro Rodríguez and Gallego (2018) add that inbound marketing (marketing in general and therefore the inbound as well) presents key parts of every organization. It is not only significant that its philosophy is adopted by the entire organization, but also to have mutual understanding of the message that should be transferred by the entire organization. Moreover, they suggest that HEIs should strategically determine their plans in two directions: SEO and creation of valuable and attractive content on social media platforms, websites and other channels. They see the urge for the development of inbound marketing because they have impact on conversion rates.

3.2.4 Online advertising in public HEIs

Camilleri (2019) suggests that online advertising can deliver results at low cost, primarily if PPC models are used, when advertisers are only paying when someone clicks on the ad (search or banner ad). However, before planning or launching any campaign, it is crucial for HEIs to

improve and adjust their landing sites or websites since those are the places where the target audience will come right after they show interest by clicking on the ad. Therefore, the landing site or the website must be accessible through various devices: mobile at the first place, desktop and tablet. Mobile devices are main tools for accessing the internet nowadays (Chaffey & Smith, 2017) and they make any website accessible anytime from anywhere. One of the popular tools for online advertising used by HEIS is Google Ads. It is a sophisticated tool that allows advertisers to know more about their audiences, through cookie and location technologies, which are prospering from day to day, and to target them in the real time with appropriate messages across the Google display, Google search networks or other partner networks (Camilleri, 2019).

3.3 Digital marketing strategies and practices in public HEIs

The truth is that marketing managers and other responsible individuals need to work harder than ever to create **valuable and personalized content** and at the same time they need to measure results and optimize their digital marketing efforts in order to get high quality graduates. Effective digital strategy can help universities to reach the audience (the graduates) who match their vision, but also can connect with alumni who may bring other benefits (Kusumawati, 2019). Biswas (2020) claims that progressive HEIs should not only focus on those students who will enroll in the near future or those who have already shown some interest. They should focus also on students who may enroll in the future thus the HEIs must take initiatives all year long to attract attention of those students. Biswas (2020, p.7) also emphasizes that future digital marketing strategies of HEIs should be created to enhance "access and convenience in operation, information availability and quality, mobility, visibility, and transparency".

Online advertising is another important aspect of digital marketing. Jan and Ammari (2016) analyze the impact of online advertising by educational institutions on students' reactions and found that presence on social media channels and websites affect decision making processes within students positively which in turn impact the choice of a particular institution. There are also some findings from a managerial point of view. They imply that responsible employees and managers at those institutions should give more effort on developing a valuable and efficient online marketing plan to attract more potential students on online platforms. Also their findings specified the importance of updating websites and social media channels regularly and professionally. On the other hand, too aggressive promotion may influence the decision making processes negatively. According to Peruta and Shields (2016), marketing managers have to implement strategies that will focus on increased engagement on social media posts because engagement is crucial in increasing the organic reach.

When creating the strategy, public HEIs must think of the **engagement** because it is one of the most important parameters of success for a certain institution. According to Clark, Fine and Scheuer (2017), "following" a certain page on social media is the primary sign of engagement, although there are various activities that also raise engagement such as sharing, commenting, liking and reacting. They believe that by following the page, users feel greater commitment because they are exposed more to the information and other benefits that the university shares on its official page on social media. All this is the prerequisite for a high quality relationship which is defined by the level of trust and satisfaction. They claim that higher levels of

engagement on social media lead to better relationships between students and other users and the university for example.

Clark, Fine and Scheuer (2017) also mention the utilization of **multiple social media platforms**, at least three. Public HEIs that have multiple pages should attract their audiences on all of them, but in the case where one user is following multiple pages, that is the sign of even greater engagement because that individual is exposed to more valuable information that the institution is sharing. Having more access to the benefits that the university is providing, results in the increased obligation for that student to give some benefits back to the university and others. They conclude that those who follow multiple sources will perceive a better quality relationship with the institution. All this implies that institutions must have effective and efficient techniques and sufficient knowledge and experience to maintain the communication on multiple social media platforms. For example, posting too little or posting the poor quality information or the content that is not valuable can lead to the completely opposite behaviors where there is no trust, commitment or satisfaction. Institutions need to recognize best practices and act accordingly to avoid negative impacts of student's engagement. Besides, public HEIs must develop strategies that will encourage the usage of social media. For example, encourage new students to join them on social media during the special events, open day activities and similar. Also they could provide contests on their pages or use special features that some social media platforms provide (e.g. Instagram polls) and engage them in specific initiatives.

3.4   Target audience and targeting methods in public HEIs

It is important to underline the enormous significance of **mobile devices** in targeting the right audience. Kusumawati (2019) mentions the study which says that two thirds of students aged 18-25 prefer to receive mobile notifications for any updates or news. This fact makes mobile devices the most important for the educational sector. Peruta and Shields (2016) state that students often look for information in order to get a feeling of how their experience at a certain university or college will feel like or are they going to fit well. Educational sector, especially universities and colleges have different audience types, although their primary target group are students (Alexa, Alexa & Stoica, 2012), there are also groups such: graduates, students, alumni and parents, and it might be challenging to create content that will appeal to all these groups. Alexa, Alexa and Stoica (2012) suggest that the primary target group, which are students, could be also further segmented and targeted based on their characteristics: mature students, high school graduates, and international students and so on. Different groups may have different needs and preferences. In some cases retargeting methods, which we have mentioned before, can be utilized.

In some countries (U.S. for example) students and alumni like to be strongly identified with values of the university or college (Peruta & Shields, 2018). For example, content that is focused on sporting events and teams that the institution is identified with, brings higher interaction and engagement on Facebook. Moreover, when the institution is perceived to matter to the outside world, its alumni often share the same content and therefore show the identity with the brand. The consequence of such actions are reflected in increased trust and likelihood of new students to follow the example and enroll to the certain university or college, state Peruta and Shields (2018).

3.5 Analyzing and measuring results in public HEIs

Measurability is one of the key benefits of digital marketing for HEIs (Biswas, 2020). Facebook already knows everything about the audience state Peruta and Shields (2018), while Google also enables HEIs to have a clear and updated overview of their websites through Google Analytics. As a result, these platforms are able to not only track and evaluate online marketing efficiency, but also to adjust and personalize the communication according to the target groups (Camilleri, 2019). Biswas (2020) states that digital marketing is an inexhaustible source of feedback and tool for control in the real-time of what the market needs. If HEIs monitor and analyze all data they have on their disposal, they could make preventive and corrective reactions and resolve many issues.

Engagement on social media is usually the most useful metric to describe and quantify the level of commitment toward the brand through four reactions: likes, comments, shares and clicks (Peruta & Shields, 2016). However, we have already explained before how this level of organic reach and engagement varies and that everyone who wants greater reach or engagement, has to put in place paid advertising activities. When it comes to online advertising, analysis and measurement make an important part of evaluation and further allocation of resources in public HEIs. According to Macnamara (2011), institutions find it easy to monitor and analyze basic metrics that digital marketing tools offer, such as views, clicks, likes etc. However, it becomes challenging to measure ROI in public sector institutions. Macnamara (2011, p.2) also states that "36% of organizations do not analyze social media content at all, and a further 22.4% review only quantitative data (e.g. number of views, visits, etc.). Only 12.5% of organizations analyze social media qualitatively including identification of issues, messages and tone or sentiment". Mickoleit (2014) agrees and states that the majority of OECD countries do neither measure nor analyze their efforts; only five out of 25 respondents claim they use specific metrics and KPIs.

3.6 Responsibility for HEIs digital marketing activities and strategy

Successful implementation of digital marketing activities and development of digital marketing strategy, requires time and effort by the organization as a whole. However, there must be clearly defined role(s) that are responsible for its utilization within one or more departments. Naturally, since digital marketing is equalized to promotion and two-way communication with stakeholders (Macnamara, 2011), one would assume that this is the responsibility of PR departments. That is partially true because PR departments have a key role in communication through e.g. social media, however, IT/web departments also hold a significant amount of responsibility through the support with technologies that enable digital presence e.g. web administration. Therefore, the responsibility for digital marketing is spread through at least two departments, PR and the IT (Macnamara, 2011). However, the problem arises from the fact that mentioned employees do not necessarily have sufficient levels of knowledge. For example, Macnamara (2011) says that "67% of organizations provide no training for employees using social media in relation to work".

