

Global profile, marketing and talent attraction

**Author**

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**Total duration**




3 hours, including one 15 minute break

**Number of participants**

minimum: 5, maximum: 20

**Target group**

- Administrative staff members working in the area of internationalisation and/or providing support to international PhD students, academics and researchers.
- Higher education managers (coordinators, leaders, etc. at central and faculty levels), involved in the internationalisation of their institution.
- Academic staff members working in the area of internationalisation and/or engaged in talent attraction processes.
- Research institutions managers and support staff interested in internationalisation of their institutions
- Higher education staff members engaged or interested in:
 - internationalisation of higher education institutions,
 - international communication,
 - international brand awareness,
 - attracting global talent,
 - staff recruitment,
 - marketing,
 - strategic management,
 - strategic planning.
- Newly hired staff members of higher education institutions whose duties involve support for international PhD students, academics and researchers.

	Training goals	Develop knowledge of strategic approaches and solutions in building an institution's attractiveness for global talent (researchers, lecturers, PhD students).
	Points to be covered	<ol style="list-style-type: none">1. International recognition and talent attraction.2. Institutional needs analysis, outreach goals.3. Comprehensive talent recruitment, retention and support.4. Institutional value proposition and key strengths.5. Effective and efficient ways of engagement and visibility channels.6. Digital branding.7. Good practice examples.
	Training materials	<ol style="list-style-type: none">1. PowerPoint presentation2. Handout 13. (M6) My organisation's visibility channels3. Handout 14. (M6) My organisation's SWOT analysis4. Handout 15. (M6) My organisation's values and unique selling points

Suggestions for prospective trainers

This training aims to develop knowledge of strategic approaches and solutions that are required to build an institution's attractiveness for global talent (international PhD students, academics and researchers).

The training covers two areas:

1. global visibility of higher education institutions, and
2. strategic approaches to talent recruitment.

It contains various examples of good practices applied by higher education institutions in South-Eastern and Central-Eastern Europe.

Before the training, the trainer should get familiar with the following terms:

- **Global profile or visibility** is related to the international recognition and impact of an organisation.
- The process of **talent attraction** is “the proactive identification, assessment, and engagement of individuals who have the potential to fill future roles within an organisation. The goal is to build a talent pipeline of high-potential individuals who can be hired when needed”¹.
- A **target audience** is the group of people you are trying to reach with your marketing and communication efforts².
- **Stakeholder perceptions analysis** is identifying anyone who can affect or is affected by the actions of an organisation. Stakeholder's perceptions research allows to “identify areas for improvement, understand stakeholder attitudes and motivations, and ensure the organization will be satisfying all stakeholders, providing a superior brand experience across the board”³.
- **Visibility channels** are all communication channels (webpages,

social media, etc.) used to share information on higher education institution's activities. The term also includes the institution' initiatives themselves (events, projects, workshops etc.), as well as interactions with the institution's staff members (fairs, conferences, etc.).

- **SWOT analysis** is a framework which helps to evaluate the institution by defining its Strengths, Weaknesses, Opportunities and Threats. It helps to recognise the institution's unique selling points and is a fundament of strategic management⁴.
- A **unique selling point** is a factor that makes a good or service different from those of the competition. Basically, it tells how the institution different from the others, why it is special, unique and one of a kind⁵.
- **“Content marketing** is a strategic marketing approach focused on creating and distributing valuable, relevant, and consistent content to attract and retain a clearly defined audience (...)”⁶.
- **“Public engagement** describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit”⁷.
- **Reputation and reputation management:** within the higher education institution context, reputation is defined as “the sum of the impressions received by stakeholders from the communication and interaction they have with the university”⁸. Reputation management implies an important knowledge of “how to respond and meet the expectations and needs of each stakeholder and make it a strategic priority for university managers”⁹.

1. HeroHunt.ai, *Talent Attraction definition, synonyms and explanation*, www.herohunt.ai/recruiting-glossary/talent-attraction#:~:text=What%20is%20Talent%20Attraction,can%20be%20hired%20when%20needed [access: 31.01.2023].

