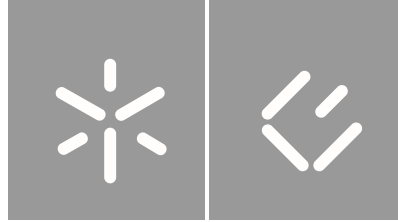




Universidade do Minho
Escola de Economia e Gestão

Daniel Filipe Vieira Oliveira

**Communication Content
Management for Higher Education
Alumni**



Universidade do Minho

Escola de Economia e Gestão

Daniel Filipe Viera Oliveira

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Management for Higher Education
Alumni**

Internship Report

Master's degree in Marketing and Strategy

Work carried out under the guidance of
**Professor Doctor Beatriz da Graça Luz
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April 2022

DECLARATION

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University of Minho, April 29th, 2022

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Acknowledgments

I must thank,

Firstly, to my family for being a constant support system throughout my academic process.

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Abstract

This report is based on the three months internship in the School of Economics and Management of Minho University, between 2021 September 13 and 2021 December 13.

This document highlights the activities developed along the 3 months in the institution to comply with the duties of an intern. These activities included planning the content published on the alumni platform of the School of Economics and Management of the University of Minho. After collecting related literature and the best practices in the involvement of alumni in social media, I proceeded to create content that met these researched guidelines to be published in the EEG Alumni platform.

The activities were developed always taking into account the objectives initially outlined to achieve as an intern, which would be the development of processes and activities related to the planning and implementation of a communication plan for the involvement of alumni, as well as the performance of interconnected tasks.

The communication plan emerges as the achievement of the main objective of the internship, including the internal analysis, with a special focus on the digital channels where the institution is present. Alongside with other analysis, a SWOT analysis for the institution's social media is presented, from which some strategies are extracted to implement a more attractive and effective communication with the target audience.

The completion of this report made it possible to detect some deficiencies in the positioning of the institution in social media as well as the lack of defined market segments for all the platforms. The focus on content aimed at current students proves to be a strategy that has many theoretical conclusions in the creation of a lasting relationship that eventually transcends to a relationship as an alumni. The internship allowed us to sustain interest in the production of content for social networks for the engagement of alumni as well as all the strategies outlined for that purpose.

Keywords: Digital Communication; Digital marketing; social media; Content Marketing; Alumni; Higher Education.

Abbreviations

Uminho- Minho University

EEG - School of Economics and Management

PhD - Doctor of Philosophy

SWOT- Strengths, Weaknesses, Opportunities and Threats

CRM- Custom Relationship Management

iOS - mobile operating system from Apple Inc.

ISCTE - Higher Institute of Labor and Business Sciences

FEP - Faculty of economics of Porto

Nova SBE - Nova School of Business and Economics

ISEG - Higher Institute of Economics and Management of the University of Lisbon

IPCA - Polytechnic Institute of Cávado and Ave

LBS – London Business School

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1. Introduction

1.1 Internship and topic Motivations

The main reason for the elaboration of this internship is its need for the completion of a master's degree in marketing and strategy and the subsequent attainment of a master's degree.

This work is intended to reflect and consolidate everything I have learned during the curricular internship. The internship enables the construction of a professional identity, as it allows for a greater approximation with the labor reality, both at the concepts and procedures that we should take when we start our professional practice. The internship allows us to have a broader view of that that we can/should or should not do throughout our professional life. Thus, this experience not only contributed to my growth as a future professional, but also helped me overcome fears and insecurities and help me make the leap from student to professional.

James Cook, Stokes & Parker (2015) found that students internships led to many benefits, such as increased the ability to get along with others at work, facilitated one's growth in maturity, helps to apply classroom ideas to the work environment and increased job search confidence. According to research, there is a positive relationship between internship programs and potential employment after graduation.

The motivation for choosing this topic stems from the fact that almost every university in Portugal lacks monitoring and an appropriate way to communicate with former students, as there is no tradition, as for example in the United States of America, to stay in touch and keep detailed records of the path that alumni take after leaving the alma mater. For this reason, the choice follows the desire and need of the School of Economics and Management at the University of Minho to seek the creation of projects with their alumni. Thus, was born the need to explore the connection that was never established. Since social networks and digital communication currently have a great relevance in sharing information, creating brand awareness, and being a means of communication without limitations, the focus will be on precisely creating ways to communicate online with alumni in a manner that they

feel like they still belong to the university, and they are still receiving something (experience, knowledge, network) for having studied at the institution.

1.2 Internship location identification

University of Minho is a public institution of higher education founded in 1973 in the city of Braga (Portugal), as part of the group of "New Universities" that changed the landscape of higher education in the country.

The University of Minho is one of the most respected institutions in the country, attracting thousands of students each year. UMinho has always been known for its high quality, being among the best 400 universities in the world for several years.

The main focus of UMinho is high level education, which focus on teaching and transferring knowledge, but it is also a research institution dedicated to knowledge valorization that seeks to find and develop knowledge by creating methods that best help society in countless areas, from socioeconomics to biological and health issues.

The internship will take place at the career's office of the school of economics and management at the University of Minho.

The School of Economics and Management at the University of Minho ranks among the best national universities in the areas of Economics, Management and Political Science.

A close connection with the business environment makes it possible to offer bachelor and master's degree courses tailored to the needs of the labor market, combining solid theoretical foundations with a strong practical component. The offer of PhD courses in scientific areas is based on exceptional conditions for research, such as access to databases and support software, as well as a faculty trained in the best universities such as Oxford, Manchester, Cornell, Stockholm, London School of Economics, Tinbergen Institute, or the European University Institute (Florence).