4 EMPIRICAL RESEARCH

4.1 Methodology

In order to execute the empirical research, qualitative methodology is used with the emphasis on data collection through semi-structured interviews. Qualitative methodology refers to the understanding of the context within which people act and make decisions (Myers, 2019). Collected data was analyzed through qualitative content analysis, which focuses on content and meaning of qualitative data (texts or audio/visual data) with an emphasis on 'what is said/done'. The purpose of this analysis is to provide a 'big picture' and detailed and rich contextual interpretation of data (Eriksson & Kovalainen, 2015). The following are the research questions which were examined in this master's thesis and empirically examined through the case of University of Sarajevo:
– RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences?
– RQ2: Who is responsible for implementing various strategies and tools in digital marketing of those institutions?
– RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient?

Data was collected using semi-structured in-depth interviews. The main advantage of this type of interview is that questions are predesigned in terms of topics, themes and context, but there is a flexibility in the process of interviewing participants (Eriksson & Kovalainen, 2015). The interview reminder (see Appendix 2) included questions regarding (1) digital marketing strategy, whether it exists or not, main digital marketing tools used, paid advertising. Also it included questions about (2) resources (in terms of employees and knowledge) used to perform digital marketing activities. Moreover, it questions about (3) performance, analysis and measures that are obtained in the institutions that belong to the University of Sarajevo. Respondents were also asked a few general questions in order to get the idea of how they perceive this topic and how they feel about the topic in general.

The interviews were conducted with ten respondents from nine public faculties (organizational units) of the University of Sarajevo, as well as the University of Sarajevo itself. University of Sarajevo is the largest and oldest public university in B&H; therefore it is a representative public HEI of interest and a logical choice for this case study. Employees who are responsible for implementation of digital marketing in University of Sarajevo, or employees who are related to marketing, PR, communication or IT fields were the key informants. The sample actually consisted of institutions' PR officers (or managers), IT managers, web administrators and other relevant employees who are responsible for digital marketing implementation in their institutions. The choice of the institutions who were included in the research was made randomly in order to include different perspectives because the University of Sarajevo is an umbrella institute for twenty-five Faculties, three Academies and five research Institutes with the status of full member. In each interviewed institution the same situation was noticeable, there were no employees directly related to marketing function, either because of the employee structure, or because digital marketing is something that is considered to be an additional responsibility of PR officers, IT managers or management itself. This is aligned with the literature review which

shows that digital marketing in public institutions is primarily in the domain of the PR department or secondarily the IT department (Macnamara, 2011).

The research was conducted in the period from July to August 2020. The length of the interviews were 30-60 minutes, depending on the respondent's time and willingness to share opinion regarding the asked questions. There were no obstacles in organizing the interviews, besides the fact that the current epidemiological situation caused by COVID-19 is problematic. All respondents accepted to take part in this research in the moment they were asked. Most of them allowed the voice recording so the quality transcript was made later in order to obtain quality content analysis. In the process of data collection, some interviewers asked to stay anonymous and because of that each interview is coded with an alphabet letter (from letter A to letter I). Instead of names of those institutions, letters will be used later in the discussion and results presentation. Table 4 below provides an overview of the sample. In order to provide a better understanding of the institution size and characteristics, there is a column with the information about the number of students (overall number of students and the number of newly enrolled students, if this information was available) in each public HEI within the University of Sarajevo (Table 4).

Table 4: Description of the sample

Institution's Code	Interview/ employees	Position of an interviewed individual in the institution	Institution's characteristics (number of students: overall/enrolled in academic year 2020/21)
A	1/1	PR manager	4000/500
B	2/2	1. Head of teaching and student affairs 2. PR officer	26000
C	1/1	Organization and IT security administrator (IT department)	2500/500
D	1/1	Marketing and PR officer	350/80
E	1/1	System and web administrator (IT department)	400/1000
F	1/1	Director	150
G	1/1	Assistant professor in the department of communications	2300
H	1/1	Dean	1200/300
I	1/1	Student service officer	600/100

Source: Own work.

4.2   Results

Firstly, we compared the content of all ten interviews to see what are the terms that were most frequently mentioned across cases. We counted all words that were mentioned ten times or more in the total word count. Afterwards, the terms were grouped into three meaningful groups which were labeled with the term that is the most relevant for that group. This resulted in a cross-case matrix presented in Table 5 and word count is presented in parentheses from the largest to the smallest number.

Table 5: Cross-case comparison - The most frequent terms in interviews

Label: Digital marketing (48)	Label: Employee (10)	Label: Analysis (18)
Facebook (68) Marketing (64) Students (56) Website (55) Plan (40) Activities (36) Posts (35) Communication (31) Promotion (30) Important (26) Social media (25) Strategy (25) Enrollment (23) Instagram (21) University of Sarajevo (19) Channel (18) Institutions (17) Target audience (16) Advertising (13) Campaign (13) Google (13) Problem (13) Photos (12) Events (11) LinkedIn (11) Awareness (10) Design (10) Media (10) Blog (10) Budget (7)	Dean/Vice dean (30) Agency (23) Management (13) Public relations (10) Training (education) (10) Human resources (5)	Comments (15) Messages (15) Results (15) Shares (13) Visits (11) Analytics (11) Likes(8) Reach (7)

Source: Own work.

In this analysis we matched labels and the most frequent terms with the topics of interests in this thesis. Digital marketing strategies and tools at the University of Sarajevo can be related with the first label "digital marketing". This label is also one of the most dominant words in

interviews with the total count of forty-eight. This label consists of the largest number of terms reflecting the fact that this is the topic that interviewees were most comfortable to talk about. The second most dominant term in interviews is "Facebook" which indicates the high level of presence of this social media across interviewed institutions at the University of Sarajevo. It is also the most common source of online engagement from the target audience, as respondents say. General term "social media" was mentioned twenty-five times. Other social media platforms are mentioned much less. For example, "Instagram" was mentioned only twenty-one times which is almost three times less than Facebook, while "LinkedIn" was mentioned six times less than Facebook mostly in the context of alumni associations or personal use. Other social media platforms were not mentioned at all or the frequency was negligible. Only one respondent mentioned Twitter but in the context of low usage and poor interest from the audience. Also, only one respondent mentioned YouTube in the context of low usage. This indicates that the presence of social media platforms other than Facebook and Instagram is low or not existing at all. Moreover, the term "Website" was mentioned fifty-five times indicating the importance of the websites for every institution mostly because this is the official channel and source of all information for stakeholders. Some respondents claim that the importance of posting day-to-day information on the website arises from the fact that they are obliged to do so by law. The term "Students" was mentioned fifty-six times indicating the importance of this role in the University of Sarajevo digital marketing activities. Moreover, the term "Marketing" was mentioned sixty-four times indicating that respondents were very interested to talk about this topic regardless of the prefix "Digital". They have gladly shared their opinion about other marketing related terms such as activities or strategy. For example, the term "Activities" was mentioned thirty-six times and the term "Strategy" twenty-five times. This is also an indicator of the fact that respondents were more familiar with separate marketing activities than with a strategy as a whole, however they have frequently mentioned the term "Plan" indicating the process of planning. Respondents see digital marketing as a tool for communication and promotion and frequency of these terms is the good indicator of that. "Communication" was mentioned thirty-one times and the term "Promotion" only one time less - thirty, but we also must not neglect the term "Advertising" which was mentioned thirteen times. The most respondents mentioned digital marketing in the context of new enrollments at the particular faculty (this term was mentioned twenty-three times) and communicating and promotion of this process to the target group (mentioned sixteen times) once a year. Finally, the frequency of the terms "Posts" and "Photos" indicates the importance of these media types. All in all, the term "Important" itself was mentioned twenty-six times indicating what respondents think about digital marketing in public HEIs.

Furthermore, the label "employees" relates to the second important topic in this thesis, i.e. roles responsible for implementation of digital marketing in public HEIs. The term "agency" was mentioned twenty-three times which implies that respondents are either familiar with the collaborations with marketing agencies, or they are considering that. However, the respondents frequently mentioned the terms "dean/vice dean" (thirty times), "Management" (thirteen times) and "Public relations" (ten) which indicates who are actually responsible for digital marketing implementation. The term "Education" or "Training" was mentioned ten times which implies that this is not so frequent activity for employees at the University of Sarajevo regarding digital marketing. Actually, seven out of ten respondents claim that they have never organized or had education or training regarding digital marketing implementation, tools and trends, while three respondents stated they or someone from their institution used to have one or two educations of this type in the past. Finally, the term "Analysis" which is also the last label, was mentioned

eighteen times which is the most frequent term in this group indicating the importance of analysis at the University of Sarajevo regardless of the ways how it is done. The respondents are looking at the "Results" (this term was mentioned fifteen times) in terms of "Comments", "Messages", "Shares", "Likes" and "Reach", while the term "Analytics" was mentioned eleven times indicating that institutions use some source of analytics to perform analysis of the performance. In the consequent analysis, the aim was to assess insights into research questions of the thesis and the corresponding statements are presented in the insight in Table 6.