2. For more details, visit: *Open Library, Communication Tools and Strategies | Key Components of a Communication Plan | Define Your Audience and Channels*, <https://ecampusontario.pressbooks.pub/knowledgemanagement/chapter/communication-tools-and-strategies-key-components-of-a-communication-plan-define-your-audience-and-channels> [access: 31.01.2023].

3. For more details, visit: B2B International, *Stakeholder perceptions research: Find out what internal and external stakeholders think of your brand*, www.b2binternational.com/what-we-do/brand/stakeholder-research [access: 31.01.2023].

4. Wikipedia, *SWOT analysis*, https://en.wikipedia.org/wiki/SWOT_analysis [access: 31.01.2023].

5. Grzegorzek J., *What Is Your Unique Selling Point (USP)?*, Super Business Manager 18.02.2022, www.superbusinessmanager.com/what-is-your-unique-selling-point-usp [access: 31.01.2023].

6. For more details, visit: Content Marketing Institute, *What Is Content Marketing?*, <https://contentmarketinginstitute.com/what-is-content-marketing> [access: 31.01.2023].

7. For more details, visit: National Co-ordinating Centre for Public Engagement, *What is public engagement?*, www.publicengagement.ac.uk/about-engagement/what-public-engagement [access: 31.01.2023].

8. Amado Mateus M., Juarez Acosta F., *Reputation in Higher Education, A Systematic Review*. Frontiers in Education volume 7/2022, <https://doi.org/10.3389/feduc.2022.925117> [access: 31.01.2023].

9. Rindova, V., Williamson, I., and Petkova, A., *Being good or being known: an empirical examination of the dimensions, antecedents, and consequences of organizational reputation*, Academy of Management Journal 48/2005, pp. 1033-1049, <https://doi.org/10.5465/amj.2005.19573108> [access: 31.01.2023].

- “**Brand development** is the process of creating and strengthening professional services’ brand”¹⁰.
- “**Brand awareness** represents how familiar is the target audience is with the brand and how well they recognise it”¹¹.
- **Digital branding** is the use of digital tools and channels for institutional branding (e.g. social media, online platforms).
- **Employer brand** is how an organization is viewed as an employer¹².
- “**Recruitment marketing** is the practice of using marketing strategies to promote the value of working for an employer to attract, engage, recruit and retain talent”¹³.

During the training, it could be useful to refer to national higher education and research promotion strategies, particularly in cases where the training is delivered to participants from the same country or institution.

The training format requires active participation and offers a mix of theory and practice including dedicated moments for Q&A and exercises. Moreover, handouts serve as incentives to provide an in-depth analysis of the participants’ own communication environment during or after the training.

Several examples provided in this training refer to a broader strategic institutional level. Yet this training can also be useful in promoting marketing and communication activities to support global visibility more operationally at the department or faculty level. It will provide inspiration for various groups of staff to serve as ambassadors for their institution and help build its global profile on a daily basis.

This training could also be useful in raising the participants’ awareness of various communication activities conducted at the central level and provide an incentive for closer collaboration and coordination with other higher education institution units/departments engaged in communication and marketing.

10. For more details, visit: Hinge, *A 10 Step Brand Development Strategy for Your Professional Services Firm*, https://hingemarketing.com/blog/story/a_10_step_brand_development_strategy_for_your_professional_services_firm [access: 31.01.2023].

11. For more details, visit: Decker A., *The Ultimate Guide to Brand Awareness*, HubSpot 10.2023, <https://blog.hubspot.com/marketing/brand-awareness> [access: 31.01.2023].

12. For more details, visit: Lybrand A. S., *What Is Employer Branding and How Can It Grow Your Business?*, LinkedIn, www.linkedin.com/business/talent/blog/talent-acquisition/employer-branding [access: 31.01.2023].

