Research Topic

**The impact of social media on the marketing strategy of business schools:
a comparative analysis between Geneva Business School and
EU Business School.**

**Bachelor Thesis
Geneva Business School**

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Abstract

The objective of this thesis is to identify and analyse the key elements of different social media marketing tools and investigate how they are used in the educational sector, in this case, at the Geneva Business School in Geneva, Switzerland, and the EU Business School in Barcelona, Spain. Differences between social media platforms were analysed to determine which social media platform works better to attract new students to each school and which school made better use of available marketing methods and tools.

Digitalisation has had a massive impact on the world of marketing, and one of the objectives of this work was to discover what kinds of changes marketers have had to make to their strategies in order to adapt to the changing world of marketing, and which social media platforms are best for attracting new customers. This research used an inductive approach, which often starts by observing and analysing the data and performing a literature review. In the second phase of the research, a social media platform called Socialbakers was used to acquire and compare data from specific social media platforms, which illustrated the differences in social media usage by the Geneva Business School and the EU Business School.

The research results revealed that marketers must find the right approach to adapting to digitalisation. It is evident that the modern consumer can independently gather complete information online about a service or product before purchasing. This also applies to educational institutions, in that consumers can become acquainted with potential places of study independently, through social networks.

To promote their products or services, companies use a variety of promotion strategies, including SEO, targeted advertising, blogs, and electronic word-of-mouth. Inbound marketing is becoming increasingly more popular, and marketers must consider moving their focus more toward inbound, rather than outbound, marketing.

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Chapter 1: Introduction

1.1 Research Questions

Social networks help people and organisations to communicate, share messages and make posts; they are also an excellent resource for attracting new customers. The effectiveness of using social networks depends directly on the company's strategy. This paper analyses the functions of using social networks for marketing through the example of two business schools: the EU Business School, in Barcelona, Spain, and the Geneva Business School, in Geneva, Switzerland. The analysis will strive to answer the following questions: which models and social networks are available in the adult educational sector that can be used for social media marketing (SMM), what is the direct difference between the social networks and development strategies, and which of the two business schools has had the best results in attracting customers and promoting their business?

The objective of this study, therefore, is to contribute to the as yet, limited, literature on SMM by examining the different strategies used at Geneva Business School and EU Business School, and how these strategic differences impact business operations in the educational system. The study aims to answer two research questions:

1. Who is more effective on social media?
2. What is the impact on the SMM of business schools on the number of their students?

The goal of this research is to:

1. Compare business schools based on their SMM strategies.
2. Retrieve firsthand data for the two business schools from the social media sites, the literature review, and Socialbakers, and compare the results.
3. Validate the research results to determine the difference between the business schools and how these differences influence businesses and English-speaking audiences differently in the two schools' main locations: Geneva and Barcelona.

This study explores the effectiveness of the SMM strategies used by the two business schools. The aim is to gather data and perform a comparative analysis in order to better understand the overall picture regarding the differences between the schools and the function of their respective SMM plans. The qualitative analysis and quantitative approach of the comparative study allow us to identify the most effective approach for SMM in adult education, specifically in the context of attracting a new audience.

1.2 Study Context

Previous studies have agreed that using social media for business schools in different local markets such as Geneva and Barcelona requires a good understanding of the different needs of potential customers. Therefore, this study will investigate how Geneva Business School and EU Business School can seize the opportunity to use social media networks to create brand awareness; it will also reveal how SMM tools can aid the schools in advertising themselves and attracting new students. The market is focused on Geneva and Barcelona. This study also explores the already existing theoretical body of work.

Instagram, Facebook, Twitter, and YouTube have all improved their traditional advertising channels, which has led to an increase in the number of users on social networks. SMM is a mechanism that improves the performance of websites in terms of traffic and sales of products and services through social media channels online. SMM uses different tools, such as events, blogging, distributing and sharing photos, and posting information, to attract new customers (Mathew & Muniz, 2016). As there is no consistent definition of the terms or general description of social media, the subject remains synonymous among many social network users and managers.

Chapter 2: Literature Review

2.1. Definition of Social Media Marketing

SMM is a mechanism that improves the performance of websites in terms of traffic and sales of products and services through social media channels on the internet. SMM includes different tools such as events, blogging, distributing and sharing photos, and posting information, attracting customers online (Mathew & Muniz, 2016). In the author's opinion, these tools offer companies in general, and business schools in particular, a valuable approach to the successful promotion of their business in order to attract large numbers of new customers.

According to Mangold and Faulds (2009), SMM enables firms to communicate with their customers while also allowing customers to communicate with each other. There have been several studies on SMM and its influence on business education, and it has been shown that social networks are not only one of the easiest ways to attract an audience, but they are also one of the most cost-effective options. Social networks help attract consumers by finding them in the places online where they spend the most time. Facebook, Instagram, Twitter, and YouTube are social networks that promote products through online advertising. SMM is an approach that can work non-stop in attracting a new audience while creating a buzz around its brand. The purpose of this method is that by providing high-quality content, the company's account or profile will build a loyal audience who will then share it with close relatives, friends, colleagues, and all those who might be interested in the brand or product.

According to Teng, S. et al. (2015), the biggest growth of technology in the area of SMM has been in the area of communication and relationships. Since students and teachers use social networks not only for personal use but to find information, it is important to understand how social networks can affect the marketing strategies of business schools. Therefore, this paper aims to analyse the role social media that can play as a promotional tool in higher education by comparing Geneva Business School and EU Business School uses of, in particular, Facebook, Instagram, YouTube, and Twitter for promotional purposes.

Through a review of the literature, this paper also explores the myriad ways in which Facebook, Instagram, YouTube, and Twitter are being used as educational instruments to attract students for studies. The numerous advantages of using SMM to attract new students, including improved productivity, ease of using social networks, and higher engagement, were identified. This study also highlights the potential problems with and limitations of SMM. Finally, guidelines for the use of Facebook, Instagram, Twitter, and YouTube by the two business schools are proposed. As social media usage continues to grow in the educational sector, future empirical research is warranted.

2.1.1. Definition of Facebook Marketing

Facebook offers new users around the world the ability to create a personal profile, as well as search and explore other users ' profiles, create their own content and share it with others around the world. This makes it possible to collect information about users ' personal lives, interests, events, and activities (Acar & Polonsky, 2007). Facebook also allows companies and other organizations, including educational institutions, to create profiles, to share information about products and services, attract new visitors, and improve the consumer quality of potential customers. Facebook is considered to be one of the first social platforms where people from all over the world had an opportunity to share their personal information with each other, but also sell their products and services through advertising and business pages.

2.1.2. Definition of Instagram Marketing

Instagram is a smartphone app that allows users to share details of their personal lives by posting photos or one-minute videos for their followers. Under each post, the user can add a description, location, hashtags, or tag other users (for example, @genevabusinessschool or #eubusinessschool) (Instagram, 2020). This makes it an ideal social marketing platform in terms of getting close to potential customers and attracting new ones with the help of visual storytelling.

Instagram uses hashtags and geotags to make posts visible to those who would be interested in the content. Hashtags are used to sort posts into themes or categories so that users can more easily find posts on topics that are of interest to them, and the proper use of hashtags can help connect businesses and their customers. For example, Geneva Business School uses hashtags such as '#geneva', '#bestbusinessschools,' '#businesseducation,' and so on, to attract users with these interests. All posts with the same hashtag are collected in the same place, which makes the information easy to access by those who may be interested. When a geotag is used on a post, the post will be displayed to users in the particular territory of a country or a specific city, such as Geneva or Barcelona.

2.1.3. Twitter Marketing Defined

Twitter is one of the most popular social networks, offering users the opportunity to publish microblogs and communicate with other users. Twitter offers such tools as updating the user's status, approving tweet content, and promoting products, but it can also be used for spam (Benevenuto et al., 2010). The platform offered by Twitter is an ideal fit for business schools that aim, in the short term, to efficiently distribute the right information to prospective and new students. Twitter's microblogs can be seen in

different countries, and its feature of reader surveys is popular and useful. The main advantage of reader surveys is that the owner of a Twitter page can determine the opinion of followers by asking survey questions on their page. At the moment, the reader survey function has only two main response options, and during the day the survey automatically disappears and it is sent to the user's personal account on the user's page. Only organisations registered as businesses have access to this feature.

2.1.4. YouTube Marketing Defined

Another popular online platform for sharing video content and advertisements is YouTube. YouTube is one of the most powerful modern marketing tools; with the purchase of the platform in October 2006, Google developed a business model focused on advertising, and YouTube has now become a profitable online product that continues to grow (Gerhards, 2017). The data below was shared by Cooper, P. (2019).

- Every month, YouTube accepts up to 2 billion new users for account registration
- Every minute, more than 500 new videos are uploaded to users' channels
- According to statistics, 33% of video content is created in English
- Visitors spend a total of 11 million hours a day viewing videos on YouTube

YouTube's main audience comes from a younger demographic, which is the main target for business schools. Business schools can share video content such as advertising, live content, and conferences to attract new students and to demonstrate their internet modernity and stimulate interest in the daily and academic life of new students. There is also an opportunity to make a live video conference, where people from all around the world can join and participate during the conversation in the live broadcast. Therefore, the demographic of YouTube represents a target audience for business schools to promote their product on its social media channels (Gerhards, 2017).