The facilities of the University of Minho are divided between the cities of Braga and Guimarães, since the School of Economics and Management is located in Braga, it was here that the internship took place.

1.3 Identification of internship members

On September 13, 2021, I began the fourteen-week internship period at the university of Minho. This trainee period took place at the school of economics and management at the career's office, under the organizational supervision of Dra Beatriz Casais who was also the institutions supervisor.

Dra Rita Sá Nunes from career's office department at the school of economics and management was also a crucial part of this internship as a daily supervisor who helped me in my daily work, provided advice, and helped when needed.

1.4 Problem address

It is critical for schools to create and maintain relationships with their alumni. However, attaining this by traditional methods like as direct mailing, phone calls, and face-to-face encounters is not always practical or cost-effective, particularly in the online era. The use of social media can assist higher education institutions in overcoming these deficiencies (Sutrave, el al, 2020). Leaders at universities are struggling to successfully manage and comprehend the consequences of conventional and social media marketing as they seek the best methods to distribute marketing initiatives among traditional and social media channels (Griffiths & McLean, 2015).

Since the School of Economics and Management was founded, it has graduated over 11,000 students, but similar to other country institutions, it has historically done a poor job at alumni engagement. There are many challenges that have to be faced in improving alumni engagement. Challenges like the fact that many graduates pursue masters and doctorate degrees in other institutions and develop long-term relationships with those higher education institutions or the fact that when graduates enter immediately in the workforce most lose interest in being involved and that's why it is important to reach out to the community strategically.

The main problem or question that I worked on during the internship was the marketing of higher education organizations and in particular on content marketing with the alumni

network. The objective was to understand how to use content marketing strategies to increase alumni engagement on digital platforms.

By answering this question, it was possible to gain a deeper understanding of how to retain and capture the interest of alumni and how they can become an integral part of the institution through digital platforms. This project was designed to meet the needs and reality of the University of Minho and in particular the school of economics and management.

1.5 Research objectives

The goal of this work was to examine strategies and implement initiatives that would be successful at engaging alumni to play an important role in our efforts to increase student success and the overall success of the school.

The objective of this research was to apply new strategies to promote the college among School of Economics and Management alumni and by collecting data about social media usage patterns that could lead to the creation of a comprehensive social media-marketing plan. It was also important to understand in which way the university can approach the needs and desires of alumni, with the intent to have a better relation and communication with them.

1.6 Methodology

The report aims to identify the best practices on content creation process and which content will be the most appropriate for the business problem I presented, the goal is to leave a set of content marketing best practices manual for the specific case of alumni engagement, that is, which content is the most appropriate to make students feel the need and desire to get involved in publications and consequently with the school of economics and management after they graduate.

The methodology that was most appropriate to identify conclusions about the work performed, is an analysis of metrics on the platforms used. Different Metrics were be used to better understand if the problem has been properly addressed and if so, better conclusions can be draw.

Analytics can be used to assess the performance of a social media program and enhance the efficacy of future social media programs. This is where institutions may increase the success of future social media efforts, by analyzing previous campaigns/strategy's and determine out where they can improve (Whitinger, 2015)

1.7 Report structure

This dissertation was structured in 7 chapters, each divided into subchapters.

The first chapter, in which we find ourselves, was divided into seven subchapters and has the purpose of make a brief introduction to the study presented, namely, Internship and topic Motivations, Internship location identification, Identification of internship members, Problem address, investigation objectives, Methodology and last the Report structure

The second chapter, referring to the literature review, aims to expose the theoretical framework that will serve basis for the construction of this investigation. This is divided into 4 subchapters. The first subchapter aims to understand what the characteristics of online marketing communications are. The second subchapter aims to frame content marketing in current communication strategies, the third subchapter addresses the concept of Higher education marketing, which tries to make known what universities have done in relation to its diffusion. Finally, the last subchapter tries to understand the alumni relationship and engagement towards universities.

The third chapter "Internship: the experience" tries to summarize what was done in the three months of internship. In this way it is divided into 2 subchapter: "Adaptation and initial processes " which highlights the main challenges and the necessary adaptation to understand the needs of the School of Economics and Management, Regarding alumni communication. "Activities Developed" which in general shows the tasks that I was responsible for, during the 3 months.

The fourth chapter aims to clarify the methodology used to elaborate the internship and explain how conclusion were withdrawn.

The fifth chapter clarifies the state of EEG's communications towards its students and alumni, it also highlights different internal and external analyses performed. Furthermore, based on the conclusions that could be drawn, I present recommendations for optimizing the School of Economics and Management's digital marketing.

The sixth chapter is the demonstration of results as well as its discussion, here I try to clarify what kind of conclusions it was possible to determine with the investigation carried out.

For last, the seventh chapter retraces the conclusions that were possible to draw with the completion of the internship and the report itself. Accompanied together with the disclosure of the contributions and implications of the report as well as its limitations and recommendation for future research.

2. Literature review

This chapter aims to expose the theoretical framework that will serve as foundation for the construction of this investigation. This critical review, supported by the scientific community, will be constituted by four subchapters with the objective of understanding the framing of the communications directed to alumni. Thus, the first subchapter narrates the communication from the perspective of online marketing. The second subchapter describes content marketing. The third subchapter addresses the existing literature on marketing of higher institutions, and finally the fourth subchapter refers to the literature that involves communication with alumni.

2.1 Digital Marketing communication

The previously offline method of marketing communication that received information from people has now transitioned to an interconnected online and digital world. Digital marketing is a type of interactive and integrated marketing that allows producers, market intermediaries, and potential consumers to interact with one another (Soegoto & Utomo, 2019). The existence of internet technology has changed the way people live in many ways, including the way they communicate. For a marketer, the internet can be a powerful tool for establishing a connection between the consumer and the brand.