13. For more details, visit: Rally, *What is Recruitment Marketing?*, <https://rallyrecruitmentmarketing.com/what-is-recruitment-marketing/> [access: 31.01.2023].

Expected learning outcomes

With the completion of the training, the participant will:

1. Understand the overall importance of attracting, retaining and supporting global talent, and the related needs of the participant's institution.
2. Understand the key concepts and processes underlying global talent attraction:
 - audience segmentation,
 - value proposition to target audience,
 - positioning in relation to competitors,
 - generation of key messages,
 - delivery of messages through various channels.
3. Have greater awareness of various channels and tools that can be used to increase the institution's visibility vis-à-vis global talent, including digital branding.
4. Have greater awareness of different target groups (e.g. through key digital channels).
5. Be able to identify an institution's key selling points and prepare related content for impactful communication.
6. Be able to use existing communication channels and communication.
7. Be (more) willing to engage in attracting, retaining and supporting global talent for their institution. They will be eager to improve internal related processes and collaborate with other institutional and external partners.
8. Be (more) open to new trends and eager to continue further expanding their working portfolio with new skills related to marketing tools, channels and strategies.
9. Be willing to deepen and share the acquired knowledge on marketing, staff recruitment and support.

Training scenario

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
1h 20'	Part 1: Introduction & global visibility				
5'	Welcome Trainer's presentation Training agenda	PowerPoint presentation	Welcome should be short and clear. It is important to provide information on the trainer's experience in the field and the reason why the training is organised.	Introduction: clarifying format and participation requirements.	<input type="checkbox"/>
10'	Introduction The trainer presents the global trends in professionalisation of higher education institution marketing and conducts a short online poll to better understand the participants' prior experience; the trainer shares the results of the poll with the participants. The trainer presents the format of the training and housekeeping rules.	PowerPoint presentation Online poll	The results of the online poll are presented to the audience. The polling question is: How familiar are you with any of these concepts: reputation management; brand development; recruitment marketing; content marketing; public engagement? <ul style="list-style-type: none"> • I've never encountered these concepts in theory or practice • I've heard about them but I haven't yet applied them in practice • I apply (some of) them in my daily work 	Understanding the audience's level of experience in the topic. Setting training format.	<input type="checkbox"/>
20'	Presentation of the participants Participants are asked to introduce themselves and their institution by a) indicating their name, position & institution, b) briefly explaining why they have decided to join the training and what they expect to learn.	Participant badges or stickers	Presentation should last 1-2 minutes per participant.	Building trust and openness.	<input type="checkbox"/>

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
7'	<p>Key concepts</p> <p>The trainer presents the following concepts:</p> <ol style="list-style-type: none"> objectives for the global marketing strategy, examples of target audience in the international context¹, stakeholder groups and stakeholder perception analysis, and key enablers of global visibility. 	PowerPoint presentation	Stakeholder analysis may serve an institution in multiple ways. Stakeholders may support the institution's plans and initiatives, serve as consultants, link the institution with outside players etc. Moreover, analysis of stakeholders may be one of the incentives to work on communication strategy, if such does not exist at the institution.	Delivery of theoretical knowledge.	<input type="checkbox"/>
5'	<p>Global visibility channels</p> <p>The trainer presents the main visibility channels and invites participants to the exercise</p>	PowerPoint presentation	<p>The trainer provides the following examples of visibility channels:</p> <ol style="list-style-type: none"> EAIE² ORCID³ NAFSA⁴ ResearchGate⁵ MUNI⁶ EUA⁷ IAU⁸ European Universities⁹ EURAXESS¹⁰ Times Higher Education¹¹ <p>The list (if necessary) may be supplemented by national or regional examples. It serves as an inspiration for the practical exercise.</p>	Delivery of theoretical knowledge illustrated by examples.	<input type="checkbox"/>