2.2. Impact of Social Media Marketing on Business Schools

In order to create an ideal SMM plan, companies must understand which social platforms will be the best to provide clear data and offer strong communication with potential customers. Therefore, Geneva Business School and EU Business School need to understand the priorities of their target audience. Being specifically able to access this information means being able to create a well-developed strategy to gain new customers without having to spend time and energy marketing to social networks in which the customers are not interested, but instead, being able to focus the time and budget of a campaign on the networks in which they can win against the competition. This study examines this information in more detail through a comparative analysis that looks at the SMM of Geneva Business School and EU Business School. The data was gathered and examined using a media marketing platform called 'Socialbakers'.

Instagram, Facebook, Twitter, and YouTube are the most popular social networks used by Geneva Business School and EU Business School. These sites show how business schools use their social networks to promote their services and attract a new audience. Rose (2011) argues that people are the dominant force for creating high-quality SMM content in social networks, and therefore, companies must focus on ensuring their brand is always recognisable in order to reach as many customers as possible. When creating a profile on a social network, it is important that businesses and organisations consider their goals for the future. Thus, Geneva Business School and EU Business School have each developed their social media presence to not only attract new students but also to share information directly related to the schools.

It would be an advantageous next step for Geneva Business School and EU Business School to pursue an emerging process of sharing content with other users, called electronic word-of-mouth.

2.2.1. Electronic Word-of-Mouth

Duan et al. (2008) define electronic word-of-mouth (e-WOM) as an online platform through which positive and negative information is shared between existing users and future clients on social networks. One strong advantage of using Electronic Word of Mouth is its minimal costs.

Duan et al. (2008) also stated that word-of-mouth is one of the most important ways to spread information: by transmitting data from one person to another. During this study comparing Geneva Business School and EU Business School, it was found that the majority of students at both schools choose their educational institutions with the help of recommendations from other students. Many of these recommendations come from students (who are happy with the quality education and overall experience they have had at the schools) who have shared information and recommendations about these two business schools online. Since both universities have campuses in different cities, including Geneva, Barcelona, Montreux, Munich, Madrid, and Astana (Kazakhstan), this has the beneficial effect of attracting new students from the countries the positive posts originated in, as well as from other countries worldwide. Having studied for three years at Geneva Business School, I have noticed that a lot of students come from such countries as Azerbaijan, France, Italy, and Russia. It is also interesting to note that, according to my personal research, Geneva Business School in Switzerland has more foreign students than local ones; in fact, at the time of writing, Geneva Business School only has one Swiss student. However, there are often groups of students who come from the same country, and even from the same city. EU Business School has a similar distribution of students, as can be noted through its social media pages, such as Instagram and Facebook. Furthermore, the majority of subscribers to these pages come from many different countries. Moreover, the fact that a large number of their students are from the same countries, including Italy, Spain, Azerbaijan, Russia, and Ukraine, is evidence that Electronic Word of Mouth is an effective marketing approach.

2.3. Digital Marketing

'From the moment a person is completely absorbed in digital media, their mind is immediately blunted.' (Ritson, 2016)

People have power on social media, and they can provide different types of content for different purposes, such as advertisement, selling products and services, attracting new customers, sharing life experiences, and just making posts, tweets, videos, and other content. (Ritson, 2016). While traditional marketing is still a popular and valuable strategy, the world of digital marketing has been growing rapidly. While traditional marketing is still considered, by many organisations, to be easier to use than digital marketing, there are advantages of digital marketing that are hard to ignore. For instance, traditional marketing can be quite expensive, while one major advantage of digital marketing is its cost-effectiveness. Therefore, for a small business with a limited budget, digital marketing can be a saviour, and the use of digital marketing is developing quickly, not only in the area of development of new digital systems but also as an option for companies with smaller budgets.

Digital marketing functions simply: more satisfied customers give more attention to products or services on social networks. There is, however, a negative side of digital marketing. For example, if the consumer is dissatisfied, it can lead to negative reviews for the company that can affect its reputation. Therefore, companies must remain mindful of their use of digital marketing and ensure they maintain a positive brand image (Wind & Mahajan, 2001).

While digital marketing can include the use of websites, digital advertising, social networks, and email marketing, Geneva Business School and EU Business School focus on social networks, such as Instagram and Facebook, to attract more new customers and to expand their advertising. It is the job of the marketer to provide the customers with correct information about the company's services via social networks, and marketers work together with clients to address problems and improve the company's digital marketing system. The overall goal of marketers, however, is to develop a marketing strategy that will convince customers that the service or product is the best available. Therefore, it is important that they understand the preferences of their target customers and identify them as priorities for the company's development. A proper understanding of its clients is the key to a company's success.

2.3.1 Inbound Marketing

A recent development in the world of online sales is the use of inbound marketing. The most important tenet of inbound marketing is that the marketer must not push advertising on a client, but rather they must make the information available so that the client can access the information they need based on their own preferences. Inbound

marketing allows customers to choose the companies they are interested in, at which point the company can provide its own information to gain the interest of the customer. For example, both Geneva Business School and EU Business School create ads to attract customers. In this advertising, which is provided on Instagram, only highlights of interest to the client are given, with just enough information provided that they will be moved to contact the school for more information. This is a good example of how inbound marketing can be used: after grabbing the customer's attention, the marketer offers a chance for them to get acquainted with the highlights, which will inspire the customer to seek further details on their own (Fishkin & Høgenhaven, 2013).

Marketers usually define their marketing approaches based on the interests of their target customers. The role of the marketer in the case of inbound marketing is to inspire the client to pursue further information without the help of marketers. A study by Halligen and Shah (2014) found that there are four dominant strategies used in inbound marketing, which include:

- Search Engine Optimization (SEO)
- Content Marketing
- Blogs
- Social Media

2.3.2. Search Engine Optimization

SEO is used to determine the target audience of a marketing campaign and which service or product will be the most attractive to customers. For SEO to be effective, it is important to understand which social networks the target customers will use to search for information. SEO uses keywords in marketing campaigns to direct consumers toward a product or service; it is important that the correct keywords are selected to create a quick and smooth path to the right products and services.

Keywords can be both light and heavier. Therefore, when creating keywords, it is important to accurately predict which words the customers will enter into a search. With the help of keywords, customers can access the exact information on a website that they are looking for, and it is vital that marketers use the correct keywords for their SEO so that customers can find what they need by only typing the keyword (Jones, 2013). For example, Geneva Business School and EU Business School use keywords such as 'Geneva business school', 'Geneva high education', 'top business schools in Switzerland', 'high education in Switzerland', etc. The personal information of potential customers is used to identify consumer segments, which helps to shape a high-quality, effective, and competitive marketing plan.

2.3.3. Blogs

Blogging is one of the most popular and effective marketing methods for attracting new customers and making full use of social networks for SMM (DeMers, 2014). Sharing

information via blogs is a convenient and straightforward way for a company to share accurate information with clients. Basic information is published in blog format on the main page of the company's website and is automatically shared to social platforms. Instagram and Twitter are good options for this marketing approach, while Facebook is not suitable for sharing blogs, since the information may be displayed somewhere else besides the manufacturer's personal site.

Communication with the client is one of the important factors in creating blogs. A blog should be as informative and accurate as possible, and communication should be directly linked to the company's blog. When it comes to blogs, quality is more important than quantity, and it is essential that each blog post is carefully checked and confirmed for accuracy. For blog posts, it is much easier to identify keywords that use a long tail for the best results from quick searches; long-tail keywords allow more potential customers to navigate to the site without any problems. Most search queries in Google are quite specific and contain a string of words. This is what keywords with a long tail look like, using the example of a search regarding Geneva Business School (DeMers, 2015):
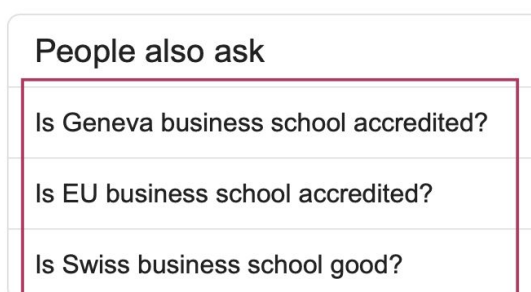
When writing a blog, it is important to consider how to differentiate it from those provided on the websites of competitors in the same field. According to a comparison of the two business schools' Instagram accounts, the goal of both educational institutions is to attract new customers, but what distinguishes them is that while Geneva Business School posts rarely and provides accurate information on specific topics, EU Business School publishes blog posts with a similar theme, but more frequently. Each of the schools' approaches have pros and cons; on one hand, the more often a new blog post is shared, the more likely it is to be seen by new users, but on the other hand, when blog posts are made less frequently, a new post will attract more attention from both current clients and potential ones. When new posts are rarer, those who are interested will read them with greater attention and they will look forward to new posts and blogs. To gather more specific details, the difference between the two Instagram pages will be considered in a comparative analysis.