Table 6: Cross-case presentation - Summary of Insights on topics of interest

Construct	RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences?	RQ2: Who is responsible for implementing various strategies and tools in digital marketing of those institutions?	RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient?
A	- Mostly used: website and Facebook, Instagram, LinkedIn - Sometimes used: paid advertising. - There is a yearly plan for digital marketing activities.	The PR department is responsible. Collaboration with Institution's management and marketing related professors and regular collaboration with the specialized agency.	Nothing except the reports and analysis they get from the outsourced agency for paid advertising activities or analysis of crisis situations and basic metrics; they adjust activities according to the results of such reports. No additional use of Facebook Insights or Google Analytics.
B	- Mostly used: website and Facebook and Instagram - Sometimes used: LinkedIn and YouTube channel. - There is no strategy or plan for digital marketing activities.	The PR officer is responsible. Collaboration with Institution's management and relevant employees.	The Institution makes only superficial analysis of basic metrics and overall performance and Alumni's performances and career's development; they adjust activities according to the results they obtain; they use Google Analytics and Facebook Insights.

(Table continues)

Table 6: Cross-case presentation – Summary of Insights on topics of interest

Construct	RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences?	RQ2: Who is responsible for implementing various strategies and tools in digital marketing of those institutions?	RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient?
C	Mostly used: Facebook and Instagram paid advertising and the website, Viber community. There is an unofficial plan or strategy for digital marketing activities.	Vice-Dean for Academic Affairs is responsible. Collaboration with the Institution's IT department and students' association.	The Institution makes only superficial analysis of basic metrics and overall performance; they adjust activities according to the results they obtain and present them at regular Council meetings; they use Google Analytics and Facebook Insights.
D	Mostly used: website, Facebook and Instagram. There is a plan or strategy for digital marketing activities.	The PR manager is responsible. Collaboration with the Institution's quality assurance department, vice deans and dean.	The Institution makes only superficial analysis of basic metrics and overall performance; they adjust activities according to the results they obtain and present them at special meetings with the PR department; they use Google Analytics and Facebook Insights.
E	Mostly used: Facebook and paid advertising. There is no strategy or plan for digital marketing activities.	Institution's management is responsible (vice deans and dean).	The Institution makes only superficial analysis of basic metrics and overall performance to be informed; they find analysis useful but previous management had no understanding for that, they use Google Analytics.

Table 6: Cross-case presentation – Summary of Insights on topics of interest

Construct	RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences?	RQ2: Who is responsible for implementing various strategies and tools in digital marketing of those institutions?	RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient?
F	Mostly used: website, Facebook Sometimes used: paid advertising and Instagram. There is an unofficial plan or strategy for digital marketing activities.	Institution's director is responsible. Collaboration with the IT department and relevant employees and regular collaboration with the specialized agency.	The Institution gets analysis from the outsourced agency only for planned activities and only analyses basic metrics; they adjust activities according to the results they obtain. No additional use of Facebook Insights or Google Analytics.
G	Mostly used: website and Facebook Sometimes used: Instagram, Twitter and blog There is an unofficial plan or strategy for digital marketing activities.	Institution's management is responsible. Collaboration with Assistant professor in the department of communications.	The Institution makes only superficial analysis of basic metrics and overall performance occasionally; they adjust activities according to the results they obtain; they use only Facebook Insights.
H	Mostly used: website. There is no strategy or plan for digital marketing activities.	Institution's management is responsible (vice dean and dean)	The Institution does not analyze performance, except the website visits; they rather focus on quality of courses and their performance towards students.
I	Mostly used: Facebook Sometimes used: website and YouTube channel. There is no strategy or plan for digital marketing activities.	Institution's management is responsible (vice dean and dean). Collaboration with the student service officer.	The Institution makes only superficial analysis of basic metrics and overall performance occasionally; they adjust activities according to the results they obtain; they use only Facebook Insights.

Source: Own work.

The first general conclusion derived from this analysis is that a **website** is the most dominantly used tool to inform the target audience about day-to-day activities and important notices regarding all stakeholders. Secondly, social media platforms are used across institutions. However, **Facebook** is utilized the most and nine out of ten respondents claim that they use Facebook regularly, or at least a couple of times a week, depending on the amount of content they have. Only one respondent states that the Institution does not have its own Facebook page, but there is one used by the student's association which also communicates information from that institution. Seven out of ten respondents confirm the use of Instagram, only four mention LinkedIn, only two mention YouTube, and only one mentions Twitter indicating that these social media platforms are unknown either to the responsible individuals in these institutions, or to target audiences. When it comes to prioritizing digital marketing tools, statements differ:

– "It is very important to have communication with the target audience through Facebook, while the website is important for sharing other relevant information. We communicate with international students as well and it is impossible to attract them to Facebook and this is where the website is more valuable" - Institution F.

– "We approach all tools and channels equally, however, when it comes to usage, YouTube channel is the least important, followed by Instagram, Facebook and website is the most important" - Institution B.

– "We believe that communication and promotion are equally important. Therefore, we put the website at the first place, afterwards paid advertising, then social media platforms such as Facebook, Instagram and LinkedIn" - Institution A.

The second important general conclusion is that **roles and responsibilities** in Institution at the University of Sarajevo do not follow equal and unique practice. In some institutions, PR managers or officers (PR department) have responsibilities for utilization of digital marketing activities and strategies, while in other institutions the main role has someone from the senior management (vice dean or dean personally) or the IT department. Additionally, in most cases, the person who performs these activities does not have formal knowledge about digital marketing but it is rather someone who has affinity or interest towards digital marketing. One respondent out of ten says that digital marketing activities are not in her job description but it belongs to her responsibilities. However, in all nine institutions, more than one person is involved in the process of creation and implementation of digital marketing strategy and activities. Six out of ten respondents claim that they involve students in creation of digital content, mostly through testimonials, photos, blogs and videos. Seven out of ten respondents state that they have never been or organized any kind of training and education regarding digital marketing tools, trends and practices, while three respondents positively answer and claim they have been to few educations in the past period. Only two out of ten respondents confirm that they have a satisfactory level of expertise when it comes to digital marketing, while others agree that their knowledge is on the average or even poor level because that is not their field of expertise and it is just added to their usual responsibilities and obligations:

– "We have average knowledge which we try to substitute with an engagement of a professional agency" - Institution A.

– "We do not have formal expertise or knowledge, we do not have a PR department. The vice dean and myself have been to some education independently, but we expect help from the University. It would be great if all units under the University of Sarajevo could have common visual identity" - Institution C.

Additionally, we examined if the institutions experienced a **collaboration with external sources**, such are digital marketing agencies, freelancers or other experts. Only four out of ten respondents answer positively. They also explain that collaboration was mostly in the domain of paid advertising or content management and we can see the positive attitude and satisfactory outcome from these answers. In two cases respondents mention collaboration in terms of video production or design. Others claim that they never used external help and that the biggest obstacle was the budget and financial demands.

Finally, the third general conclusion reveals that the most common practice in all institutions is that **analysis** is done only superficially. Respondents claim that analysis of the performance they obtain is mostly basic and occasional, except in two cases where respondents say that agencies deliver their reports. All respondents agree that the analysis they make is important and significant in planning of future activities and they usually adjust their activities and strategies accordingly. Basic parameters are considered in most cases (e.g. number of likes, followers, shares, comments, reactions, website visits). Seven out of ten respondents state they use either Google Analytics, or Facebook Insights, or both to analyze performance:

– "We believe analysis is very important. We analyze crisis situations and in that context we prepare corrective and preventive measures for the future, but in the regular conditions we do not analyze activities, although we believe we should" - Institution A.
– "We do not have monthly or yearly reports, but occasionally we analyze some activities" - Institution G.

The cross-case analysis has been also developed (Table 7) in order to provide general illustration of the concept (Lee & Cadogan, 2009). This analysis contains a meta-matrix in order to simultaneously examine responses from all ten respondents, regarding the topics of interest. Based on the research questions and topics of interest that have already been examined through this qualitative research, the meta-matrix has been conceptualized as a multidimensional construct with the following dimensions:

– RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences? (dimension: digital marketing tools, dimension: digital marketing strategy, dimension: paid advertising, dimension: content creation)
– RQ2: Who is responsible for implementing various strategies and tools in digital marketing of those institutions? (dimension: roles responsible for implementation of digital marketing strategy and activities, dimension: level of expertise and training)
– RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient? (Dimension: analysis of digital marketing efforts, dimension: analyzed parameters, dimension: analysis of paid advertising, dimension: relevance of digital marketing in the institution).