- Bruce C. et al., *Knowledge Management and Communication*, Ontario University Research Collaboration, no date, <https://ecampusontario.pressbooks.pub/knowledgemanagement/> [access: 31.01.2023].
- EAIE: European Association for International Education, <https://www.eaie.org/> [access: 31.01.2023].
- ORCID, <https://orcid.org/> [access: 31.01.2023].
- NAFSA: Association of International Educators, <https://www.nafsa.org/> [access: 31.01.2023].
- ResearchGate, <https://www.researchgate.net/> [access: 31.01.2023].
- Masaryk University, *Strategy office*, <https://strategie.rect.muni.cz/en/international-ranking> [access: 31.01.2023].
- European University Association (EUA), <https://eua.eu/> [access: 31.01.2023].
- International Association of Universities, <https://www.iau-aiu.net/> [access: 31.01.2023].
- European Commission, *European Universities initiative*, <https://education.ec.europa.eu/education-levels/higher-education/european-universities-initiative> [access: 31.01.2023].
- EURAXESS, <https://euraxess.ec.europa.eu/> [access: 31.01.2023].
- Time Higher Education, *World University Rankings*, <https://www.timeshighereducation.com/world-university-rankings> [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
20'	<p>Exercise: My organisation's visibility channels</p> <p>The trainer invites the participants to ask questions about the ideas presented:</p> <ul style="list-style-type: none"> • Do you have any questions? <p>The trainer delivers handouts and poses the following questions for consideration:</p> <ul style="list-style-type: none"> • What visibility channels are most actively used at your institution, faculty, or department? • What channels would you like to further develop or adopt? 	<p>Poster paper to put down participants' ideas</p> <p>Handout 13. (M6) My organisation's visibility channels</p>	<p>For training organised in one institution, the trainer divides participants into small groups (4-5 participants per group depending on the total number of participants). Each group nominates a rapporteur. They are given 10 min for filling in the handouts and 5 for presenting the answers.</p> <p>In non-homogenous groups, participants work individually. They are given 10 min for filling in the handouts and 5 to compare and discuss in pairs (as they sit) the channels they listed.</p> <p>For the summary, the trainer collects the answers provided by the participants and (if necessary) indicates visibility channels which may be added (according to the previous slide).</p> <p>When the training is delivered to managers, the trainer asks for recognised difficulties and possible improvements in these areas.</p>	<p>Identifying the institution's visibility channels</p> <p>and (optional) possible improvements in communication management.</p>	<input type="checkbox"/>
5'	<p>Unique strengths and positioning</p> <p>The trainer lists possible strengths illustrated by the example of the Central European Institute of Technology¹².</p>	<p>PowerPoint presentation</p>	<p>The trainer is encouraged to also use national examples (if applicable).</p>	<p>Delivery of theoretical knowledge illustrated by an institutional example.</p>	<input type="checkbox"/>
10' – 20'	<p>SWOT analysis, including</p> <p>Exercise: My organisation's SWOT analysis (optional)</p> <p>The trainer presents the SWOT analysis and ask participants if their institutions have done SWOT analysis (and have a communication strategy).</p>	<p>PowerPoint presentation</p> <p>Handout 14. (M6) My organisation's SWOT analysis</p>	<p>Many higher education institutions have a communication strategy (or a communication plan) built on a SWOT analysis. If so, participants are asked to share their experience.</p> <p>To summarise, participants are asked to identify the benefits of having such a strategy.</p> <p>For groups without a communication plans, it is orthwhile to spend some time working on a simplified SWOT analysis.</p> <p>Exercise: My organisation's SWOT analysis (optional)</p> <p>The participants continue working in the small groups created earlier. They have 10 minutes for filling in the handout and 10 minutes for presenting the outcomes to the other participants. Short reports are made by the rapporteurs.</p>	<p>Learning how to use the SWOT analysis in recognising the institution's position.</p>	<input type="checkbox"/>