2.3.4. Targeted Advertising

Over time, marketing departments at business schools monitor their clients' preferences and interests, and social networks such as Facebook and Instagram offer an opportunity for marketers to refine their targeted advertising to their clients' needs. The marketing department monitors the interests of the client through social media and uses this information to personalise their ads to what they, specifically, would like to see; this is known as third-party advertising.

Targeted advertising, also known as online behavioural advertising, has one major drawback: confidentiality. However, this consideration often takes a back seat. The online behaviour that is monitored by marketers includes data such as website activity, search and history data, and information about media usage (i.e., viewed videos). It can also include data about app usage, purchases, responses to ad clicks, and what people write in emails (via Gmail), as well as posts on social media networks. (Zuiderveen Borgesius, 2015a).

Online behavioural advertising is a recent development in the world of online marketing, and it is becoming a popular way to promote content on social networks. More and more companies are using this type of advertising to promote their business and attract new customers. Targeted advertising can be used to attract customers not only in a particular location, but also from around the world. By investing a fairly small amount of money, companies can gain a huge opportunity to attract new customers (Keller, 2016; Kumar & Gupta, 2016).

Geneva Business School and EU Business School use targeted advertising on their Instagram pages, which allows them to attract new students regionally. In fact, my recent visit to the Geneva Business School Instagram page did not pass without encountering advertising. Later, it was discovered that EU Business School had also launched targeted advertising, albeit in a slightly different format. The advantages of this approach and a full analysis of how to work with targeted advertising will be presented in the following comparative analysis.

Chapter 3: Methodology

3.1. Research Approach, Objectives and Methodology

This study aims to uncover the differences between the SMM activities of Geneva Business School and EU Business School. The first section describes how the important data available about SMM itself was gathered and how this can benefit business education institutions. The second part of the research looks at how different types of SMM can attract more customers to enrol for business education.

This research used an inductive approach, which involves observing and analysing available data in the hopes of forming a valid, relevant theory from the observations by the end of the research. This study examined the features of and differences between several methods of marketing to determine the key elements of a beneficial and efficient approach to marketing. The research considered the important features of successful marketing strategies with the goal of determining which strategies are most effective for attracting new students.

The study aimed to gain a clear understanding of SMM to determine which social media platform works better for the educational sector. One of the objectives was to determine the benefits of inbound marketing and what the schools could achieve by changing their marketing strategy to focus more on inbound marketing. The aim of this study was to collect data regarding the key elements of different marketing strategies as well as finding out the difference between Geneva Business School and EU Business School. This research also aimed to reveal which SMM strategies carry the most influence in the educational sector and its potential effectiveness in the context of Geneva Business School and EU Business School.

The objective of the second part of the research was to determine which kind of SMM is the best fit for the two business schools, whether their personal preferences align with their company strategies, and which social media platforms are the best choices for attracting new customers. A comparative analysis was performed to determine the most effective SMM strategy in the context of the two business schools.

3.2. Methodology

This research is mostly theoretical, and the data required were collected from the existing literature and the social media platform, Socialbakers.

The existing literature on the phenomena of digital marketing and inbound marketing was thoroughly investigated so their benefits could be evaluated. This study mainly

focused on examining the effectiveness of SMM in the context of the educational sector, what kind of effect it has on Geneva Business School and EU Business School, and why. This research is qualitative, with a focus on why, how, what, and when.

The social media platform, Socialbakers, offered access to information regarding the use of different social media platforms by Geneva Business School and EU Business School, and therefore this was used as the source for data collection for the comparative analysis. The literature review provided the basis for determining how SMM affects a specific group of schools and which SMM strategies have been used by these schools.

Geneva Business School and EU Business School were chosen as the sample schools for the analysis because they both use social media platforms such as Facebook, Instagram, Twitter, and YouTube. Furthermore, both schools have a knowledge of marketing, and the aim of this study was to determine whether their personal preferences affect their marketing strategies and which social media platform works better for recruiting new students. Both business schools are private, and the field of the business is an educational sector. The sample was quite versatile in terms of which field the schools are working in, which offers more variety in the results.

The data from the comparative analysis that was run through Socialbakers is presented in the Findings section. Data reduction was used to process the data and draw conclusions. Presenting the findings in a clear format was important, thus the usage of figures in the presentation of the results.

Chapter 4: Findings

4.1. Comparative Analysis: Geneva Business School vs. EU Business School

Instagram, Facebook, Twitter, and YouTube are the social networks used by Geneva Business School and EU Business School. This study analysed the use of these social networks to determine which platform offered the most interactive audiences. Two countries were selected for this analysis: Geneva and Barcelona. The analysis will show a comparison of how social media networks are used at Geneva Business School, in Geneva, and EU Business School, in Barcelona.

All data were collected through the Socialbakers platform. This platform is specifically designed to perform a complete analysis of social media usage where that can be identified: average interactions per post, reactions, comments, shares, most engaging post types, number of interactions per 1000 fans, content overview, fans overview, and promoted post detection overview. Through Socialbakers, we can identify the ways social networks are used at the two business schools, how they function, who gains more attention with their SMM, and whether there is a need for stronger and more modern tactics to be used to grow and improve the schools' SMM strategies.

4.2. Socialbakers Export Facebook Overview

First, we will analyse the profiles of the two schools on Facebook. A comparative analysis of the two business schools, using the example of Facebook as a social platform, is presented below. The light blue colour shows data from Geneva Business School, and the dark blue colour shows data from EU Business School.

Table 1. Engagement Overview (source: socialbakers.com)

The time range for this graph and info table was automatically adjusted to between 16/03/2020 and 5/04/2020 to aggregate the data for the entire week for both the beginning and the end of the selected range.
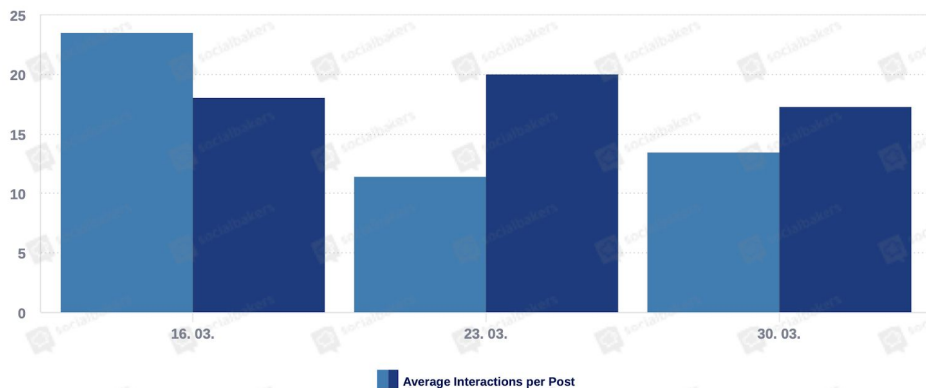
Max Interactions per Post on		
24		**20**
Week of 16. 03.		Week of 23. 03.
Min Interactions per Post on		
11		**17**
Week of 23. 03.		Week of 30. 03.
Average Interactions per Post		
14,25		**17,88**

Table 1 shows that between 16/03/2020 and 23/03/2020 the 'Max Interactions per Post' for Geneva Business School is higher than for EU Business School. This can be explained by the fact that during this period of time, Geneva Business School posted more content than EU Business School, which might explain the higher number of visits to the Geneva Business School Facebook page. It is also clear that, while the overall interactions per post during the time period were higher, Geneva Business School's 'Min Interactions per Post' and 'Average Interactions per Post' are significantly lower between March 23 and March 30.

Table 2. The Distribution of Interactions (Reactions, Comments, Shares) During a Selected Time Range (source: socialbakers.com)

Distribution of Interactions [3]   10. 03. 2020 - 08. 04. 2020   Distribution of Interactions [4]   10. 03. 2020 - 08. 04. 2020
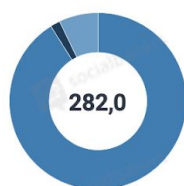
	Count	Share
👍 Reactions	257	91,13 %
💬 Comments	5	1,77 %
➜ Shares	20	7,09 %

	Count	Share
👍 Reactions	175	82,94 %
💬 Comments	0	0,00 %
➜ Shares	36	17,06 %

Table 2 shows the data from reactions, comments, and shares. It can be seen that between 10/03/2020 and 08/04/2020, Geneva Business School was more active in the areas of reactions, comments, and shares than EU Business School. For example, five comments were detected, which is a response rate of 1.77%, where during the same space of time, EU Business School was found to have zero comments, which translates to a 0% response rate. Since, as Table 1 shows, Geneva Business School had more activity when launching posts, we presume that reactions, shares, and comments will also be higher.