The basic function of marketing communication is to influence targets to purchase goods and services through communication. Kotler & Keller (2008) define marketing communications as the methods through which corporations attempt to update, motivate, and remind their customers directly and indirectly of the types of products, they sell.

Developing and implementing a strategic communication program include developing a plan, developing the appropriate content, developing the appropriate architecture, developing intuitive navigation, and calculating the return on investment (Halijgan, 2010).

Marketing communication should be considered as a long-term approach, as are things that companies do systematically for a longer period (regular communication with users via blogs,

tweets, forums, sites, Instagram, etc.) and it helps to achieve strategic goals of marketing communication on social networks. A strategic approach to marketing communication on social channels helps in the development of brands and the reputation of businesses (Zarrella, 2009).

The communications that the organization sends to its various audiences must be adapted in three phases. First and probably most important, the message should respect and integrate the organization's core corporate values. Second, the information must be adjusted in relation to the strategy objective of the online communication marketing strategy. Third, the message should be adapted to the specific characteristics of the intended/ used channel (Gurău, 2008). The level of visibility, user interaction, and selectivity of online communication channels varies, and these dimensions should be considered when establishing the proper communication for each relevant audience.

If a company wants to manage a linked community, it must first comprehend how social media fosters the establishment of relationships between users (Ang, 2011).

In the article, Ang (2011) proposed that social media communications rely on four main pillars, the "4cs model of CoRM"

1. Connectivity, in order for social networking to flourish and prosper, it must first attempt to build a big user base. The importance of connectivity is crucial. This is accomplished by developing a platform that makes it simple for people to connect with one another.
2. Conversations, e-mail remains the most popular way for people to connect, but social media feeds have facilitated the way we communicate with others, encouraging people to share information about their lives with their network of contacts.
3. Content creation, it is intrinsic to human beings to create, no matter what human being is a creative being by nature. The author emphasizes that "showing what we are capable of doing" is one of the motivations that lead us to want to co-create.
4. Collaboration, with the ease of content creation and sharing comes collaboration, people tend to collaborate in specific situations with a common goal, it usually requires a specific destination where people in the community can work together

People enjoy connecting, communicating, creating, and collaborating with one another. Organizations can benefit from these predispositions by leveraging them in a multitude of scenarios (Ang, 2011).

“Companies are diverting resources and rethinking their conventional outreach methods. In addition, as the social media trend dissipates into the vast ocean of connected encounters, the word itself will become an entry in dictionaries and encyclopedias and we will embark on a new era of information, accessibility and encounters unbound by distance, time, or physical walls. It's time that every organization adopts social media and takes it seriously!” (Sajid, 2016, p. 6).

In recent years, digital marketing content has completely dominated the communication of institutions and companies. And they have proved to be the most valuable form of communication.

According to Hollebeek & Macky (2019) digital marketing content is the process of developing brands that benefit through engagement, trust, and relationships by creating and disseminating relevant content associated with brands to customers or prospective customers on a digital platform.

It is all about information in content marketing. It is the promotion of a company or institution by disseminating academic, entertaining, or inspirational information that will help consumers enrich their lives (Forrest, 2019).

The importance of content marketing in retaining the reader's attention cannot be overstated. Content marketers should not forget the famous marketing adage “out of sight, out of mind”. Content must be entertaining, interactive and allow customers to participate and provide feedback through multiple channels in the content marketing process is a vital aspect of generated content (Pulizzi, 2014).

In a recent article, Kee, et al. (2015) highlighted six different types of digital content strategies that manage to attract the most interactions and reactions:

- **Localization:** which refers to the importance of having a language and significant content for the place and target of desire.

- **Personalization:** is the sense in which each content receiver can feel a personalized message. “They seek for quality and personalized experience during the viewing of content on the internet” (Kee, et al, 2015, p.1057).
- **Emotions:** the most emotional a message is the highest is the number of interactions.
- **Diversification of approach:** certain content can become uninteresting, and this can lead to a disengagement of followers. That is why it is important to keep content up to date and diversify when it feels necessary. Due to the diversity and infinity number of content in social media, it is necessary to have differentiated and original content in relation to the competition. “Different ways of conveying message can gain the interest of audience.” (Kee, et al, 2015, p.1062).
- **Co-creation and trust:** The overarching goal of co-creation is to assist organizations in creating customer experiences and improving connections. Co-creation is also a fantastic manner to watch and analyze individual insights of social media users.
- **Ethical and honesty** is important to stay honest to published content, Kee, et al (2015) stated to never deceive people in order to gain their attention as a content marketer. It is critical for marketers to be ethical and honest with the public. The public despises being manipulated and for that reason, content marketers must ensure that their information is honest and effortless.

Organizations must be able to motivate customers to become brand influencers and direct them into social media where they can interact with other potential consumers in order to influence consumer purchase intentions (Prentice et al,2019).

According to Berger & Milkman (2012), one reason people share articles, media, and information is that they constitute valuable information toward others. Viewers can often share such practically useful content for altruistic (e.g., to help others) or self-elevation (e.g., to seem cultivated,) reasons. They also found out that positive content is more likely to go popular since people would much rather be recognized as someone who posts cheerful stories or tends to make everyone else feel better than someone who posts things which make those around sad or upset.

According to Shao (2009), people participate in or consume media material for three primary reasons. Individuals first use user-generated material to satisfy their knowledge, entertainment, and mood-management desires. Secondly, people use user-generated networks to connect with the content and with other people. Interaction among users may also lead to the establishment and maintenance of virtual communities, where people connect because of similar interests, socialization, identification, and a sense of communion reasons. Third, people create their own content for self-expression and actualization, both of which may eventually lead to the construction of their own identity.