12. Central European Institute of Technology, <https://www.ceitec.eu/> [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
15'	Break				
1h 20'	Part 2: Strategic approach to talent attraction				
5'	<p>Talent attraction – definition</p> <p>The trainer presents a definition of talent attraction followed by several questions posed to the audience:</p> <ul style="list-style-type: none"> • How is global talent recruitment organised at your institution? Is it a priority for your institution, faculty or department? • For what purpose(s) do you (need to) attract talent at your institution (faculty, department)? • What change do you aim to achieve? 	<p>PowerPoint presentation</p> <p>Poster paper to put down participants' ideas</p>	<p>This is introduction to the topic. The aim of this discussion is to let the participants share their perspective and to engage in peer learning.</p>	<p>Introduction to the topic and recognition of the state of the art.</p>	<input type="checkbox"/>
5'	<p>A strategic approach to talent attraction</p> <p>The trainer presents seven steps that lead to a more strategic talent attraction based on the higher education institution's employer brand.</p>	<p>PowerPoint presentation</p>	<p>The seven steps are explained in more detail in the following slides. Each step includes institutional examples and case studies.</p>	<p>Delivery of knowledge on strategic approach to talent attraction.</p>	<input type="checkbox"/>
5'	<p>Step 1: Define strategic objectives</p> <p>The trainer presents various strategic objectives for attracting global talent.</p>	<p>PowerPoint presentation</p>	<p>Strategy objectives for talent attraction may be included / defined in the institution's strategy or the institution's internationalisation strategy. If such documents exist, they should be referenced at this stage.</p>	<p>Delivery of knowledge on strategy objectives</p>	<input type="checkbox"/>

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
4'	<p>Step 2: Assess the needs</p> <p>The trainer raises several questions that can guide the analysis of strategic and technical needs at the department or faculty level.</p>	PowerPoint presentation	<p>The trainer provides the following questions:</p> <ul style="list-style-type: none"> • What is the subject area requiring new expertise and what is its special focus? • How useful will the new expertise be for research and (postgrad/undergrad) teaching? • What subject-related gains are expected? (e.g. enhancing existing expertise, establishing a new area)? • Are there any internal alternatives? • How can the new expertise strengthen other units' activities? • How will it be funded? Will it generate additional income? 	Delivery of knowledge.	<input type="checkbox"/>
6'	<p>Step 3: Define the target audience and the attraction pathway</p> <p>The trainer presents a series of questions guiding the search for talent based on needs (step 3a) and offers several examples of the existing attraction pathways.</p> <p>The trainer provides an example of a strategic career funding pipeline with the possible early entry point for international talent at Master's level.</p>	PowerPoint presentation	<p>Step 3 is divided into two sub-steps: step 3a and step 3b.</p> <p>Step 3a: Define the target audience</p> <ul style="list-style-type: none"> • For what areas? (thematic disciplines; faculties) • At what level? (early-stage vs advanced; academic achievements) • For how long? • From what region(s)? <p>Step 3b: Define the attraction pathway</p> <ul style="list-style-type: none"> • Recruitment (temporary vs permanent) • Visiting fellowships/programmes • Staff exchanges • Masters' & doctoral programmes • Secondments <p>The list is non-exhaustive. Participants can add other ideas to the mind map.</p>	Delivery of knowledge.	<input type="checkbox"/>

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
5'	<p>Case studies</p> <p>The trainer presents two institutional case studies to offer concrete examples of strategic objectives and target audiences:</p> <ul style="list-style-type: none"> • West University of Timisoara, Romania¹³, • The University of Pecs, Hungary¹⁴. 	PowerPoint presentation	Participants may also like to share they examples.	Case studies to provide an illustration for the delivered theoretical knowledge on talent attraction.	<input type="checkbox"/>
20'	<p>Step 4: Create awareness and interest</p> <p>The trainer presents the concept of an employer's brand and offers a list of features that can be part of the value proposition (step 4a) and offers two institutional examples:</p> <ul style="list-style-type: none"> • Central European Institute of Technology, the Czech Republic¹⁵, • BRAINCITY, Poland¹⁶. <p>The trainer introduces the concept of content marketing and outlines its four components (step 4b).</p> <p>The trainer presents the example of a landing page and staff members testimonials featuring the institutional value proposition of Charles University in the Czech Republic¹⁷ and explains how social media can be better leveraged for staff recruitment¹⁸ by offering examples of Facebook, Instagram, Twitter and LinkedIn.</p>	PowerPoint presentation	<p>Step 4 is divided into two sub-steps: step 4a and step 4b.</p> <p>When it comes to the institutional value proposition, it is important to stress that institutions should be realistic.</p> <p>Examples are structured as follows:</p> <ul style="list-style-type: none"> • Institutional profile • Target audience • Institutional offer/value proposition 	Delivery of knowledge.	<input type="checkbox"/>