Table 3. Most Engaging Post Types (source: socialbakers.com)

This table shows the distribution of post types, looking at the metric of 'Average Interactions per 1000 Fans' or at the 'Average Interactions per Post' metric during the selected time range.
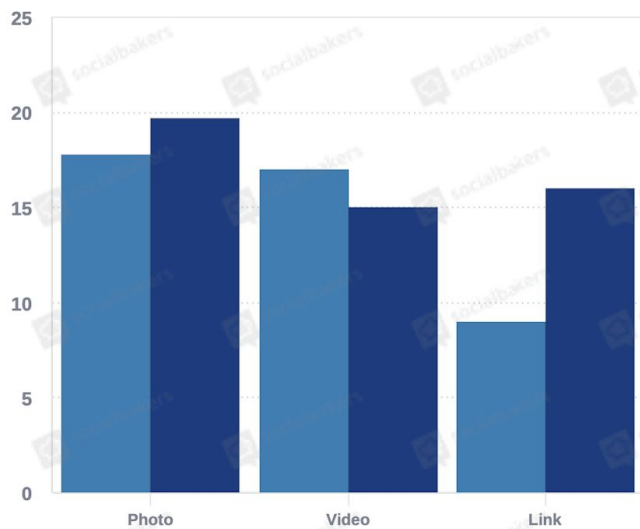
Table 3 provides information about the most active resources for distributing information about an educational institution. It is clear that most interactions for EU Business School involved photos and links, where Geneva Business School's most popular posts were ones that contained links. Also, with the help of photos, it can be noted that the more popular posts from Geneva Business School involved videos, where EU Business School's posts with video content were less popular.

Table 4. Content Overview: Number of Page Posts (source: socialbakers.com)

The sum of all posts posted by each page.

Number of Page Posts [8]	Aggregated by **Day**	10. 03. 2020 - 08. 04. 2020
	Sum of Page Posts	
	17	12
	Average Page Posts per Day	
	0,57	0,40
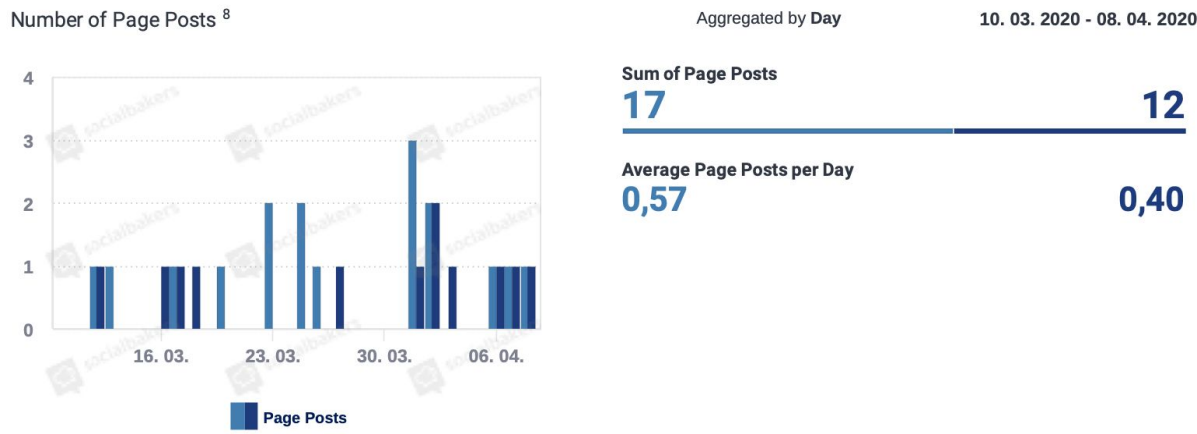
Table 4 shows that the number of posts per page for Geneva Business School was higher than for EU Business School. It is clear that between March 10 and April 8, Geneva Business School shared more posts than EU Business School. This is likely because Geneva Business School was aware of the higher activity of subscribers during this period of time.

Table 5. Content Overview: Distribution of Page Post Types (source: socialbakers.com)

This table shows the breakdown of posts according to the post type during a selected time range.

Distribution of Page Post Types [9]   10. 03. 2020 - 08. 04. 2020

	Count	Share
📷 Photos	12	70,59 %
🎥 Videos	3	17,65 %
🔗 Links	2	11,76 %

Distribution of Page Post Types [10]   10. 03. 2020 - 08. 04. 2020

	Count	Share
📷 Photos	6	50,00 %
🎥 Videos	3	25,00 %
🔗 Links	3	25,00 %
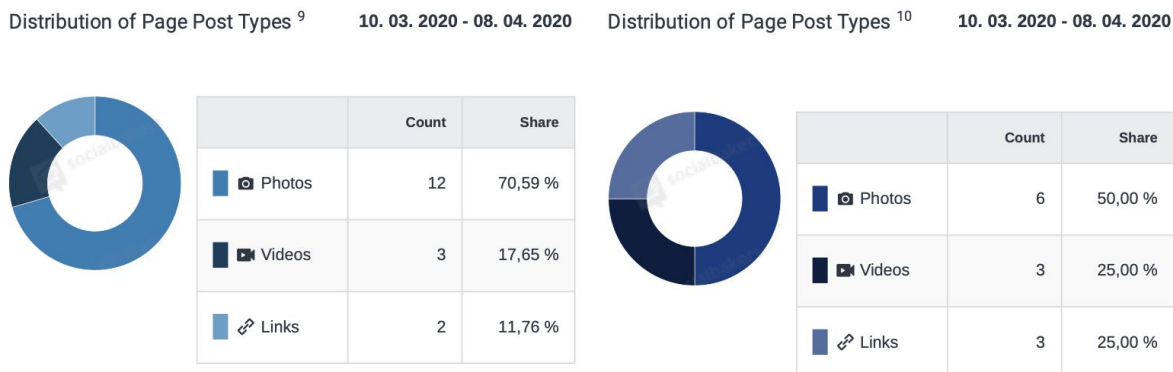
Table 5 displays data regarding the different types of posts. From March 10 to April 8, Geneva Business School shared photos, videos, and links more often than EU Business School. The only thing that can distinguish this statistic is that links were used by EU Business School 13.24 % more often than by Geneva Business School. This is because Geneva Business School is more active in distributing photos, videos, and links than EU Business School.

Table 6. Promoted Post Detection Overview (source: socialbakers.com)

Organic reach is how often an (unpaid) advertising post is displayed in users' feeds. Undetected share of posts indicates those posts that were not noticed in the feed during a certain period of time.

Share of Posts [13]	10. 03. 2020 - 08. 04. 2020		Share of Interactions [15]	10. 03. 2020 - 08. 04. 2020	
0 % Promoted Posts	Promoted	0	0 % from Promoted Posts	Promoted	0
	Organic	15		Organic	267
	Undetected	2		Undetected	15

Share of Posts [14]	10. 03. 2020 - 08. 04. 2020		Share of Interactions [16]	10. 03. 2020 - 08. 04. 2020	
0 % Promoted Posts	Promoted	0	0 % from Promoted Posts	Promoted	0
	Organic	5		Organic	80
	Undetected	7		Undetected	131

Table 6 shows data regarding unpaid ads, as well as for posts that were not seen in users' feeds. First, we will look at the share of organic and undetected posts. It is clear from the data that Geneva Business School had more unpaid organic advertising than EU Business School. It is also evident that between March 10 and April 8, Geneva Business School's ads and posts were noticed more often than those of EU Business School. Next, we will consider the statistics for interactions from organic and undetected advertising. It seems that Geneva Business School's share of interaction through their Facebook page is much better than that of EU Business School, as more visitors searched through their page. It is also notable that the number of visitors who did not view posts or ads was significantly higher for EU Business School than for Geneva Business School.

Results of the Analysis

The data from Facebook suggests that Geneva Business School is more in demand than EU Business School (Picture 1 and Picture 2). Geneva Business School was more active in creating content, promoting ads, and attracting a new audience to their page. Facebook is one of the most popular social networks; it not only gives its users the opportunity to communicate with others around the world, but it also allows them to create and share high-quality content for promotion and distribute valuable information, in this case, in the context of recruitment for educational institutions. In terms of quality of posts and promotion of content, Geneva Business School had better results with Facebook than EU Business School.

4.3. Socialbakers Export Twitter Overview

The second social platform analysed was Twitter. Below is a comparative analysis of the two business schools use of Twitter; the pink represents the data from Geneva Business School, and the red represents the data from EU Business School.

Table 1. Growth of Total Followers (source: socialbakers.com)

The time range for this graph and info table was automatically adjusted to between 16/03/2020 and 05/04/2020 to aggregate the data for the entire week for both the beginning and the end of the selected range. (Total followers for Geneva Business School was 627.)