Because consumer profiles change between platforms, and the same material will not be effective in multiple content communities, diverse platforms necessitate contextualized content. To offer the essential concentration, each type of material must have a purpose and a measurable objective. Stories attract and keep consumers, and the narrative plan for each platform should ideally be part of a written content marketing strategy that includes content pillars to match consumer demand. It is critical that material is delivered at the appropriate time and to the appropriate audience. By concentrating on high - quality materials, not just noise, value and engagement are generated (Lopes & Casais, 2022).

To be able to build a relationship with the targeted audience, it is vital to pay attention to user profiles and interests in order to determine their desires and provide significant value (Guadalupe, 2015).

Content marketing is the present and, more importantly, the future of digital marketing. As a result, a digital marketing strategy cannot be successful without high-quality content marketing. In this context, organizations must perform intensive study on their target audience in order to generate content marketing that captivates their interest (Baltes, 2015).

2.3 Marketing in Higher Education Institutions

Marketing was uncommon among Higher education's institutions (HEIs), whose traditional missions were to serve the community, conduct research, and educate students. However, due to intense competition both at domestically and overseas, HEIs a few years ago started to

align themselves with business marketing principles in an attempt to elevate their institutions awareness.

Advertising, publicity, open days, conventions, and direct mailings have all been used by universities in the past (Ivy, 2008). However, nowadays with the advancements in social media channels many HEIs are utilizing social media marketing, which is a compelling tool, to reach and engage with current and potential students.

There has been little research into how HEIs use social media for non-pedagogical purposes. Social media is an effective and low-cost tool that HEIs can use to increase their audience reach. With this awareness higher education, marketing rapidly shifted to digital formats. Websites are among the most widely used forms of marketing communication in higher education (Ivy, 2008).

In general, media marketing may contribute in the strengthening of connections, the identification of alternatives, the development of trust, and the dissemination of information through word-of-mouth. Universities must form and maintain positive relationships with their stakeholders, particularly students, in order to remain viable in the long term.

Higher education marketers have begun to focus their attention on the concept of relationship quality to help facilitate this relationship building and maintenance process. Given the high degree of knowledge and usage among this age group, social media has been especially essential when considering how to engage with students (Clark, et al, 2017).

Many universities that use social media are intimidated not just by the possibilities that come with using several platforms, but also by the responsibility that comes with that possession. Some universities over-control digital media messages, while others fail to govern or respond at all (Young, 2011).

Developing a solid university community on social media is essential not just for recruiting the target audience to the institution, but also for securing them and sustaining their loyalty and effective word of mouth, once they finish their education.

When deciding where to devote time and money to create their online communities, universities should evaluate their audience groups. Universities should ensure that they are getting the most out of social media by customizing the material to their community-building objectives (Witzig, Spencer, & Myers, 2017).

Bachrach & Zautra (1985) found 7 main items that can explain why people tend to feel a sense of community: feeling at home in the community, satisfaction with the community, agreement with the values and beliefs of the community, feeling of belonging in the community, interest in what goes on in the community, feeling an important part of the community, and attachment to the community.

This statement is also shared in more recent research conducted by Zhang (2010) which concludes that sense of community can have several variables, user satisfaction remains the most salient of all, along with demonstrating that the quality of the information contained in the communities has a significant impact on sense of community.

In a study conducted by Durkin, McKenna, & Cummins (2012) they studied the influence that a campaign could have in creating a relationship with the audience, and for that they studied the case of the Ulster University.

Ulster University is public university located in Northern Ireland that used marketing in way that no other university dared to do and in doing the" Ulster brand was re-positioned in a more contemporary and innovative way, which was highly differentiated from the brand positions of key competitors." (Durkin, McKenna & Cummins, 2012. p.158).

Because of the growing popularity of animation and storytelling, the University marketing team saw a chance to both communicate a narrative and relate with an audience through an animated solution as they believe that animations are no longer a childish thing. Therefore, they designed an animated character that represented the university at a visual level and launched a campaign. The post-campaign research has shown that the overall awareness and desire to study at the institution were higher than previous years. Furthermore, especially from a marketing standpoint, the animated figure served as an emotionally linked figure for the audience.

Durkin et al (2012) concluded that it is crucial for HEIs to create different sorts of direct and clear communications and start to engage with potential “consumer”, otherwise they will be influenced by their own perspectives.

2.4 Alumni Relationship and Engagement

In recent years customer relationship and customer management has been gaining greater notoriety and monitoring by companies, having many of them implemented some sort of customer relationship management (CRM) software. These tools are being used to better predict customer purchase behaviors and to pursuit value creation between identities.

This marketing strategy has been shown to be an asset for companies as shown in the study conducted by Rana Hassan et al (2015) that conclude that the stronger the customer relationship management the most reliable the customer will be. These studies show how important it is to maintain a close relationship in order to retain an individual's trust, predict consumer behavior and increase the level of engagement they may have in the future.

For this intended purpose, consumer behavior refers to student behavior, as the primary client and stakeholder in higher education. Student expectations and student choice are characteristics of higher education consumer behavior.

In higher education Alumni platforms are the bridge that connects and maintain previous students tied up to their alma mater and gives them the opportunity to engage and brace activities in which they may or may not be pivotal.

Alumni engagement can be defined as alumni-valued activities that foster long-term and mutually beneficial connections, inspire loyalty and financial support, promote the institution's prestige, and engage alumni in community activities that assist the institution's mission (Alumni Engagement Metrics Task Force, 2018).

2.4.1 Student Experience

The quality of services provided by higher education institutions is becoming increasingly important as a driver of customer satisfaction. However, because each stakeholder in higher education has a unique view of quality based on their specific needs (Voss et al 2007), higher

education institutions must meet multiple needs. “A high-quality program and good experience in school could cultivate alumni interest in engaging with their alma mater.” (Shen & Sha, 2020, p.5).