13. West University of Timisoara, *Call for Visiting Professors at FLIT*, <https://litere.uvt.ro/wp-content/uploads/Call-for-Visiting-Professor-at-FLIT-.pdf> [access: 31.01.2023].

14. The University of Pecs, *Stipendium Hungaricum Scholarship Program*, <https://ktk.pte.hu/en/stipendium-hungaricum-scholarship-program> [access: 31.01.2023].

15. Central European Institute of Technology, *Career*, <https://www.ceitec.eu/career-homepage/t10698> [access: 31.01.2023].

16. BRAINCITY, <https://braincity.nencki.edu.pl/> [access: 31.01.2023].

17. Charles University in the Czech Republic, *Your Career at CU*, <https://cuni.cz/UKEN-1149.html> [access: 31.01.2023].

18. Academic Positions, *Choosing the Right Social Media Channels for Social Recruitment*, <https://recruit.academicpositions.com/advice/leverage-social-media-demographics-to-recruit-the-most-qualified-candidates/> [access: 31.01.2023].

Time	Most important content	Training materials	Guidelines for trainers	Desired outcome	<input checked="" type="checkbox"/>
20'	<p>Exercise: My organisation's values and unique selling points</p> <p>The trainer invites the participants to ask questions about the ideas presented:</p> <ul style="list-style-type: none"> • Do you have any questions? <p>The trainer delivers handouts and invite participants to take part in the exercise.</p> <p>Instruction:</p> <ul style="list-style-type: none"> • Make a list of your institution's value propositions. • Identify several unique institutional selling points that could be appealing to your international target audience, including recruited staff. • Choose the communication channels which could reach your target audience. <p>For the conclusion, the trainer presents the UniWeliS Report¹⁹ results concerning communication channels ("How did you learn about this mobility (study, visit employment) opportunity?") and ask participants to consult communication channels they chosen and (if necessary) correct them to reach target audience.</p>	<p>Poster paper to put down participants' ideas</p> <p><u>Handout 15. (M6) My organisation's values and unique selling points</u></p>	<p>The participants continue working in the small groups created earlier. They have 10 minutes for filling in the handout and 10 minutes for presenting the outcomes to the plenary. Short reports are made by the rapporteurs.</p> <p>Participants may refer to the SWOT analysis focusing on the Strengths (if applicable).</p> <p>Participants who are experienced in communication and/or recruitment may contribute by offering their own examples of communication strategies used in their institutions.</p>	<p>Practical use of presented knowledge, peer learning.</p>	<input type="checkbox"/>
5'	<p>Step 5: Recruit</p> <p>The trainer presents the typical recruitment process for academic staff and considerations for international staff followed by an example of project-based recruitment at University of Zilina, Slovakia²⁰.</p>	<p>PowerPoint presentation</p>	<p>Recruitment, understood as a process, includes the preparatory phases which appear before a job interview, such as the preparation of the job advertisement and its sharing with the target audience.</p> <p>For readability, in the PowerPoint presentation, those activities were additionally pinned to the appropriate steps of the seven steps schema.</p>	<p>Delivery of theoretical and practical knowledge.</p>	<input type="checkbox"/>

19. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

20. University of Zilina, *The process overview for recruiting academic staff*, https://employment.ku.dk/faculty/recruitment-process/recruitment_process_overview.jpg [access: 31.01.2023].