Total Followers		
3,1k		**N/A**
Total Change in Followers		
+ 1		**N/A**
Max Change of Followers on		
- 4		**No maximum**
Week of 23. 03.		
Average Change per Week		
+ 0,33		**N/A**
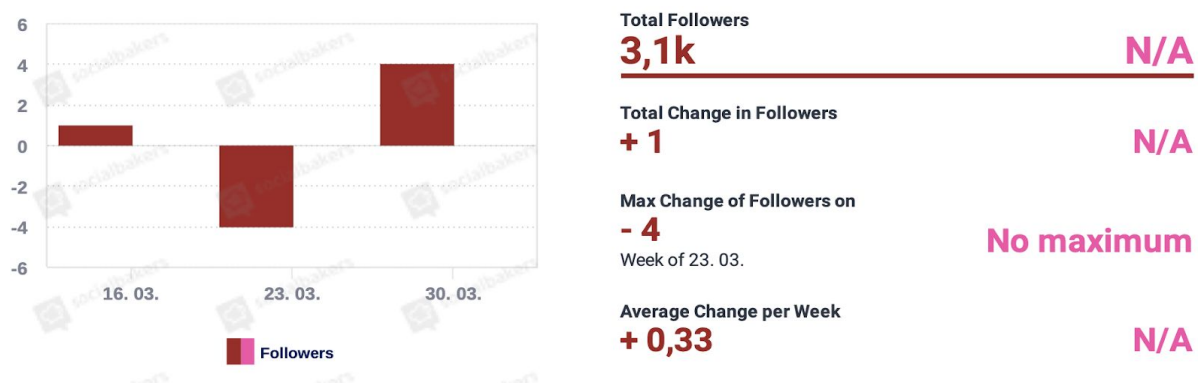
Table 1 shows the data for the growth of subscribers between March 16 and March 30. This table provides data only for EU Business School since it had more than 3000 followers, while Geneva Business School only had 627; the statistics from Socialbakers are only available for profiles with more than 1000 subscribers. The table shows that EU Business School had a significant growth in new subscribers over time analysed and

the loss of subscribers was insignificant. It is clear from the data that EU Business School was more successful at acquiring new followers on Twitter than Geneva Business School.

Table 2. Content Overview: Number of Profile Tweets (source: socialbakers.com)

This graph shows the total number of tweets made during a selected time range.
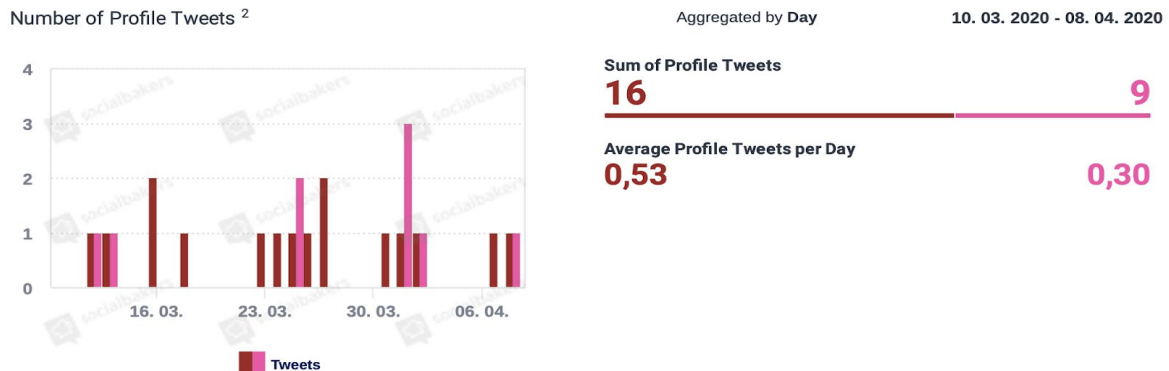
Table 2 displays the data for the total number of tweets between March 16 and April 6. It shows that EU Business School posted more tweets than Geneva Business School. It also reveals that between March 16 and April 6, Geneva Business School posted more tweets than EU Business School. This data can also be seen on the official Twitter page of Geneva Business School – on April 1, three new posts were made in a span of a couple of hours. Based on this information, we can assume that the EU Business School posts more tweets than Geneva Business School.

Table 3. Average Interactions per Tweet (source: socialbakers.com)

This table shows the sum of interactions (replies, retweets, and likes) divided by the number of tweets published on the same profile during a specific time range.
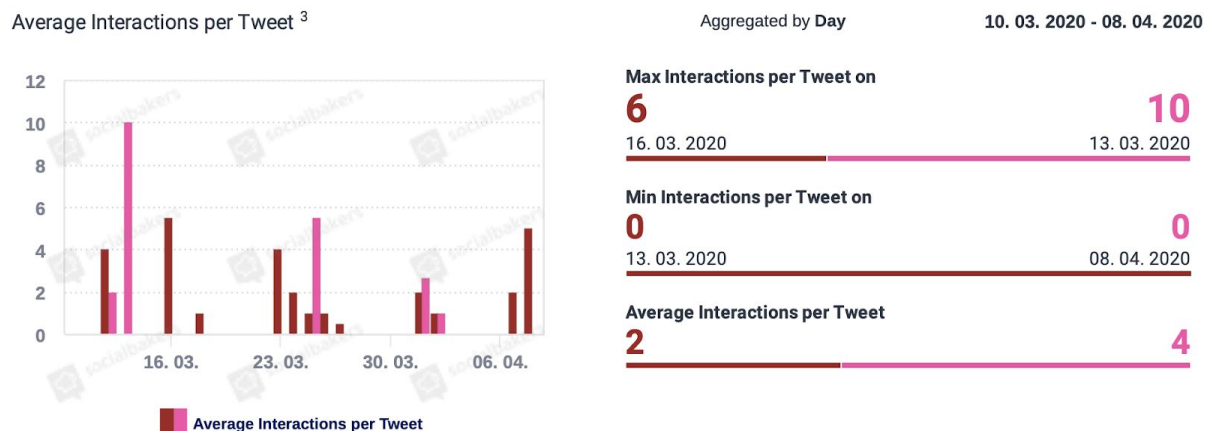
Table 3 shows that from March 16 to April 6, Geneva Business School's 'Max Interactions per Tweet' score was higher. This is likely because, during this period of time, Geneva Business School posted more tweets than EU Business School. The data also reveals that Geneva Business School had more visits to its Twitter account during this period. Furthermore, the 'Min Interactions per Tweet' for both schools was zero, which could be because all of the tweet EU Business School and Geneva Business School published during this period of time received likes, replies, and retweets. Geneva Business School's 'Average Interactions per Tweet' score was higher, which is likely due to the fact that Geneva Business School made more tweets during that time than EU Business School.

Table 4. Evolution of Interactions (source: socialbakers.com)

This table shows the daily sum of interactions from monitored social media profiles.

Table 4 shows the data for the daily number of interactions for both schools' social media profiles. The 'Max Interactions per Tweet' was equal for both schools, which may be because the period between March 16 to March 23 was the most favourable period for posting tweets. Furthermore, the data reveals that the 'Average Interactions per Day' was slightly more active for EU Business School than for Geneva Business School. This may be due to the fact that EU Business School posted their tweets during a more active period for users. They may also have used more effective hashtags for the greatest distribution of their posts.

Table 5. Distribution of Interactions (source: socialbakers.com)

This table shows the distribution of interactions (replies, retweets, likes) during the selected time range.

Distribution of Interactions [5]   10. 03. 2020 - 08. 04. 2020

	Count	Share
↑↓ Retweets	8	22,86 %
↩ Replies	0	0,00 %
♥ Likes	27	77,14 %

35,00
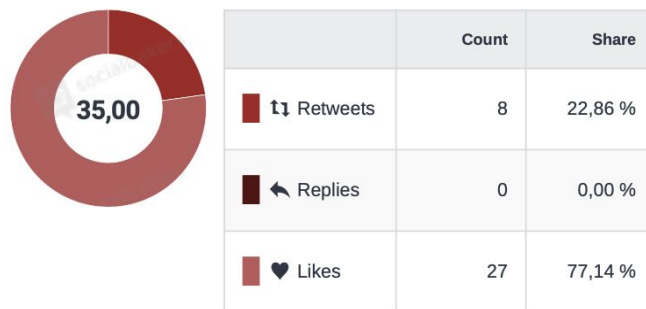
Distribution of Interactions [6]   10. 03. 2020 - 08. 04. 2020

	Count	Share
↑↓ Retweets	8	25,00 %
↩ Replies	0	0,00 %
♥ Likes	24	75,00 %

32,00
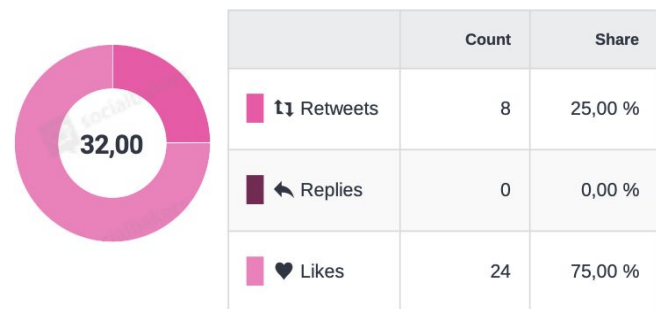
Table 5 shows the data for retweets, responses, and likes. It is clear that between March 10 and April 8, EU Business School had more likes, while retweet activity was equal between the schools. Furthermore, EU Business School had the most interaction with their tweets, and we can predict from this that responses may also be higher in the future.

Table 6. Number of Interactions per 1000 Followers (source: socialbakers.com)

Every tweet and reply has a metric score of interactions per 1000 followers that identifies how engaging a tweet or reply is. This number comes from the sum of interactions (replies, retweets, likes) divided by the number of followers the page had at the time of the tweet, multiplied by 1000. The daily, weekly, and monthly values for this metric are then calculated as the sum of all values for all tweets and replies made on a particular day during a particular week or month.