Table 7: Meta-matrix related to research questions

Description	Comments
RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences	

(Table continues)

Table 7: Meta-matrix related to research questions

Description	Comments
Dimension: digital marketing utilization in the particular institution	"We use digital marketing because it is the most efficient way of communication with the target audience through different tools: social media platforms, websites etc." Institution A. "Our utilization of digital marketing is very limited and mostly used in specific occasions (e.g. special events, enrollments). Continuous digital marketing does not exist, only continuous digital communication exists, but that is only a small segment of digital marketing" - Institution B. "We use digital marketing tools only partially and only there where we can use free benefits of it. Our (public HEIs) main problem is the lack of financial resources" - Institution E.
Dimension: digital marketing tools and strategy	"We mostly use paid advertising in order to target our specific audience and when there is a need. That happens sometimes a few times a month, sometimes less, it depends. Additionally, we have five domains for four different websites, one general for the institution, one for freshmens, one for master studies and one for our summer school. We use hashtags to attract more users to those websites, including our target groups" - Institution C. "We do not have digital marketing strategy in a written form, however we have our communication strategy, internal and external, in which digital marketing is embedded and where we have everything defined in terms of what we communicate or promote, how, when and where" - Institution G. "We have a website which is continuously updated. A few months before enrollment of new students we use that website intensively and that is all about our additional efforts" - Institution H. "When it comes to digital marketing strategy, human resources is the most important factor that determines the strategy, organization of human resources and management" - Institution D.
Dimension: paid advertising	"We plan paid advertising on a yearly basis because we know in advance what events we can expect (e.g. enrollments).

Table 7: Meta-matrix related to research questions

Description	Comments
	We use paid advertising five times a year on average and promotions last for 30 days approximately" - Institution A. "We do not plan promotions in advance. When there is a need we pay a certain amount through Facebook. That is usually if we have some event" - Institution E. "We plan paid advertising together with our agency, they develop a plan, posts and budgets. When it comes to paying and billing, because of the administrative regulations, it is easier to go through the agency" - Institution F. "If we have commercial programs at our Faculty, we would certainly think about paid advertising. In this case we do not need additional promotion" - Institution H.
Dimension: content creation	"We produce content on a daily basis. The PR manager or students volunteers create that content. When we need something to be specially designed, we involve our freelance designer, but regular posts are created by us. We also share user (students) generated content" - Institution A. "We create content pretty often, every day or at least every other day we create posts with text and photos" - Institution B. "We create content often. Besides me, we have a colleague who does graphical design and therefore we can design various content and posts. We know what we should do to create interesting and interactive content, combination of colors, design, photos and videos. Now we think more about that" - Institution G.
Dimension: roles responsible for implementation of digital marketing strategy and activities	"The Vice dean for Academic Affairs is responsible in our institution" - Institution C. "Institution's management is responsible for digital marketing activities. Facebook page is managed by the dean and I as assistant professor, IT administrator administer the website and two students help with Instagram and Twitter occasionally. In terms of creativity and the department for communications and the dean are responsible" - Institution G.

Table 7: Meta-matrix related to research questions

Description	Comments
	"No one is fully employed in this position, all activities are performed by the student service officer (myself) and we have one professor who administers the website" - Institution I
Dimension: level of expertise and training	"We have that system 'learning by doing', digital marketing is just an additional task for us and we approach it according to requirements and needs. Actually, we do not have educated individuals to perform this role" - Institution B. "We are faced with the low level of understanding of digital marketing and its benefits" - Institution E. "There is a huge potential to include more people in digital marketing at our Faculty. I believe that very little should be invested to reach a high level of expertise" - Institution G
RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient?	
Dimension: analysis of digital marketing efforts	"We use reports to plan new activities and to think about results. We use Google and Facebook analytics to target more precisely in our future campaigns. That is how we have noticed that we are missing the target audience in some cases. We use that data to adjust content that we boost. We have noticed that photos have better results than textual posts when boosted. We have also noticed that our videos were too long and afterwards we have shortened them" - Institution C. "We also analyze our appearance on LinkedIn, as well as the Alumni community - where are they, what they do, how does their career develop" - Institution B. "We are trying to observe what is happening on our social media channels and to act accordingly" - Institution I.
Dimension: analyzed parameters	"We observe parameters such as number of unique users, new users, duration of sessions, increase of likes on Facebook and followers on Instagram, demographics and countries from where we have traffic" - Institution C. "We observe parameters such as visits, likes, shares, number of views (video), comments if there are any" - Institution E. "We observe parameters we see at the first sight, such as reactions, comments, number of likes and followers, we do not go much in depth" - Institution A.

Table 7: Meta-matrix related to research questions

Description	Comments
Dimension: analysis of paid advertising	"We have analyzed our paid promotions. Results were good, we were satisfied, that was excellent promotion of our Faculty" - Institution E. "Results we obtain from paid advertising campaigns do not affect the objective of that promotion. Regardless of the campaign and very good results achieved, we do not have a raise in the number of enrolled students at certain programs. However, that does not necessarily mean that the campaign was poor. There are many more factors affecting this such as: price, competition in private faculties who are more flexible etc." - Institution A. "We have very good results from paid advertising. Some posts have three times higher reach when boosted. When something is important to us, we boost that. We use the results from previous campaigns to plan future campaigns or to attract stakeholders to work with us" - Institution G
Dimension: relevance of digital marketing in the institution	"Digital marketing is of great relevance for our institution. We need to invest more and educate more staff in order to be more successful" - Institution B. "It is very important. Because of the pandemic this year we have moved everything online and I have to admit, we do not have any less interest than before. That says how important digital marketing and digital presence is" - Institution C. "Every day more and more private institutions and labs are opened. Therefore we need to keep track with digital technologies in order to stay competitive in the market "- Institution E. "I believe that investments in digital marketing will be higher and higher from year to year. We are proactive and we are thinking what to do more and better in the future" - Institution G.

Source: Own work.

CONCLUSION

From the theoretical point of view, the largest contribution of this work is the elaboration of digital marketing utilization in the public sector environment, primarily in the public higher

education sector by using the case of University of Sarajevo since it is the oldest and largest higher education institution in B&H. Although there is a wide spectrum of literature regarding this topic in developed countries, there is a significant gap when it comes to B&H; therefore the aim of this master's thesis was to examine the situation in this country and present similar work, even if some examples are from the private sector. Private sector is leading the digital marketing evolution and therefore it provides numerous examples of digital marketing utilization and good practices. This framework was developed through the literature review and qualitative analysis. The research summary includes the bibliographic co-citation analysis, literature review and qualitative research regarding the research questions given above. However, it is important to say that objectives stated before are successfully accomplished.

During the empirical research, we asked respondents to answer what they think digital marketing is and whether their colleagues and supervisors agree and provide support in that regard. Answers were different but the most common is associated with the opinion that digital marketing is equal to communication and promotion by using digital technologies. However, one opinion stands out and could be connected with the thought that citizens are becoming customers and public services are being "sold" as in any commercial marketplace (Buurma, 2001). In fact, respondent from institution B points out that knowledge should not be perceived as a commodity and that could be potentially dangerous. Additionally, he believes that public HEIs should rather be more creative and proactive in terms of communication and messages they want to send to their target groups in order to attract them. This is particularly important for institutions who offer specific programs, stated this respondent. Some other responses regarding digital marketing and its importance are below:
– "Digital marketing is of great importance, like in all other industries and organizations. It is even more significant in public HEIs in our country because they do not invest much resources in digital marketing and that makes the largest difference from private institutions; private HEIs are more flexible in aspect of budget allocation. We need to invest more in digital marketing and human potential - only by doing so can we enhance the public HEIs performance" - Institution A.
– "Digital marketing in public HEIs should promote best practices and achievements of our students and employees that are usually neglected" - Institution B.
– "Every additional digital presence is our advantage, especially if we want to be recognized by and ranked higher among European and world's universities" - Institution G.

Qualitative research reveals that the level of knowledge and expertise in the examined public HEIs is on the average level, while four out of ten respondents admit their level of knowledge is pretty low. There are no formally defined job positions related to digital marketing and that is the additional duty of PR officers, IT administrators or even management, vice deans or deans. This statement is also supported by the fact that four out of nine institutions do not have any digital marketing strategy or plan while the remaining five institutions have digital marketing activities defined by their communications strategy or institution's strategy or in an unwritten form:
– "We have a yearly plan for digital marketing for all three program levels and activities" - Institution A.
– "We do not have a strategy but we know we need to promote our institution. Digital marketing is a natural choice because we live in a digital world" - Institution C.
– "We have a yearly plan for digital marketing" - Institution D.