When it comes to the quality of educational services provided to students, teaching, and learning activities are very closely related although they seem different, and the outcomes are dependent on both teachers and students who must participate in the process to obtain a quality service.

Researchers and practitioners have been interested in the concept of alumni engagement, or how well-connected alumni are to their alma mater. Several studies have shown that engaged students are more likely to be engaged alumni (Monks, 2003; Pearson, 1999; Shen & Sha, 2020; Nguyen et al, 2021; Drezner & Pizmony-Levy, 2021).

According to Monks (2003), the most significant indicator of alumni contribution is alumni happiness with their undergraduate experience. Students have a variety of unstructured and organized opportunities to become involved during their time at the institution, and an increasing participation correlates to a higher possibility of future contribution.

Alumni who are most pleased with their school experience are more likely to stay connected with the institution and the most connected are more likely to read university communications, which indirectly indicates that alumni who are better informed about the university are more likely to stay engaged (Pearson, 1999).

University graduates who are disappointed with their school experience do not return to engage in alumni activities. Alumni commitment is highly impacted when the overall perception of an institution is weak, but if alumni believe that they are valuable to the institution their perceptions may change and may consider to participate and engage in alumni activities. Although, it is quite difficult to change a bad perception of an alumni once they have graduated (Gallo & Hubschman, 2003).

Given the intense competition in the high education sector, co-creating value provides universities with an opportunity to improve the appeal of educational service offerings. Co-creation has a direct impact on student satisfaction (Nguyen et al, 2021). Students are more satisfied when they participate in a joint learning experience and collaborate with the university to improve service offerings that are tailored to their specific needs.

Alumni are looking for ways to engage with one another and stay in touch to their alma mater. The alumni connection begins with an institution recognizing the needs of its students, establishing ties between students and graduates, and developing meaningful programs for former students. Students who feel respected and valued by their institution are more prone to become engaged alumni (Hummel, 2010).

D. Drezner & Pizmony-Levy (2021) conducted research in which they found that universities that want to engage alumni should consider the links between student experience and belonging and their upcoming commitment. As a result, higher education institutions should consider the long-term consequences of common factors that affect the sense of belonging, such as a lack of diversity in the school community and faculty, large classes, the graduate co-curricular experience, and other factors. According to their findings, these decisions may have a long-term impact on alumni engagement and wanting to give.

2.4.2 Alumni communications

Although there are many research in the current literature that analyze the fundraising component of alumni relations, the number of studies that examine the channels utilized by universities to develop and strengthen relationships with their alumni is quite limited.

Marketing in higher education is critical for increasing enrollment and retention, as well as keeping alumni informed. Former students have a unique relationship to the university as graduates, so they are more likely to become loyal supporters of the educational establishment. An engaged alumni network enables the University to benefit from graduates' skills and experience, which can be beneficial to both the institution and the alumni.

Alumni express a desire to be more than a number on a database, providing genuine value to current students, they just do not know how (Cownie, & Gallo, 2021). Cowie and Gallo recommend that HEIs should actively work with their alumni to capture the benefits of feelings of gratitude and the desire to reciprocate.

Universities must aim to maintain a long-term relationship with alumni. The greater the sense of belonging of an alumni, the more positive they will be in participating and engaging in the institution's activities (Drezner, Pizmony-Levy, 2021).

Alumni giving is not just motivated by their undergraduate experiences, but also by their feelings about the current state of the institution (Monks, 2003).

Shen & Sha (2020) discovered that alumni understood “alumni engagement” as giving back to the academic institution or becoming involved in certain way, however their concepts of how to give back or be involved differed. More than half of those polled indicated that such "giving back" activities included "networking with students" through guest lecture method or speaking opportunities, mentorship participation, and "intern guidance and recruitment."

Communications with alumni, regardless of channel, must be brief and to the point. Alumni do not want to be overburdened by the volume of communications and is important to ensure that the information distributed is accurate and straightforward (Bernal & Mille, 2014).

In the study elaborated by Bernal & Mille (2014), they also stated that all alumni who participated in the study agreed that receiving mail that did not apply to graduates increased the likelihood of alumni disregarding all correspondence. When the alumni questioned were asked about the appropriateness of events, speakers, and other topics, they enjoyed it. The groups said that they felt their ideas were valued and that the institution was hearing them, which gave them a sense of enhanced community. Alumni overwhelmingly regarded this sequence of mailings as an example to adopt (Bernal & Mille, 2014).

It is suggested that schools choose one fundamental approach for delivering their brand message and then customize it to the many media types utilized to target the various audiences (Duncan & Everett, 1993).

A study conducted by Peruta & Helm (2018) concludes that there are similarities in content themes for the posting strategies that higher education sector is using in which they defined it as the P.R.U.N.E model. Which focus in four main content themes: pride points, relevance, unifying image and nostalgia.

Pride points to what end is content that generates a sense of pride for those who are associated with the university. **Relevance** can be defined as relevant content that shows that the school or university is involved in causes beyond their sphere, Posts with **Unifying** imagery serve no other purpose than to present a photograph/visual image and do not attempt to generate "click-through's" or present new information, is a simple visual element. For last, **Nostalgia**, which is content that appeals to sentiment and makes, references to the institution's past and history. It should be noted that the authors of this model state that there is no concrete way to lead to student engagement, since the situation of each institution in relation to its alumni deserves its own analysis, however quantitative results indicate that for the most part, these content themes do in fact heighten engagement levels (Peruta & helm, 2018). Is also important to have in consideration the way these content themes are presented.