Number of Interactions per 1000 Followers [9]

Aggregated by **Day**   **10. 03. 2020 - 08. 04. 2020**
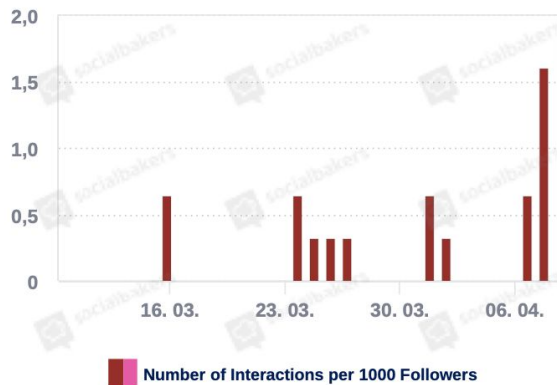
Max Interactions per 1000 Followers

1,59

08. 04. 2020

No maximum

Min Interactions per 1000 Followers

0,00

12. 03. 2020

No minimum

Sum of Interactions per 1000 Followers per Period

5,41   **0,00**

Table 6 only shows the data from EU Business School, since they have more than 3000 followers, while Geneva Business School only has 621 followers, and this table only displays data for Twitter pages that have more than 1000 followers. Considering this, we can conclude that EU Business School had more interactions per post, including replies, retweets, and likes. Information regarding the difference between the schools' Twitter subscribers is discussed below.

Results of the Analysis

The analysis suggests that EU Business School is more in demand on Twitter than Geneva Business School (Picture 3 and Picture 4). EU Business School had the most activity in the areas of creating tweets, hashtag use, and attracting new followers. Twitter is one of the most popular social networks, and users generally post tweets on a daily basis. In terms of average interaction per tweet, Geneva Business School had slightly better results on Twitter than EU Business School. Despite this the 'Average Interactions per Tweet' is more in demand at Geneva Business School.

4.4. Socialbakers Export YouTube Overview

The third social platform to be analysed was YouTube. Picture 5 shows the comparative analysis of the two schools in the context of YouTube as a social platform. The purple represents the data from Geneva Business School, while the yellow represents EU Business School. Geneva Business School had a total of 186 subscribers and EU Business School had more than 3000 subscribers.

Table 1. Subscribers Overview: Growth of Total Subscribers (source: socialbakers.com)

The time range for this graph and information table was automatically adjusted to between 16/03/2020 and 12/04/2020 to aggregate the data for the entire week for both the beginning and the end of the selected range.

Total Subscribers	185	3,9k
Total Change in Subscribers	+ 2	+ 84
Max Change of Subscribers on	No maximum	+ 28 Week of 16. 03.
Average Change per Week	+ 0,50	+ 21,00
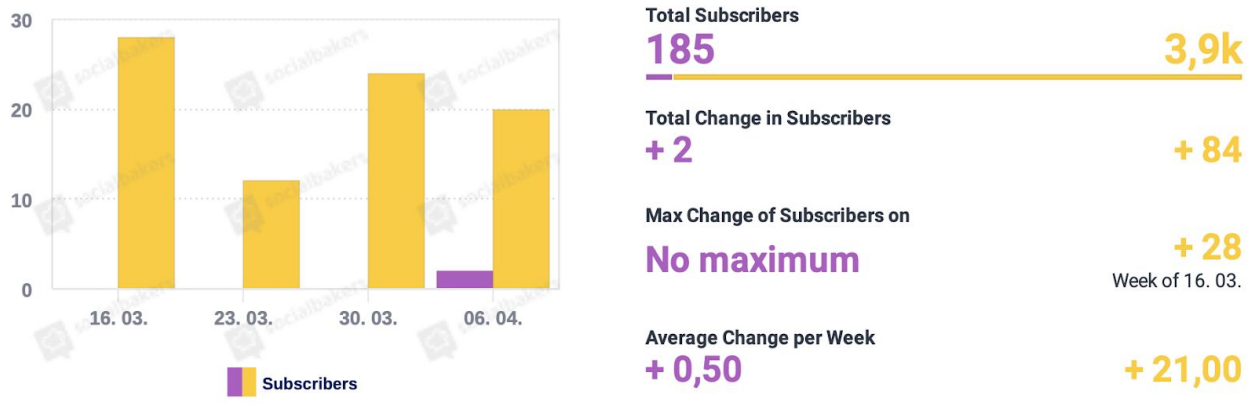
Table 1 shows the growth of subscribers between March 16 to April 6. Geneva Business School only had 186 subscribers, which explains the big difference in subscriber growth for the schools. During the analysis period, EU Business School had an increase of more than 84 subscribers, while Geneva Business School only had an increase of two; it is clear that EU Business School was more successful at acquiring new followers than Geneva Business School.

Table 2. Number of New Videos (source: socialbakers.com)

The number of videos uploaded by the YouTube channel during a selected time range. The data are aggregated and can be visualised per day, week, or month during a selected time range.

Sum of New Videos	7	7
Average New Videos per Week	1,75	1,75
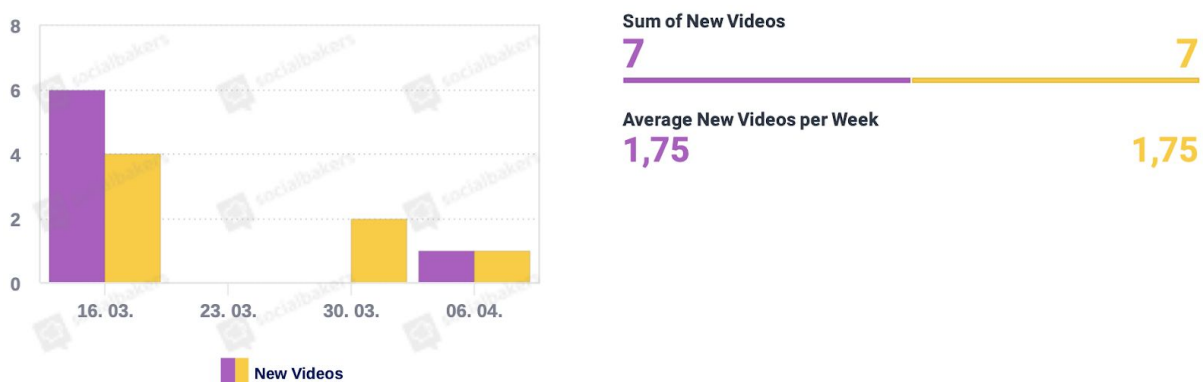
Table 2 shows the data for newly added videos between March 16 and April 6 (inclusive). Both schools added the same number of new videos during the analysed time period. The number of videos added means that this was a good time for both business schools to create video content on the YouTube platform.

Table 3. Evolution of Interaction (source: socialbakers.com)
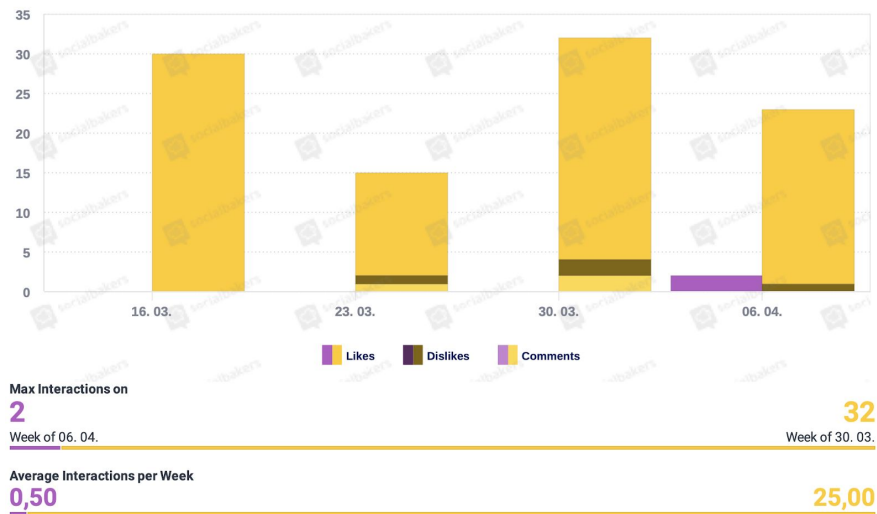
Table 3 displays the data for the number of daily interactions with the schools' social media profiles. The data shows that 'Max Interactions' was higher for EU Business School than for Geneva Business School. Furthermore, 'Average Interactions per Week' was also significantly higher for EU Business School. This may be due to the fact that during this time, EU Business School posted advertising, live content, and conferences to give a general picture of the school. The video format allows business schools to show their internet modernity as well as the daily and academic life of new students and visitors.