– "We create strategy in the short run. That strategy shapes how we communicate. However, it is a very dynamic environment so we need to plan in the short run, but we follow the general picture of how it has to look like" - Institution G.

The lack of strategic planning is also conditioned by the lack of training and education regarding this matter. Also, the respondents reveals that they would be encouraged to search for the external help but that is highly conditioned by the financial support they get as public institutions. Additional obstacle is that public institutions usually experience difficulties caused by complex procedures regarding public procurements. Overall conclusion is that public HEIs in most cases do not have PR departments at all, so it becomes very confusing whose responsibility digital marketing is. Often it is assigned to someone who is "good at social media" or someone who is "good with ICT technologies" as an additional duty. Without formal education, serious training and planning, the results will be missed. This problem is particularly addressed by one respondent:

– "The lack of workforce is our biggest limitation. Budget would not be a problem because we are investing a reasonable amount of money in digital marketing. Our problems are of administrative nature, public procurements are complicated and slow if we want to engage the external agency. It would be easiest if we have in-house expertise but our employees do not have sufficient knowledge. For example, we have problems designing posts because each post has to be attractive. Therefore we plan to organize training for some employees" - Institution F.

When it comes to the specific digital marketing tools, respondents reveal that Facebook is the most important social media platform (nine out of ten respondents say they use Facebook every day), along with the website which is the central source of information for stakeholders. However, respondents believe that Facebook brings the biggest engagement from their target audiences and they are aware of its power and possibilities. One of the respondents goes a step further and says: "We know what we should do to create interesting and interactive content, combination of colors, design, photos and videos. Now we think more about that" - Institution G. Institutions should aspire to build interactivity and that is the key idea and concept in social media management (Brech, Messer, Vander Schee, Rauschnabel & Ivens, 2016; Peruta & Shields, 2018; Demirer, 2017). Besides communication through regular post types such as text, photo and video, six out of nine institutions use Facebook paid advertising at least once a year while two out of nine institutions use Facebook paid advertising more than five times a year. Those initiatives are in all cases mostly related to special offline (or online) events, enrollments or promotion of specific programs and projects. We found positive reactions regarding the results from paid advertising activities whether it is done by the outsourced agency or in-house. Six out of ten respondents see the benefits through an increase in engagement, website visits, and reactions on social media, even the number of participants in their events or enrollments. However, one respondent (Institution F) particularly mentions that boost post is not so efficient when it comes to her institution. In fact, because of the specific study programs, posts focused on the content have much higher reach and engagement because they are valuable and adapted to the target audience (Patrutiu-Baltes, 2016; Bueno, Caro Rodríguez & Gallego, 2018).

One of the conclusions is that the main purpose of digital marketing in public HEIs is to inform stakeholders about relevant topics and to provide support through communication channels that the target audience prefers - messages and comments on social media platforms. One of the respondents (Institution G) emphasizes the importance of being available through these channels

because their students feel confident and free to ask everything they want because they can be sure that they will get a response and further advice on their issues. Another respondent (Institution C) mentions Viber community as a great two-way communication channel with different target groups. They are also thinking of bringing it to the higher level and include a Chabot solution for the frequently asked questions (FAQs). The informative purpose of digital marketing in these institutions is in most cases reflected simply in posting raw information, news or events without any extended efforts and features such as Facebook or Instagram polls, posts asking students to share their thoughts, Instagram stories, live streams or other interactive content, e.g. "throwback Thursday" (Chen, 2017).

Based on the qualitative analysis and aforementioned findings, we can conclude that utilization of digital marketing in public HEIs at the University of Sarajevo is basic and superficial. That is confirmed by the level of measurement and analysis of digital marketing efforts in these institutions. One of the key benefits of digital marketing is the ability to precisely and easily measure its effects. Although digital marketing tools offer advanced analytics, most of the respondents analyze only basic parameters such as number of likes, followers, shares, comments and reactions. Some institutions extended their analysis efforts to Google Analytics but they admit that their analyses are occasional and general. However, they all agree that any analysis is useful for planning future activities and creating content that will result in a better engagement. There is a great chance to miss significant opportunities if institutions omit to fully use analysis potential because digital marketing is an inexhaustible source of feedback and tool for control in the real-time of what the market needs (Biswas, 2020).

Although the literature review covers a number of different digital marketing tools and aspects, we did not find evidence of their usage through qualitative research. Many tools are intentionally or unintentionally dismissed from use. For example, we found evidence of SEO in only one case (Institution C) where the respondent claims they use optimization techniques. The same respondent mentions that his institution plans to include SEM techniques in the following period. When it comes to inbound marketing, we found one example where content is intentionally created to targeted audience (Institution F) and one example (Institution G) where blog is regularly used to attract and engage with students. There is no evidence of email marketing, display advertising or remarketing. This may be an indicator of poor knowledge and awareness by public HEIs representatives about the existence or usage of these digital marketing tools. On the other side, the number of private institutions in B&H is rising. Private institutions are much more flexible when it comes to budget allocation and they invest much in their online visibility while creating competition for public institutions. Although public institutions claim private institutions cannot endanger their position in the market. However, public HEIs have to react and keep up with trends because generations that graduate in the future are those who are highly dependable on digital technologies especially smartphones and social media (Loveland, 2017). Therefore the main conclusion and recommendation derived from this is that public HEIs must invest their time and money into education and training of their employees. These educations must be performed by professionals who understand the principles of marketing in the public sector and in the education sector.

Finally, the qualitative analysis led us to the conclusion that public HEIs are not as efficient as they should be because of the few obstacles. The systematic change is necessary at all levels. Insufficient workforce and not clearly defined responsibilities regarding digital marketing lead

to ad-hoc approach and non-existence of a written strategy or guideline which would be available to any employee at any time. Besides that, insufficient knowledge and experience also affect the quality of overall performance. When there is a lack of knowledge and understanding, employees are not sure how to express their needs and to whom to address their problems, e.g. how to allocate and plan their budgets for this purpose. Maybe the most dominant shortcoming is the fact public HEIs are constantly dealing with complicated administration and procedures. Regardless of these issues, respondents see the connection between their digital marketing efforts and overall performance:

– "We can see the connection. We regularly ask new students how they have heard about our programs and in most cases the answer we get is the internet" - Institution A.
– "We organized summer school last month but it was held online because of the current Covid-19 situation. We promoted it online and we were positively surprised by the number of participants" - Institution C.
– "... For example, our posts on social media encourage traditional media representatives to invite us in their TV or radio shows. They recognize our efforts and show interest in things and projects we do. The public therefore see a different picture of our institution and we get more attention" - Institution G.

Accordingly, in the era when digital technologies shape the environment we live and work in, we believe that the approach towards digital marketing should be professional and serious. Our recommendations to decision makers in public HEIs are as following:

– define the use of digital marketing and extend it to tools and platforms that produce the best outcome, while taking into account tools that target audiences prefer,
– create and regularly update digital marketing strategies in order to have clear vision of activities and develop guidelines which will make consistent communication with all stakeholders,
– define and assign clear roles and responsibilities, or even consider it a centralized role at the University that will be responsible for harmonization and coordination among the units,
– organize education and training for relevant employees regularly because of the fast-changing nature of digital marketing tools; educations should also cover some basic principles for decision makers and key stakeholders so they could be informed and prepared to eventually create requirements precisely and clearly,
– involve students or alumnus where appropriate because they could bring different and fresh content,
– follow best practices towards social media utilization, content creation, copywriting and design, i.e. when to post, what to post, how to create appealing content or blog, what call-to-action tools to include, how to create engagement or personalized content, include blog and podcast regularly etc.,
– update and modernize websites regularly since this channel will remain the most important when it comes to information sharing,
– create reports and analysis regularly and collect feedback from stakeholders in order to undertake preventive and corrective measures.

Conducted qualitative analysis allows us to include two best cases from the University of Sarajevo in this master thesis based on their viewpoints towards digital marketing. These institutions have expressed their strongest efforts and the most mature approach to digital marketing utilization among analyzed institutions at University of Sarajevo. This conclusion is

derived by using the cross-case analysis from nine interviewed institutions where we summarized and compared their responses regarding three research questions.