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5'	<p>Step 6: Welcome & support</p> <p>The trainer presents the evidence from the UniWeliS project²¹ related to the lack of information guidance and support at different mobility stages and its importance for talent attraction in Central Eastern and South Eastern Europe. The trainer offers an example of 360 degree support at Charles University in the Czech Republic²².</p>	PowerPoint presentation	Participants interested in designing support services for incoming academics may consult Module 3: Comprehensive approach to support services.	Delivering theoretical and practical knowledge.	<input type="checkbox"/>
5'	<p>Step 7: Retain and engage</p> <p>The trainer presents the current trends identified on the basis of the interviews conducted at higher education institutions in the Central-Eastern and South-Eastern Europe and offers several examples of ad hoc activities pursued to engage with alumni. The trainer advocates for a more structured and consistent approach to engaging with alumni academics.</p>	PowerPoint presentation	The trainer provides information on the UniWeliS Explorer App ²³ , where further ideas concerning engagement may be found.	Delivery of theoretical and practical knowledge.	<input type="checkbox"/>
5'	<p>Conclusions & key takeaways</p> <p>The trainer summarises the most important aspects of the module and invites the participants to share their feedback.</p>	PowerPoint presentation	The trainer may also ask about the most useful knowledge participants gained during the training and ideas they will adopt in their own institutions.	Reiteration of key training aspects and evaluation.	<input type="checkbox"/>

21. Kupriyanova V., Ferencz I., *Attracting and Supporting International Ph.D. Students, Lecturers, and Researchers in Central-Eastern and South-Eastern Europe: Current Status and Recommended Improvements*, Academic Cooperation Association, Brussel 2022, https://uniwelis.saia.sk/_user/Uniwelisis/Outcomes/UniWeliS-Report_Final.pdf [access: 31.01.2023].

22. Charles University in the Czech Republic, *Your Career at CU*, <https://cuni.cz/UKEN-1149.html> [access: 31.01.2023].

23. UniWeliS Explorer App, <https://app.uniwelis.saia.sk/> [access: 31.01.2023].

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1. Academic Positions, *Choosing the Right Social Media Channels for Social Recruitment*, <https://recruit.academicpositions.com/advice/leverage-social-media-demographics-to-recruit-the-most-qualified-candidates/>.
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3. B2B International, *Stakeholder perceptions research: Find out what internal and external stakeholders think of your brand*, www.b2binternational.com/what-we-do/brand/stakeholder-research.
4. BRAINCITY, <https://braincity.nencki.edu.pl/>.
5. Bruce C. et al., *Knowledge Management and Communication*, Ontario University Research Collaboration, no date, <https://ecampusontario.pressbooks.pub/knowledgemanagement/>.
6. Central European Institute of Technology, <https://www.ceitec.eu/>.
7. Charles University in the Czech Republic, *Your Career at CU*, <https://cuni.cz/UKEN-1149.html>.
8. Content Marketing Institute, *What Is Content Marketing?* <https://contentmarketinginstitute.com/what-is-content-marketing>.
9. Deker A., *The Ultimate Guide to Brand Awareness*, HubSpot 10.2023, <https://blog.hubspot.com/marketing/brand-awareness>.
10. EAIE: European Association for International Education, <https://www.eaie.org/>.
11. EURAXESS, <https://euraxess.ec.europa.eu/>.
12. European Commission, *European Universities initiative*, <https://education.ec.europa.eu/education-levels/higher-education/european-universities-initiative>.
13. European University Association (EUA), <https://eua.eu/>.
14. Grzegorzek J., *What Is Your Unique Selling Point (USP)?*, Super Business Manager 18.02.2022, www.superbusinessmanager.com/what-is-your-unique-selling-point-usp.
15. HeroHunt.ai, *Talent Attraction definition, synonyms and explanation*, <https://www.herohunt.ai/recruiting-glossary/talent-attraction>
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Examples of good practices as presented in the PowerPoint presentation

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Handout 13. My organisation's visibility channels

Fill in the table providing as many examples as possible.