Table 4. Distribution of Interaction (source: socialbakers.com)

	Count	Share
👍 Likes	2	100,0 %
👎 Dislikes	0	0,00 %
💬 Comments	0	0,00 %

	Count	Share
👍 Likes	100	92,59 %
👎 Dislikes	5	4,63 %
💬 Comments	3	2,78 %
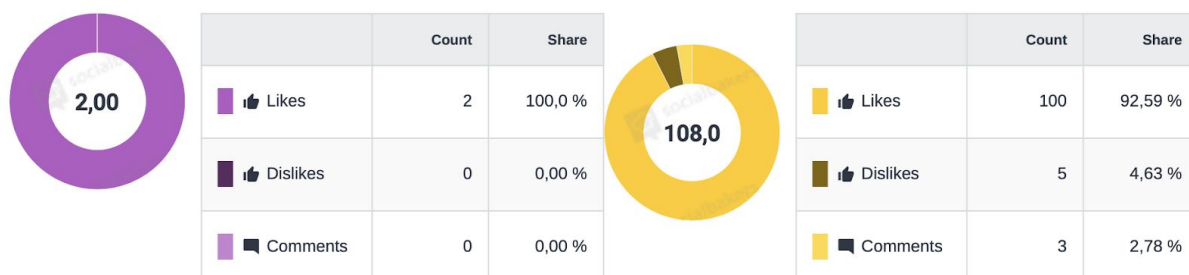
Table 4 shows the data for likes, dislikes, and comments. It is clear that between March 10 and April 8, EU Business School had more activity in the area of likes and comments, but it also had a few dislikes, while Geneva Business School did not have any comments or dislikes, and only had two likes.

Table 5. Number of Views (source: socialbakers.com)
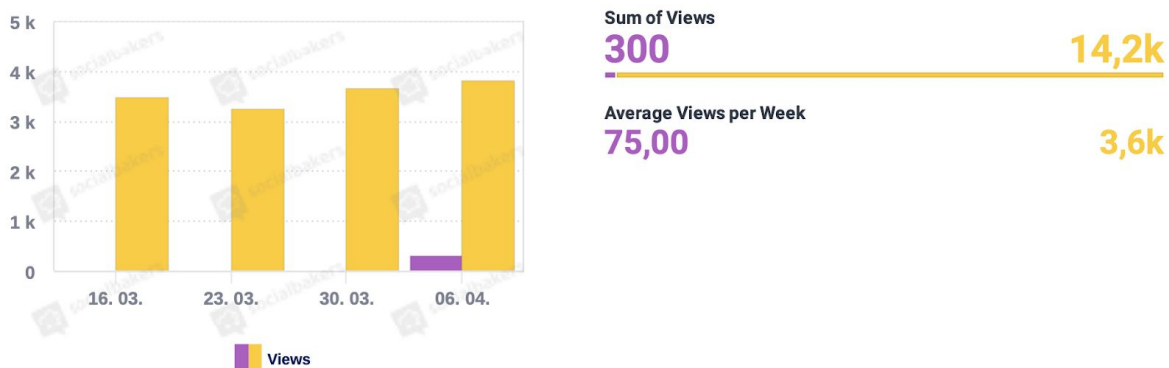
Table 5 displays the data for the number of views between March 16 and April 6. The table shows that the number of views was significantly higher for EU Business School; the following screenshots show the number of views on March 17 for the schools:

EU Business School

#MBA #DigitalBusiness #EUBusinessSchool
EU Business School Student Review | Sebastian Baotic

88 views • Mar 17, 2020

#MBA #EUBusinessSchool
EU Business School Student Review | Dhara Parikh

131 views • Mar 17, 2020

Geneva Business School

Amy Wanday and the African Sports Network | Geneva Business School

16 views • Mar 17, 2020   👍 0   👎 0

The Best of... Studying in Madrid | Geneva Business School

64 views • Mar 17, 2020

Based on the Socialbakers data, we can conclude that EU Business School's video content was more popular, since they had more views than Geneva Business School.

Table 6. Number of Interactions per 1000 Subscribers (source: socialbakers.com)
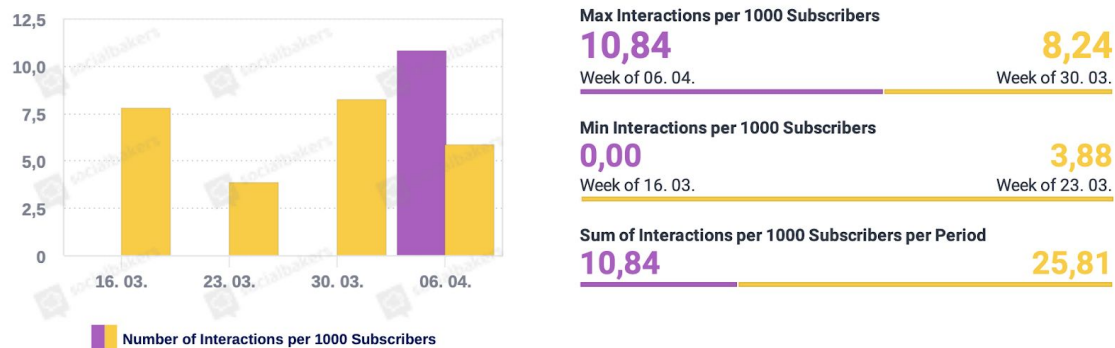
Table 6 shows the number of interactions per 1000 subscribers between March 16 and April 6. The maximum interaction per 1000 subscribers was higher for Geneva Business School, which may be because Geneva Business School was more active in posting new videos. It is important to note, however, that 'Min Interaction per Post' was higher for EU Business School, which shows that EU Business School performed significantly better than Geneva Business School in the area of general interaction. Based on this, we can conclude that EU Business School had a higher level of interactions with their posts, including responses, retweets, and likes.

4.4.1. Additional Information Regarding the Schools' YouTube Use

There is another advantage for EU Business School's YouTube channel (Picture 6); EU Business School's YouTube channel has, in the top right corner, links to their other social media profiles, including Facebook, Instagram, and Twitter. This allows YouTube subscribers to visit other social networks for more detailed information about EU Business School. By doing this, EU Business School enables visitors who visit their YouTube channel to not only view new videos but also navigate to the school's other social networks. Geneva Business School's account (Picture 7) does not have similar links, which is a disadvantage. Geneva Business School should consider adding these links to their YouTube channel in order to attract more visitors to their other social networks.

Results of the Analysis

The YouTube analysis suggests that EU Business School is more successful on YouTube than Geneva Business School. EU Business School created more new video content, posted more videos more frequently, and attracted more new viewers to their channel. YouTube is a popular online platform for creating video content, commercials, and video sharing; it is one of the most powerful modern marketing tools available. In terms of the analysis of the schools' social media, EU Business School had better results for their video content and promotion for their YouTube channel than Geneva Business School.

4.5. Instagram Overview

The fourth social platform to be analysed was Instagram. For a comparative analysis of the Instagram accounts of the two business schools, data was gathered from the official Instagram pages of Geneva Business School and EU Business Schools and from the social networking platform LiveDune. The comparative analysis, the results of which can be seen below, included subscribers, the number of new videos and publications, likes and comments, targeted advertising, and recently used hashtags and geotags. The time range for all tables was adjusted to between 16/03/2020 and 6/04/2020 to aggregate data for the entire week for both the beginning and end of the selected range.

4.5.1. Total Subscribers

EU Business School (Picture 8) had a total of 29,000 subscribers, while Geneva Business School (Picture 9) had 5,139; this information is provided on each school's main profile page. Geneva Business School created its page on June 18, 2013 and had made 273 posts since then, while on the other hand, EU Business School created its page on November 3, 2014, and with a difference of a year, had already posted 1064 times. The difference in subscribers, then, can be presumed to be due to the fact that EU Business School posted more frequently than Geneva Business School: more posts equals more subscribers.

Table 1. Number of Publications

This table shows the number of publications uploaded by Instagram during a selected time range (16/03/2020–06/04/2020).

Table 1 shows the data for new posts between March 16 and April 6 (inclusive). The number of new posts was higher for EU Business School, which is likely due to the fact that it has its specific time range structure by posting the publications where Geneva Business School does not; it is vital to ensure the quality and understand the context for what should be posted and when.

Table 2. Distribution of Interactions
This table shows the data for the distribution of interactions (comments and likes) during the selected time frame.

Аккаунты ▽	👥	🗋	♡	💬
🔳 genevabusinessschool	0 / 0	5	445 / 89	8 / 1
Итого:	*0*	*5*	*445*	*8*

Аккаунты ▽	👥	🗋	♡	💬
🔳 eu_business_school	0 / 0	14	2,792 / 199	51 / 3
Итого:	*0*	*14*	*2,792*	*51*

Table 2 displays the data for likes and comments. It is clear that between March 16 and April 6, EU Business School had more likes and comments, with a total of 2,792, where Geneva Business School had only 445 likes and comments in the same time frame. The number of posts was also higher for EU Business School, which explains the higher number of likes and comments. As Geneva Business School made fewer posts during the same time frame, it, therefore, had fewer likes and comments.

3.5.2. Targeted Advertisement

Targeted advertising is a form of online advertising that uses sophisticated methods to reach a target audience, using specified parameters and the characteristics and interests of users in the context of relevant goods or services (Zuiderveen Borgesius 2015a). Geneva Business School and EU Business School both use targeted advertising on Instagram, using it in both the stories function and on their main profile pages. This is a very effective way to attract a new audience, as most students currently use Instagram several times a day. Besides the benefit of attracting new followers, schools can use their Instagram pages to encourage visitors to click on links to their profiles to other social networks, including Facebook and YouTube, as well as visit the school's official website.