Institution A has the best performance regarding the general approach, understanding and utilization of different digital marketing tools. Their approach to planning, content creation and paid advertising is clear and sound, although some analysis aspects are missing:

- "We believe that communication and promotion are equally important. Therefore, we put the website at the first place, afterwards paid advertising, then social media platforms such as Facebook, Instagram and LinkedIn" - Institution A.
- We have average knowledge which we try to substitute with an engagement of a professional agency" - Institution A.
- We plan paid advertising on a yearly basis because we know in advance what events we can expect (e.g. enrollments). We use paid advertising five times a year on average and promotions last for 30 days approximately - Institution A.
- "We produce content on a daily basis. The PR manager or students volunteers create that content. When we need something to be specially designed, we involve our freelance designer, but regular posts are created by us. We also share user (students) generated content" - Institution A.
- We analyze crisis situations and in that context we prepare corrective and preventive measures for the future, but in the regular conditions we do not analyze activities, although we believe we should" - Institution A.

On the other side, institution G shows proactive approach, innovative techniques and they utilize the largest number of tools in order to maintain two-way communication with their target audiences. Although they do not use external support because they believe they have in-house expertise, they are looking the bigger picture and put digital marketing in the context of overall position improvement:

- "Our current management understands the importance of investing in digital marketing. Our dean has begun talking about digital visibility. His team also have understanding and together we see our future in that direction" - Institution G.
- "We do not have digital marketing strategy in a written form, however we have our communication strategy, internal and external, in which digital marketing is embedded and where we have everything defined in terms of what we communicate or promote, how, when and where." - Institution G.
- "We create content often. Besides me, we have a colleague who does graphical design and therefore we can design various content and posts. We know what we should do to create interesting and interactive content, combination of colors, design, photos and videos. Now we think more about that" - Institution G.
- "There is a huge potential to include more people in digital marketing at our Faculty. I believe that very little should be invested to reach a high level of expertise" - Institution G.

5   REFERENCES

1. Agencija za statistiku BiH (2013). *Population*. Retrieved July 30, 2020 from: http://www.bhas.ba/?option=com_content&view=article&id=52&itemid=80&lang=ba

2. Alalwan, A. A. (2018). Investigating the impact of social media advertising features on customer purchase intention. International Journal of Information Management, 42, 65–77.

1. Alexa, E.L., Alexa, M., & Stoica, C.M. (2012). The Use of Online Marketing and Social Media in Higher Education Institutions in Romania. *Journal of Marketing Research and Case Studies, 2012*, 1-9.

2. Appell, G., Grewal, L., Hadi, R. and Stephen, A.T. (2019). The future of social media in marketing. *Journal of the Academy of Marketing Science, 2020*(48), 79–95

3. American Marketing Association (2020). *Digital Marketing*. Retrieved June 3, 2020 from: https://www.ama.org/topics/digital-marketing/

4. Assimakopoulos, C., Antoniadis, I., Kayas, O. G., & Dvizac, D. (2017). Effective social media marketing strategy: Facebook as an opportunity for universities. *International Journal of Retail & Distribution Management, 45*(5), 532-549.

5. Boerman, S. C., Kruikemeier, S., & Zuiderveen Borgesius, F. J. (2017). Online Behavioral Advertising: A Literature Review and Research Agenda. J*ournal of Advertising, 46*(3), 363–376.

6. Belanche, D., Flavián, C., & Pérez-Rueda, A. (2017). Understanding Interactive Online Advertising: Congruence and Product Involvement in Highly and Lowly Arousing, Skippable Video Ads. *Journal of Interactive Marketing, 37*(2017), 75–88.

7. Bell E., Bryman, A., & Harley, B. (2018). *Business Research Methods* (5th ed.). Oxford, United Kingdom: Oxford University Press

8. Bencski, A, Horvath-Csikos, G., & Juhasz, T. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness, 8*(3), 90-106.

9. Biswas, S. (2020). Exploring the Implications of Digital Marketing for Higher Education using Intuitionistic Fuzzy Group Decision Making Approach. *BIMTECH Business Perspective, 2*(1), 33-51.

10. Brech, F. M., Messer, U., Vander Schee, B. A., Rauschnabel, P. A., & Ivens, B. S. (2016). Engaging fans and the community in social media: interaction with institutions of higher education on Facebook. *Journal of Marketing for Higher Education, 27*(1), 112–130.

11. Bruce, N.I., Murthi, B.P.S., & Rao, R.C. (2016). A Dynamic Model for Digital Advertising: The Effects of Creative Formats, Message Content and Targeting on Engagement. *Journal of Marketing Research 54*(2), 1-64.

12. Bueno, S., Caro Rodríguez, J.S., & Gallego, D. (2018). Inbound Marketing to improve interest in public postgraduate courses. ESIC Market. *Economic & Business Journal*, *49*(3), 533-550.

13. Buurma, H. (2001). Public policy marketing: marketing exchange in the public sector. *European Journal of Marketing, 35*(11/12), 1287 - 1302.

14. Camilleri, M.A. (2019). Higher Education Marketing: Opportunities and Challenges in the Digital Era. *Academia, 0*(16-17), 4-28.

15. Çetin, R. (2004). Planning and Implementing Institutional Image and Promoting Academic Programs in Higher Education. *Journal of Marketing for Higher Education, 13*(1-2), 57–75.

16. Chaffey, D., & Smith, P. R. (2017). *Digital marketing excellence: planning, optimizing and integrating online marketing (*5th ed.). New York, NY: Taylor & Francis

17. Chen, H. (2017). College-Aged Young Consumers' Perceptions of Social Media Marketing: The Story of Instagram. J*ournal of Current Issues & Research in Advertising, 39*(1), 22-36.

18. Clark, M., Fine, M. B., & Scheuer, C. L. (2017). Relationship quality in higher education marketing: the role of social media engagement. *Journal of Marketing for Higher Education, 27*(1), 40-58.

19. Constantinides, E., & Stagno, M. C. Z. (2011). Potential of the social media as instruments of higher education marketing: A segmentation study. *Journal of Marketing for Higher Education, 21*(1), 7.

20. Dakouan, C., Benabdelouahed, R., & Anabir, H. (2019). Inbound marketing vs. outbound marketing: independent or complementary strategies. *Expert Journal of Marketing, 7*(1), 1-6.

21. Davis, D. (2018, January 7). *Meet the 7 Most Popular Search Engines in the World*. Retrieved June 3, 2020 from: https://www.searchenginejournal.com/seo-101/meet-search-engines/#close

22. De Cornière, A., & de Nijs, R. (2016). Online advertising and privacy. *The RAND Journal of Economics, 47*(1), 48–72.

23. Demirer, D. P. (2017). The Role of Content Strategy in Social Media on Brand Post's Popularity: a Case of Higher Education Institutions in Turkey. *European Journal of Social Science Education and Research, 4*(6), 134-144.

24. Digital Marketing Institute (2020). *The Evolution of Digital Marketing: 30 Years in the Past & Future*. Retrieved July 28, 2020 from: https://digitalmarketinginstitute.com/blog/the-evolution-of-digital-marketing-30-years-in-the-past-and-future

25. Durmaz, Y., & Efendioglu, I. H. (2016). Travel from traditional marketing to digital marketing. *Global Journal of Management and Business Research, 16*(2), 35-40.

26. Erevelles, S., Fukawa, N., & Swayne, L. (2016). Big Data consumer analytics and the transformation of marketing. *Journal of Business Research, 69*(2), 897–904.

27. Eriksson, P., & Kovalainen, A. (2015). *Qualitative methods in business research: A practical guide to social research* (2nd ed.). London, United Kingdom: Sage publications.

28. Evans, D.S. (2009). The Online Advertising Industry: Economics, Evolution, and Privacy. *Journal of Economic Perspectives, 23*(3), 37–60.

29. Fulgoni, G. M. (2018). Are You Targeting Too Much? Effective Marketing Strategies for Brands. *Journal of Advertising Research, 58*(1), 8–11.

30. Google (2020). *About the Google Search Network*. Retrieved July 29, 2020 from: https://support.google.com/google-ads/answer/1722047?hl=en

31. Grewal, D., Bart, Y., Spann, M. & Zubcsek, P.P. (2016). Mobile Advertising: A Framework and Research Agenda. *Journal of Interactive Marketing, 34*(2014), 3-14.

32. Hanlon, A. (2019). *Digital Marketing: Strategic Planning & Integration* (1st ed.). London, United Kingdom: Sage Publications.

33. Hofacker, C.F., & Belanche, D. (2016). Eight social media challenges for marketing managers. *Spanish Journal of Marketing - ESIC, 20,* 73-80.

34. Howard, D. J., & Kerin, R. A. (2011). The effects of name similarity on message processing and persuasion. *Journal of Experimental Social Psychology, 47*(1), 63–71.