Example:

Visibility channels	Name	Language(s) of communication	Main target group(s)	Reach international academics? Yes/No	Responsible unit
Institution & researcher profiles	1. HIGHER EDUCATION INSTITUTION'S WEBSITE UNIVERSITYWEBSITE.EDU.UE	EN & NATIVE	ALL COMMUNITY	PARTLY	COMMUNICATION DEPARTMENT
	2. UNIVERSITY CENTRE FOR EXCELLENCE	EN	RESEARCHERS	YES!	RESEARCH TEAM
Rankings, citations, open access	TIMES HIGHER EDUCATION RANKING	EN	<ul style="list-style-type: none"> INTERNATIONAL STUDENTS, INTERNATIONAL ACADEMIC, PARTNER HIGHER EDUCATION INSTITUTIONS 	YES, REPOST AT THE UNIVERSITY'S WEBSITE	COMMUNICATION DEPARTMENT

Handout 13. My organisation's visibility channels

Visibility channels	Name	Language(s) of communication	Main target group(s)	Reach international academics? Yes/No	Responsible unit
Institution & researcher profiles					
Rankings, citations, open access					
Online social networks, professional networking sites					
Professional societies (websites, bulletin boards, publications)					
Research conferences					

Handout 13. My organisation's visibility channels

Visibility channels	Name	Language(s) of communication	Main target group(s)	Reach international academics? Yes/No	Responsible unit
Fairs (including study fairs for PhD students)					
National portals					
International portals					
Advocacy, special projects, events					
Higher education institution networks and partnerships					

Handout 13. My organisation's visibility channels

Visibility channels	Name	Language(s) of communication	Main target group(s)	Reach international academics? Yes/No	Responsible unit
Advertising (display, print)					
<p>FOR WELCOME CENTRE SUPPORT STAFF MEMBERS:</p> <p>Which higher education institution units may contribute to enhancing support services?</p> <p>How can you contribute to enhancing the communication process?</p>					
<p>FOR HIGHER EDUCATION MANAGERS (REFLECTIONS)</p> <p>How is the communication process organised? Is it distributed or concentrated in one unit?</p> <p>Is the communication process effective?</p> <p>Are there any aspects that may be:</p> <ol style="list-style-type: none"> 1. Examined (I don't know how it works) 2. Rebuilt (It could work better) 3. Developed (It works on a basic level and could be upgraded) 4. Implemented (Introducing this activity at institutions will help in...) <p>What kind of resources do I need:</p> <ol style="list-style-type: none"> 1. People 2. Funds 3. Knowledge 4. Tools (e.g. IT/databases) 5. What are the obstacles 					

Handout 14. My organisation's SWOT analysis

On the basis on your knowledge and experience, fill in the form focusing on the organisation's Strengths, Weaknesses, Opportunities and the Threats it is facing.

	Helpful to achieving the objectives	Harmful to achieving the objectives
Internal origin Attributes of the organisation	Strengths What makes your institution outstanding? Which processes are well organised and work to the institution's satisfaction?	Weaknesses Which internal aspects could be improved or strengthened?
External origin Attributes of the environment	Opportunities What external circumstances may help your institution to grow?	Threats What do your competitors do/may do/plan? What obstacles may your institution encounter?

Source: Author's own work on the basis of Xhienne - SWOT pt.svg, CC BY-SA 2.5, <https://commons.wikimedia.org/w/index.php?curid=2838770>.

Handout 15. My organisation's values and unique selling points

In order to attract international PhD students, academics and researchers, based on your knowledge and experience, define the value proposition, unique selling points and communication channels.

Value proposition (4a)	Unique selling point (4b)	Communication channels
What does the institution offer to staff members? Possible indicators: <ul style="list-style-type: none"> • Quality • Location • Finances • Support 	How would prospective staff members benefit from the institution? What makes the institution different from others?	Which communication channels should be used to reach the target audience?
		