Other studies have showed that graduates with a higher university nostalgia were more interested in socializing with fellow graduates, willing to volunteer for their alma mater and interested in attending a future reunion (Green, et al, 2021).

"Alumni engagement has historically been approached as a fundraising endeavor, facilitated largely by development professionals who often oversee alumni association activities. New efforts to direct university resources to the community at large (...) can be difficult in the context of traditional views of alumni involvement." (Osborn, Alkezweeny & Kecskes, 2015, pag.183).

3. Internship: The experience

This chapter aims to classify the experience obtained, what was developed during the internship with an analysis of the process of adaptation and integration, and operating procedures describing the activities performed as an intern.

3.1 Adaptation and initial processes

On September 13, 2021, I started my internship at the school of economics and management. I entered in this experience convinced that it would be 3 months of learning and self-knowledge.

In the first days and after getting to know the structure of people that sustains the EEG, I carried out a small exploration on the platforms and status of the alumni "network" that existed so far, in order to familiarize myself with everything that was going on until that point. After getting to know the reality of the economics and management school a little better, I started to focus on getting to know the platform on which I was going to work. In this initial week I did not develop any type of task, I was only focused on gaining a general perspective of how the tools provided by the Graduway platform worked. As the objective of the internship was the creation and management of content for alumni, the first weeks were at a slow pace, where I tried to find and gather as much information as possible in relation to the topic.

The days that followed were mostly occupied with creating content, which is, finding and idealizing content to publish on the platform, do the graphic design and writing the copy.

After some time, the days could have started to follow a pattern as it happens so many times as a content creator, but I did not let that happen. I started to think about how I could contribute more, and I started to consider ideas in which students would be involved to create different content, bearing in mind that this could create a closer relationship between the school and the students.

Now that I have completed this experience, I can say without a doubt that it was an opportunity that made me enhance some basic competences such as attention to detail, time management and undeniably made my creative capacity evolve.

3.2 Activities Developed

During the 3 months of internship, I had the opportunity to carry out some tasks in the Communication and Marketing areas. The dynamization and management of the Alumni platform was the dominant activity in my day-to-day, as I performed and monitored the entire process of digital content creation, from the beginning to the moment of publication.

In addition to the platform, I tried to create initiatives that foster the relationship with the alumni.

Considering the above, I will present below, in detail, all the activities I developed.

3.2.1 Weekly Content Planning

The idealization and creation of content for social networks were the activities that occupied most of my time at the School of Economics and Management.

In the first weeks, the only update I made to the platform was the introduction of new job opportunities as I was still trying to get to know the platform and the work done previous of my arrival. Later, with a clearer idea of what the literature referred to in relation to the intended content for the alumni I started to idealize publications to be made. The proposals for publications were carried out a week before its publication as well as for the copy and images intended. All publications had the approval and feedback from the internship advisor, Dr. Professor Beatriz Casais.

In the process of creating content where I found the greatest difficulty was in the graphic design, the lack of knowledge combined with the use of rudimentary tools made it very difficult to put the idea of content into action. Some of the ideas even had to be discarded which meant that I had to start a whole creative process from scratch which in a sense allowed me to develop different personal characteristics such as resilience, and a quick thinking that I believe was underdeveloped. Apart from that, the rest of the planning process was carried out without many difficulties.

3.2.2 Dynamization programs

During my time in the institution, as an intern, I tried to create programs that could help to streamline the platform. In this sense, I created an ambassador's program that consisted of bringing together a group of students who would voluntarily streamline the platform, with

the aim of having an organic dynamic between students in the long term, where regular school intervention would not be necessary. Concretely, this program asked via email (appendix 1) a certain number of students to, voluntarily, publish on the platform. Publications such as events, news, career opportunities, books, articles and others. They were also asked to interact with peer publications, by giving a like and/or a comment.

Another initiative that I tried to incorporate into the platform with the objective of making alumni feel that they can continue to receive and count on the experience of the School of Economics and Management faculty even after living the alma mater was to create a course directors ambassador program, which consisted in the dynamization of the different groups, both from the undergraduate and master's degrees that EEG offers, within the Alumni EEG platform itself. For this, each course director would be in charge to foment the group of the course in which he is the director (appendix 2). Unfortunately, it was not possible to obtain feedback on this initiative due to lack of time.

3.2.3 Maintenance and configuration of the Alumni platform

Another task that I also eventually had the opportunity to do was the management of the alumni platform, I didn't only try to put content on the platform but also to make it more dynamic.

Even though this task was performed relatively few times, it was something that used to occupy some of my time when I did it. The reason why this task sometimes took me long time to accomplish is because the platform itself is not dynamic in its use, sometimes it is necessary to go long ways to be able to modify the layout or some type of tool. The task within the site management was to implement new "profile editing" tools.

When I entered the internship, I noticed that the profiles were somewhat vague so I implemented some different ways where people, when registering, could put more information about them, and thus better characterize themselves in their profile.

3.2.4 Extra activities

I also had the opportunity to do other activities during the internship, and the one that had the most impact on my experience was participating in the "EEGbusiness day". In certain way I also had the opportunity to witness how the "EEG careers office" works and in some

moments of my internship I helped to carry out some tasks, however it was something that happened a few times during the internship.

In summary, I can highlight the following activities developed during the internship.

- Support for communication on social networks
- Develop external communication materials
- Assist in the development of campaigns to engage with alumni
- Assist in the organization of events and seminars
- Assist in the implementation of development programs and strategic planning
- Assist in planning, organizing, feeding and updating the alumni platform
- Occasionally assist in the planning, organization, feeding and updating of social networks
- make comparative studies
- Run internal analysis tasks
- Evaluate the results of publications made on the alumni platform
- Prepare various statistical data

4. Methodology

The objective of this research is to try to identify how EEG can develop its communication towards its alumni to get them involved and interested with EEG activities after graduation.