35. Hubspot (2020). *What is Inbound Marketing?* Retrieved July, 9 2020 from: http://www.hubspot.com/inbound-marketing/

36. Ivy, J. (2008). A new higher education marketing mix: the 7Ps for MBA marketing. *International Journal of Educational Management, 22*(4), 288–299.

37. Jan, M. T., & Ammari, D. (2016). Advertising online by educational institutions and students' reaction: a study of Malaysian Universities. *Journal of Marketing for Higher Education, 26*(2), 168-180.

38. Jukić, T., & Merlak, M. (2017). The Use of Social Networking Sites in Public Administration: The Case of Slovenia. *The Electronic Journal of e-Government, 15*(1), 2-18.

39. Kafka, P., & Mola, R. (2017). *2017 was the year digital ad spending finally beat TV.* Retrieved July 25, 2020 from: https://www.vox.com/2017/12/4/16733460/2017-digital-ad-spend-advertising-beat-tv

40. Kannan, P. K., & Li, H. (2017). Digital marketing: A framework, review and research agenda. *International Journal of Research in Marketing, 34*(1), 22-45.

41. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons, 53*(1), 59–68.

42. Kingsnorth, S. (2019). *Digital marketing strategy: an integrated approach to online marketing* (2nd ed.). New York, NY: Kogan Page Publishers.

43. Kireyev, P., Pauwels, K., & Gupta, S. (2014). Do Display Ads Influence Search? Attribution and Dynamics in Online Advertising. *International Journal of Research in Marketing.* 1-57.

44. Koszembar-Wiklik, M. (2016). Public relations and relationship marketing of higher education facilities in the time of new media. *Handel Wewnetrzny, 4*(363), 77-87.

45. Kotler, P., & Armstrong, G. (2017). *Principles of marketing* (17th ed.). London, United Kingdom: Pearson education.

46. Kotler, P., & Lee, N. (2007). *Marketing in the public sector* (1st ed.). New Jersey: Wharton School Publishing.

47. Kusumawati, A. (2018). Student choice process of higher education institutions (HEIs) through university digital marketing sources. *In Proceedings of the 6th International Conference on Marketing, 5*, 1-12.

48. Kusumawati, A. (2019). Impact of Digital Marketing on Student Decision-Making Process of Higher Education Institution: A Case of Indonesia. *Journal of e-Learning and Higher Education, 2019,* 1-11.

49. Labrecque, L. I., vor dem Esche, J., Mathwick, C., Novak, T. P., & Hofacker, C. F. (2013). Consumer Power: Evolution in the Digital Age. J*ournal of Interactive Marketing, 27*(4), 257–269.

50. Lamberton, C., & Stephen, A. T. (2016). A Thematic Exploration of Digital, Social Media, and Mobile Marketing: Research Evolution from 2000 to 2015 and an Agenda for Future Inquiry. *Journal of Marketing, 80*(6), 146–172.

51. Lee, N., & Cadogan, J.W. (2009). Sales Force Social Exchange in Problem Resolution Situations. *Industrial Marketing Management, 38*(3), 355–372

52. Liu-Thompkins, Y. (2018). A Decade of Online Advertising Research: What We Learned and What We Need to Know. *Journal of Advertising, 0*, 1–13.

53. Loveland, E. (2017). Instant generation. *Journal of College Admission*, *235*, 34-38.

54. Madill, J.J. (1998). Marketing in Government. *Optimum, The Journal of Public Sector Management, 28*(4), 9–18.

55. Macnamara, J. (2011). Social Media Strategy and Governance: Gaps, Risks and Opportunities. *Australian Centre for Public Communication.*

56. Martin, K. D., & Murphy, P. E. (2016). The role of data privacy in marketing. *Journal of the Academy of Marketing Science, 4*5(2), 135–155.

57. Martin, K. (2018). The penalty for privacy violations: How privacy violations impact trust online. *Journal of Business Research, 82*, 103–116.

58. Maslowska, E., Smit, E. G., & van den Putte, B. (2016). It Is All in the Name: A Study of Consumers' Responses to Personalized Communication. *Journal of Interactive Advertising, 16*(1), 74–85.

59. Mergel, I., & Bretschneider, S. I. (2013). A Three-Stage Adoption Process for Social Media Use in Government. *Public Administration Review, 73*(3), 390–400.

60. Mickoleit, A. (2014). Social media use by governments: *A policy primer to discuss trends, identify policy opportunities and guide decision makers* (No. 26). OECD Publishing.

61. Minculete, G. and Olar, P. (2018). Approaches to the Modern Concept of Digital Marketing. *International Conference Knowledge based Organization, 14* (2), 63-69.

62. Mintz J., Church D., & Colterman B. (2006). The Case for Marketing in the Public Sector. Optimum, *The Journal of Public Sector Management, 36*(4), 1–18.

63. Montgomery, A. L., & Smith, M. D. (2009). Prospects for Personalization on the Internet. *Journal of Interactive Marketing, 23*(2), 130–137.

64. Myers, M. D. (2019). *Qualitative research in business and management* (3rd ed.). London, United Kingdom: Sage Publications Limited.

65. OECD (2019), *Online advertising: Trends, benefits and risks for consumers*. OECD Digital Economy Papers. Paris: OECD Publishing

66. Patrutiu-Baltes, L. (2015). Content marketing - the fundamental tool of digital marketing. *Bulletin of the Transilvania University of Brasov. Economic Sciences, 8*(57)*,* 111-118.

67. Patrutiu-Baltes, L. (2016). Inbound Marketing-the most important digital marketing strategy. *Bulletin of the Transilvania University of Brasov. Economic Sciences*, *9*(2), 61-68.

68. Peruta, A., & Shields, A.B. (2016). Social media in higher education: understanding how colleges and universities use Facebook. *Journal of Marketing for Higher Education, 27*(1), 131-143.

69. Peruta, A., & Shields, A. B. (2018). Marketing your university on social media: a content analysis of Facebook post types and formats. *Journal of Marketing for Higher Education, 28*(2)*,* 1–17.

70. Piñeiro-Otero, T., & Martínez-Rolán, X. (2016). Understanding Digital Marketing—Basics and Actions. In: Machado C., Davim J. (eds) *MBA. Management and Industrial Engineering.* Springer, Cham.

71. Popa, A. L., Tarca, N. N., & Sasu, D. V. (2016). An experiment on using online marketing tools for promoting higher education services. *Annals of the University of Oradea, Economic Science Series, 25*(2), 588-93.

72. Popović, A. (2015). Marketing communications of higher education institutions in the Republic of Serbia. *Marketing, 46.* 166-178.

73. Quesenberry, K. A., & Coolsen, M. K. (2018). What Makes Facebook Brand Posts Engaging? A Content Analysis of Facebook Brand Post Text That Increases Shares, Likes, and Comments to Influence Organic Viral Reach. *Journal of Current Issues & Research in Advertising, 40*(3)*,* 1–16.

74. Royo-Vela, M., & Hünermund, U. (2016). Effects of inbound marketing communications on HEIs' brand equity: the mediating role of the student's decision-making process. An exploratory research. *Journal of Marketing for Higher Education*, *26*(2), 143-167.

75. Sahni, N. S., Narayanan, S., & Kalyanam, K. (2019). An Experimental Investigation of the Effects of Retargeted Advertising: The Role of Frequency and Timing. *Journal of Marketing Research, 20/*10, 1-18.

76. Saichaie, K., & Morphew, C. C. (2014). What College and University Websites Reveal about the Purposes of Higher Education. *The Journal of Higher Education*, *85*(4), 499–530.

77. Saura, J. R., Palos-Sánchez, P., & Cerdá Suárez, L. M. (2017). Understanding the Digital Marketing Environment with KPIs and Web Analytics. *Future Internet, 9*(4), 1-13.

78. Sayedi, A. (2018). Real-Time Bidding in Online Display Advertising. *Marketing Science, 37*(4), 1-16

79. Serrat, O. (2010a). Marketing in the Public Sector. Knowledge Solutions, 1(2010), 111-118.

80. Statista (2020). *Facebook Users in Bosnia and Herzegovina from September 2018 to April 2020.* Retrieved June 3, 2020 from: https://www.statista.com/statistics/1029891/facebook-users-bosnia-and-herzegovina/

81. Statista (2020). *Global digital population as of July 2020.* Retrieved June 3, 2020 from: https://www.statista.com/statistics/617136/digital-population-worldwide/

82. Statista (2020). *Most popular social networks worldwide as of July 2020, ranked by number of active users.* Retrieved July 10, 2020 from: https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/

83. Stephen, A.T. (2016). The role of digital and social media marketing in consumer behavior. *Current Opinion in Psychology, 10,* 17-21.