Screenshot 1 shows a targeted advertisement for EU Business School. Their targeted ads appeared when followers viewed stories in the school's Instagram feed. The targeted advertisements provided a brief description of EU Business School, a professional photo with the school's logo, and a button to re-submit an application to the

school and automatically go to the website. There is nothing superfluous in this ad, but at the same time, marketers did everything well; any student or other visitor who saw this targeted ad could immediately go to the site for full information about the school or submit an application.

Screenshot 2 shows a targeted advertisement for Geneva Business School. Their targeted ads appeared when followers engaged with their posts on the Instagram feed. The targeted ad provided a brief description of Geneva Business School and a professional photo with the school's logo. If users clicked on a button marked 'More Details', they were brought to the school's website where they were immediately provided with information about the school, as well as a 'Submit an application' window.

Targeted advertising can contribute to the growth of brand awareness, increase customer engagement and trust, inform customers about special offers, return those who previously interacted with the site, and stimulate sales through creative submission. The results of the analysis show that Geneva Business School and EU Business School have both created successful targeted advertisements, and both schools benefit from using this tool to attract new students and visitors.

4.5.3. Recently used Hashtags and Geotags

The hashtags and geotags used by each school are provided below.

Geneva Business School:

Hashtags: #Realbusiness, #genevabusinessschool, #womeninbusiness, #responsibleleadres, #studentevents, #genevacampus, #futureleaders, #BeGBS, #StudentsCouncil

Geotags: Geneva Business School, Madrid, Barcelona

EU Business School:

Hashtags: #EUExperience, #EUAlumni, #EUmybestmoment, #EUcommunity, #throwbackthursday, #EUBarcelona, #EUBusinessschool

Geotags: EU Business School Barcelona, EU Business School Munich, Barcelona.

The use of hashtags and geotags is essential for marketing on Instagram. Using Hashtags, the posts will highlight the hashtags have set, and also mark the geolocation in the desired direction.

These two features are convenient because they allow users to not only attract new audiences locally but also from around the world. It is clear that Geneva Business School uses a bigger variety of hashtags than EU Business School. With regard to geotags, it is recommended that both schools use more and a greater variety of

geotags; for example, tags such as 'Geneva', 'Geneva Lake', 'Geneva Mont Blanc', 'Barcelona', 'Spain', 'Barcelona Centre', and similar would be good additions to the lists.

Results of the Analysis

The analysis results show that EU Business School's Instagram account is more popular than that of Geneva Business School. EU Business School was more active when it came to making new posts and creating new photo and video content, and therefore, it was more successful at attracting new followers, likes, comments, and customer trust. It can also be seen that both EU Business School and Geneva Business School elaborating good within the geotags and hashtags. Recently targeted advertising has been actively used in both Geneva Business School and EU Business School, which gives them an opportunity to persuade more customers to visit their pages.

Instagram is an ideal social marketing platform for attracting potential customers through the use of visual storytelling, and it is one of the most powerful modern marketing tools for acquiring new customers through advertising. In terms of success with the platform, EU Business School had better results than Geneva Business School.

Chapter 5: Summary, Conclusion and Recommendations

5.1. Conclusions

Each of the social networks included in this research has been shown to have pros and cons, and users will continue to choose the social network that is the most convenient for their use. From the comparative analysis we can see that the effectiveness of SMM on social networks was distributed as follows:

- 1st place: Facebook
- 2nd place: Instagram
- 3rd place: Twitter
- 4th place: YouTube

It is clear from the analysis of social media use between the two schools that both schools actively use social platforms to promote their educational institutions. A description of life at the two schools is provided through the photos and videos posted on their social media. Facebook and Instagram are a good fit in the area of social content promotion, but Twitter and YouTube do not deviate from the bar for promotion.

Initially, social networks were created in order to find friends and communicate with them online. However, networks have outgrown the framework of a simple environment for communication and become an online space to sell a product and service. Now social networks offer opportunities for sorting the information, file storage, image processing, blogging, geo-social functions.

In addition, new functions open up new possibilities for the use of marketing tools. Instagram is one of the most powerful social media for business promotion. Firstly, the popularity of this network is growing up. In order to estimate the impact of promotion on social media, it is necessary to know a lot of quantitative indicators (attendance of the brand community page, the level of "like" ratings, the number of comments, etc.). The more qualitative recommendations from proven and worthy sources the brand has, the higher it is present and gains future popularity.

Our generation has witnessed the social media revolution; over the past few years, social networks have made a leap forward that would have previously been unimaginable. Social networks have become a convenient, budget-friendly, and effective marketing tool. It is difficult to overestimate the positive role of social networks; they can unite people of all ages and social groups, they encourage communication and

offer the opportunity for people to get acquainted, view videos and photos, share music, become reacquainted with old friends, communicate with relatives who are in distant countries, and even engage in professional activities such as the pursuit of employment and education.

Social networks are accessible and convenient, and with the rise of mobile devices, they can be connected to from anywhere: at home, in the office, even on transport and on the street. Social networks satisfy a human need for communication, encouraging people to feel like they are part of a social group with which they can engage.

Social networks are an invaluable development in the world of communication as well as education; they provide great potential to erase borders and barriers.

5.2. Recommendations

The needs and interests of the target audience of Geneva Business School and EU Business School should be studied more carefully. The results of this study offer the chance for many recommendations for better use of SMM, including:

- It is important that Geneva Business School increase its use of Instagram to market its educational programmes, as it offers a strong potential to attract new students; it should make further use of targeted advertisement, geotags, and hashtags to aid in the recruitment of new students
- It is important that businesses, including educational institutions, focus on SMM (through Facebook, Twitter, and YouTube), due to its ability to impact purchasing decisions. The correct choice and accurate decision about the purchase or service allows the customer to use the necessary resources from various social networks. This gives customers the right to use and study a particular market independently.
- The importance of designing a SMM strategy that takes into consideration the needs of users from different ages, countries, nationalities and income groups.
- Geneva Business School and EU Business School's posts should be useful and exciting. If the post does not fit these points, it is better not to publish it at all.
- 80% of the content is useful information. 20% – advertising offers. Link content to experts that are important to the target audience. This will increase the level of users and increase the number of visits.

- For both business schools it is important to tag subscribers in the records. Subscribers will receive messages as notifications about tags. After that, subscribers comment or repost such entries. Everyone loves attention and fame.

In the context of business schools, there is a huge potential for marketing via social media. The Geneva Business School and EU Business School should both consider expanding their social media strategies to include online surveys and blogs for school reviews. For example, posting opinion pieces on a school blog would enable the schools to initiate a conversation that enhances individuals' levels of engagement with the school.

Furthermore, if Geneva Business School begins to track its SMM metrics, they can measure public awareness of their school and services. To accomplish this, they would need to monitor growth, likes, subscribers, and brand awareness. Moreover, it is important that they focus more on marketing toward their YouTube channel by determining the best approach for delivering video content, including what type of videos to post, when to post them, who are the potential customers, and the video content. In order to do this, they will need to compare themselves with other business schools to see where they differ and how they can increase their subscribers, views, and likes.

Both Geneva Business School and EU Business School should also put more of their focus on marketing via Instagram; as has been mentioned, it would be beneficial for both schools to become more engaged in applying targeted advertisements and making full use of proper hashtags and geotags.

Companies can also use the power of social media to implement other vertical services that could instantly bring value to business schools in terms of sales. The fact that the business schools are located in Geneva and Barcelona, where many international companies are headquartered, gives them the potential to attract more customers to enrol in their education programmes, as education usually attracts a large customer base from all over the world. Therefore, their SMM strategy should focus on building strong online communities in Geneva and in Barcelona that target the universities as well as the business community.

Appendix

Picture 1

Picture 2

EU Business School Switzerland
Tuesday at 14:49 · 🌐

Dhara Parikh is studying an MBA in Design
Management at EU Barcelona👩‍🎓💛✨
Watch our video for more about Dhara's EU
experience!

ⓔⓤ Business School

International Community
Testimonials From Some of
Our Students

108 views

👍 Like   💬 Comment   ↪ Share

👍❤️ 13

2 shares

2   **Geneva Business School**   ● ORGANIC   Ⓐ
Facebook /GenevaBusinessSc...   Friday 13. 03. 2020 16:20 UTC +03:00

We're making a splash with our new partnership with Barcelona
International Water Polo Academy! 🏊 Geneva Business School is proud
to join forces with BIWPA Water Polo Academy to provide its athletes with
tailored bachelor's programs to work around their rigorous training
schedules.

Read the full story here: https://gbsge.com/biwpa-partnership-geneva-
business-school/
…

CREATIVE PROCESS:

29	26	0	3	0,48
Interactions	Reactions	Comments	Shares	Interactions per 1k Fans

Picture 3

Picture 4

EU Business School
@EU_group

EU Business School delivers the highest level of business education to the leaders
and entrepreneurs of tomorrow. Barcelona, Geneva, Montreux, Munich online.

📍 BCN, GVA, MTX, MUC   🔗 euruni.edu   📅 Регистрация: апрель 2009 г.

1 618 читаемых   **3 141** Followers

Geneva Business School
@GBSNews

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Picture 5

Picture 6   Picture 7

Picture 8

Picture 9

Screenshot 1. EU Business School

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