The research approach for this report is action research conduct as practice-based research. For this type of planning action research methodology suits best as it is practical and allows corrections and adjustments to be performed along the research journey. The research is based on internal and external analysis of current communication and used social media channels.

In the adopted methodology, I opted for the qualitative analysis of the publications of the Alumni platform in order to subsequently carry out a quantitative analysis of the metrics that the platform makes available, namely with regard to the interaction of the chosen publications.

5. Assemble EEG alumni communications

Chapter 5 aims to identify the current state of the School of Economics and Management regarding communication with not only with its alumni, but also with its current students, since several authors (Gallo & Hubschman, 2003; Pearson, 1999; Shen & Sha, 2020) consider that the way alumni were involved in the institution's activities as students has an influence on their continued engagement with their alma mater.

5.1 EEG Alumni previous engagement analysis

Since the EEG alumni are the main theme of this internship report, analyzing what had already been done for their involvement was one of the main tasks performed at the beginning of the internship.

Inaugurated in 1982, the School of Economics and Management at the University of Minho has more than 15,000 graduate students who, after completing their courses, have in most of the cases lost connection with their alma mater.

This can be explained because of the Portuguese culture towards former student. Unlike American universities in Portugal there is no tradition of following-up and creating a relationship with alumni and that's why it is possible to observe the lack of initiatives that focus on alumni.

Until this day, the school of economics and management has given little importance to the power that alumni have for the institution. The most regular program for EEG alumni is the "Alumnitalks@eeg" where alumni are invited to talk a little about their path to current students. Other than that, there is no notable initiative to bring alumni closer to the university.

5.2 The importance of Alumni to Institutions

After students and staff, we could say that former students are the third most important valuable resource an educational institution has they can help the university from which they graduated by providing non-monetary or monetary support. However, they are currently an undervalued asset, particularly in Europe. If universities want to increase their intake of students, they need to involve their alumni more.

Most of the literature on the loyalty and importance of alumni to institutions focuses on the financial support that alumni can provide to their alma mater (Borden, Shaker, & Kienker, 2014; McDearmon, 2013). However, there are other non-monetary reasons that explain its importance for institutions.

Alumni can hire graduate students and fill postgraduate programs by recommending them to friends and colleagues or enrolling themselves. They can also participate in higher education institutions by lecturing. Furthermore, alumni can help to improve or promote the university's image and reputation by spreading positive word of mouth. All of these actions demonstrate commitment to the institution after graduation, just as customers demonstrate loyalty to products. Their engagement can also benefit current higher education students' by providing reflection on current curricula and future job opportunities

5.3 SWOT analysis of EEG communication networks

SWOT analysis allows to analyze a company's strengths and weaknesses, check the opportunities and threats to which it is exposed. Strengths and Weaknesses is part of the internal environment of the company, but the opportunities and threats are part of the external environment and are affected by the market. Swot's primary role is to provide the choice of an appropriate strategy to the achievement of certain objectives from a critical assessment of the indoor and outdoor environments. To find the strengths and weaknesses of EEG digital communication, A SWOT analysis was carried out aimed at social networks and the surrounding processes (figure 1).

STRENGTHS	WEAKNESSES
• A high number of students and alumni (S1) • Institution with an excellent national and international reputation (S2) • A diverse number of professionals with a high degree of specialization with different ideas that can be explored (S3)	• Same content on all platforms (W1) • Very comprehensive content with little interest to the target audience (W2) • Lack of engagement with audience on social media (W3) • Not giving due importance to each social network and different types of audiences (W4) • Reduced resources for content creation (W5) • Short communication team (W6) • Excessive number of publications (W7) • Disorganization in the communicative process (W8)

OPPORTUNITIES • Reach a wider audience (O1) • New audience every school year (O2)	THREATS • Competition with a more dynamic presence (T1) • World in which the digital presence increasingly influences choices (T2)
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Table 1 SWOT analysis of EEG Social Media communication, own source

5.3.1 Strengths

- **A high number of students and alumni (potential followers):** As an institution not only nationally renowned but also internationally, the University of Minho and namely the School of Economics and Management receives thousands of new students every year in different areas, and in addition to receiving, it graduates hundreds of students each academic year. This becomes a strength due to the possibility of having a large number of followers and advocates of the institution in social media.
- **Institution with an excellent national and international reputation:** Another strength of EEG is that it belongs to a large institution with national and international renown, which allows it to take advantage and be able to influence its students, potential students and alumni to get involved in EEG activities.
- **A diverse team with different ideas that can be explored:** As the School of Economics is a teaching and research institution, we can observe within it a large number of professionals with a high degree of specialization in different areas and with different backgrounds, both professional and academic, which allows to have a diverse team of professionals with different ideas. that can be exploited for EEG innovation and growth.

5.3.2 Weaknesses

- **Same content on all platforms:** One of the weaknesses of EEG is to have the same content in all its social networks, with this the followers cannot obtain added value in following the different platforms that the School of Economics and Management has at its disposal.
- **Very comprehensive content with little interest to the target audience:** Since the published content is the same in the different EEG social networks, it becomes uninteresting to different types of audiences, and this influences the engagement that is observable in the different social networks. Hence the importance of making different content for different audiences in different social networks.
- **Lack of engagement with audience on social media:** Another noticeable weakness in social networks is the low engagement with the public on social media by the School of Economics and Management. It is necessary to try to create an online relationship with the followers, who are mostly students or alumni.
- **Reduced resources for content creation:** One of the important points to mention is the limited resources for the creation of content, which in a way makes it difficult for the team to create different types of content.
- **Disorganization in the communicative process:** There is a lack of organization in communication practices and network monitoring. An analysis is not carried out to try to understand what can be modified and improved in the communication in the different networks.