84. Taecharungroj, V. (2017). Higher education social media marketing: 12 content types universities post on Facebook. *Int. J. Management in Education, 11*(2), 111-127.

85. Tafesse, W., & Wien, A. (2018). Implementing social media marketing strategically: an empirical assessment. *Journal of Marketing Management*, 1–18.

86. Theodoridis, P. K., & Gkikas, D. C. (2019). How Artificial Intelligence Affects Digital Marketing. *Springer Proceedings in Business and Economics*, 1319–1327.

87. Todor, R. D. (2016). Blending traditional and digital marketing. *Bulletin of the Transilvania University of Brasov. Economic Sciences, 9*(1), 51-56.

88. UN Department of Economic and Social Affairs (2018). United Nations E-Government Survey 2018: Gearing e-government to support transformation towards sustainable and resilient societies, New York: United Nations. Retrieved August, 25, 2020 from: https://publicadministration.un.org/egovkb/Portals/egovkb/Documents/un/2018-Survey/E-Government%20Survey%202018_FINAL%20for%20web.pdf

89. Vinerean, S. (2017). Importance of Strategic Social Media Marketing. *Expert Journal of Marketing, 5*(1), 28-35.

90. Voorveld, H.A.M., van Noort, G., Muntinga, D.G., & Bronner, F. (2018). Engagement with Social Media and Social Media Advertising: The Differentiating Role of Platform Type. *Journal of Advertising, 0*(0), 1–17.

91. Walsh, K. (1994). Marketing and Public Sector Management. *European Journal of Marketing, 28*(3), 63-71.

92. World Bank (2018). *Individuals using the Internet (% of population) – Bosnia and Herzegovina.* Retrieved June 3, 2020 from: https://data.worldbank.org/indicator/IT.NET.USER.ZS?locations=BA

93. World Economic Forum (2016). The Impact of Digital Content: Opportunities and Risks of Creating and Sharing Information Online. *World Economic Forum*

94. YouTube (2020). *YouTube About.* Retrieved on September 5, 2020 from: https://www.youtube.com/about/

APPENDICES

Appendix 1: Povzetek

Namen magistrskega dela je raziskati obstoj in vsebino strategij digitalnega trženja javnih visokošolskih zavodov ter oceniti najboljše prakse in orodja, ki se lahko uporabljajo za izvajanje tovrstnih strategij. Cilj študije je povečati razumevanje zgoraj omenjenih strategij na primeru Univerze v Sarajevu.

Glavni cilj študije je doprinos ustreznih rešitev in priporočil za opredeljeni problem in naslednja raziskovalna vprašanja:

– RV1: Katere strategije digitalnega marketinga in orodja le-tega so bila oz. so trenutno v uporabi z namenom promoviranja javnih visokošolskih zavodov in s tem približevanja le-teh njihovem ciljnem občinstvu?
– RV2: Kdo je odgovoren za implementacijo različnih strategij in orodij znotraj digitalnega marketinga teh institucij?
– RV3: Ali omenjene institucije merijo in analizirajo delovanje digitalnega marketinga ter posledično prilagajajo marketinške strategije, da bi jih naredile bolj učinkovite in s tem bolj uspešne?

Raziskovalna vprašanja so bila obravnavana z obsežnim pregledom literature, kateri ji je sledila kvalitativna raziskava in analiza vsebine. Podatki v tej študiji so bili zbrani s pomočjo polstrukturiranih intervjujev z desetimi anketiranci iz devetih javnih visokošolskih zavodov.

Glavne ugotovitve študije so:

– znotraj tovrstnih institucij, formalno ne obstaja službeni naziv oz. pozicija, ki bi naslavljala delo digitalnega marketinga. Le-ta je dodatno delo PR službe, IT administracije ali celo vodstva institucij, bodisi je to prodekan ali dekan z omejenim poznavanjem digitalnega marketinga in izkušenj na tem področju dela
– institucije znotraj digitalnega marketinga nastopajo prej po potrebi, kot pa strateško, kar v veliki meri upočasnjuje možnosti za razvoj in uspeh
– izmed vseh socialnih omrežij se Facebook smatra kot najpomembnejša socialna platforma, ker doprinaša visoko stopnjo angažiranosti, skupaj z lastno spletno stranjo, ki ima zgolj informativno vlogo
– analiza učinkovitosti delovanja digitalnega marketinga je osnovna in površna, čeprav se vsem anketirancem zdi ključna za uspeh.

Appendix 2: Interview guide

PART 1 (related to RQ1: Which digital marketing strategies and tools are used so far to promote institutions among the target audiences?)
1) General question about digital marketing:
   a) What is digital marketing in your perspective?
   b) What does the head of your institution and other relevant employees think digital marketing is? Do they understand the concept of digital marketing?
   c) Would you in principle say that your institution uses digital marketing?
      i. If YES - Why?
      ii. If NO - Why?
2) Please identify digital marketing tools that your institution uses everyday/uses occasionally/does not use at all? (E.g. social media, blog, inbound marketing, paid advertising, search engine optimization)
3) Can you please prioritize digital marketing tools from least important to most important to your specific institution?
4) Does your institution have a digital marketing strategy?
   a) If NO - How do you approach your digital marketing then?
   b) If YES - Could you please describe your approach to creating a digital marketing strategy? (E.g. is it something done from day to day, or is there a plan that your department creates on a yearly basis (academic year)?
   c) If YES - Which factors you think are crucial when designing the strategy (E.g. might be a budget, human resources, target audience, affordability etc.)?

5) Do you use paid advertising as a part of the institution's digital marketing activities?
   a) If YES - Please describe how you plan such promotions and how often? (E.g. are they tied strictly to enrollment of new students or you promote other activities through paid advertising platforms such are Google Ads network or Facebook and Instagram)
   b) If NO - Have you ever considered it and do you plan to use it in the near future?

6) Do you manage to obtain successful two-way communication with your target audience?
   a) Which digital marketing tools bring the most engagement from your target audience?
   b) Do you adjust your digital marketing activities accordingly?

7) Please describe how often your institution creates digital content and how much effort is put in the content creation (e.g. ad hoc or planned posts on social media channels, blog posts, video and photo creation, sharing news for students and professors etc.).

PART 2 (related to RQ2: Who is responsible for implementing various strategies and tools in digital marketing of those institutions?)
1) Please identify who is responsible for digital marketing activities and tools utilization in your institution?

2) Please identify who is involved in the process of creating digital marketing strategy and its implementation (e.g. who makes decisions, who else is involved)?
   a) Do you engage students in content creation (e.g. user generated content, blogs, photos and/or videos)?

3) How would you describe the level of expertise of individuals and/or departments responsible for digital marketing?

4) How often do you organize workshops, training and education for your staff when it comes to digital marketing tools and activities? Do you think it is important?

5) Do you use help from external organizations such as digital marketing agencies, certified experts or freelancers?
   a) If YES - Could you describe your collaboration with an external party? (Eg. If you had any experience, was it good or bad, and please explain why it was good or bad)? Why did you decide to use an external help?
   b) If NO - Have you ever considered engaging an external party for digital marketing services? What are the reasons you are considering this option?

PART 3 (related to RQ3: Do institutions measure and analyze digital marketing efforts in order to adjust strategies and make them more effective and efficient?)
1) Can you identify from where your institution gets feedback from your target audience (e.g. Website visits, social media engagement, comments, inquiries etc.)?

2) Do you analyses your digital marketing activities?
   a) If YES - Please identify which digital marketing efforts are analyzed and how (e.g. social media channels, paid advertising, blog etc.)?
   b) If YES - Do you find your analyses useful in further planning and utilizing digital marketing activities?
   c) If NO - Why not? Do you think it is important?

3) Please describe how do you manage the data you get, how do you analyses it and how do you use that data further?
   a) Do you use any additional tools, either paid or free, in order to obtain successful analysis? (E.g. Google Analytics, Facebook Insights etc.)
   b) Which parameters do you monitor (e.g. number of likes, followers, reactions, comments, CTR, impressions, reach, engagement, clicks, number of video views etc.)?

4) Do you constantly update your staff on the results you get from obtaining digital marketing activities?

5) If you do paid advertising, how would you describe the results, and do you use that feedback in order to adjust campaigns and get better results?

6) Could you please give us your overall comment/opinion on the importance of digital marketing within public higher education institutions?
   a) What is the relevance of digital marketing for your institution, in your opinion?
   b) Is it synchronized with other communication strategies within your institution?
   c) Can you see the connection between your digital marketing efforts and overall performance of your institution?