5.3.3 Opportunities

- **Reach a wider audience:** it is possible to reach a wider audience in the sense that EEG has a presence in different social networks and in each of them there is a different type of audience, from high school students to businessman and businesswoman.
- **New audience every school year:** With the beginning of the academic year it is always possible to obtain a new audience group in the various social media of EEG since there are hundreds of new students entering the School of Economics and Management every year.

- **Create content of interest to students who will eventually become Alumni:** All students will eventually be alumni and with this comes the opportunity to make them advocates and spokespersons for the institution, hence why it is important to start instilling from the first moment they enter the institution that the school wants to maintain a post-graduate relationship. And this can be accomplished with the dissemination of content that focuses on alumni of the institution. For this purpose, it is necessary to involve students in the content and it is essential to keep social networks up to date.

5.3.4 Threats

- **Competition with a more dynamic presence:** One of the most common threats in an organization is the level at which competition can be more developed in different parts of the business. In this sense, the level at which teaching institutions that provide the same study plans as EEG are a source of threat because they have a more pronounced presence in social networks and therefore manage to capture greater interest on the part of young students
- **World in which the digital presence increasingly influences choices:** In a world where decisions are made based on digital, the importance of how a company or institution shows itself online is fundamental to be able to capture new customers or, in this case, students. And in this sense, it is necessary to always be ahead of the competition when it comes to recognition and perception of quality by young netizens who seek the institution in which they intend to pursue their studies.

5.3.5. Tows analysis of the Institutional digital communication.

Clearer and more strategic decisions can be made with the help of the TOWS matrix when settling on an idea and moving forward with project preparation, evaluation, and resourcing. Thus, by using a TOWS analysis, it is possible to select not the best but a better business opportunity and approach framework for minimizing the effects of threats and weaknesses

on institution and maximizing strengths and opportunities, as well as a clear statement of the Ambitions and Outcomes.

		External	
		Opportunities	Threats
		O1, O2	T1, T2
Internal	Strengths S1, S2, S3	S1, O1 - Create custom content for each social media platform, including the alumni platform. S1, S3, O1, O2 - Create programs that bring together alumni's and students.	S1, S2, T2 - Create communication strategies that help influence the choice and the perceptions of the school of Economics and Management.
	Weaknesses W1, W2, W3, W4, W5, W6, W7, W8	W5, W6, O1, O2 - Increase the communication team and invest in tools for content creation.	W2, W3, T1, T2 - Create content aimed at the institution's students and alumni and incorporate them into the same (co-creation).

Table 2 TOWS analysis of EEG digital communication, own source

The school of Economics and Management has most of the necessary means for digital communication to be efficient, high educated professionals and presence on almost every media. The biggest problem now is in manage the institution communication, for this it will be necessary to have at least a dedicated professional in the area and can even form a small team since there are several social networks and different publics to be addressed. It is in the interest of EEG to act as quickly as possible because we can already observe the competition with a more fluid dynamic in relation to communication on online media (Point 5.5).

5.4 Graduway alumni platform swot analysis

Since the content I created during the internship was all directed to the alumni platform, apart from some posts for the EEG social networks (Instagram, Facebook, LinkedIn) I did a SWOT analysis to better understand what the added value of this platform in relation to other existing social networks would be.

STRENGTHS • Support team available virtually 24/7 • Easy user and administrative use • possibility to upload all EEG Alumni to the platform • Content co-creation • Exclusive content	WEAKNESSES • Unable to post videos • Not specifically designed for mobile phones
OPPORTUNITIES • Content co-creation • Publish exclusive content for those who register • Possibility of involving alumni in the maintenance of the platform.	THREATS • Loss of control over what is published

Table 3 SWOT analysis of Graduway alumni Platform, own source

Do strengths outweigh weaknesses?

The fact that the Alumni EEG platform does not work smoothly in the mobile browser is one of the most notorious weaknesses, but this can be tackled if EEG decides to obtain the license that graduway provides to make use of the app available for android and iOS.

The impossibility of publishing videos is the biggest weakness of the platform because video marketing is one of the trends that has attracted the most audience over the last few years, creating profiles on other social platforms to complement and overcome these gaps can be a solution.

Can weaknesses turn into opportunities?

The possibility of alumni also publishing on the platform and the existence of this co-creation of content can in fact minimize the fact that it is not possible to publish videos, since co-creation, in this case of content, is one of the six different types of digital content strategies that manage to attract the most interactions and reactions according to kee, et al (2015).

Do the forces defend against threats?

Since it is mandatory to register and verify credentials to access the platform, threats are greatly reduced because there is no longer any external disturbance, however a threat that exists is the loss of control over what is published, since any of the alumni registered can post whatever they want. But since any admin can restrict posts or modify them, this threat can be easily extinguished.

5.4.1 Graduway platform overall analysis

The graduway platform is undoubtedly a very useful social network for grouping EEG alumni due to all its features, such as the fact that it is a closed platform, that it allows to upload records of alumni on the platform, the fact that it has a tool within the platform for email marketing (one of the most powerful tools in marketing), it's simple and easy-to-use structure, the possibility of content co-creation and other features make it an important asset for alumni relationship management. Although the platform is quite useful it has its weaknesses, which makes it perhaps necessary to establish and make use of other social media to diminish these weaknesses. One of the possibilities could be the creation of an Instagram for the EEG Alumni, in this Instagram would be posted content of interest to alumni, this account would not be anything different, so to speak, from the platform, it would be rather an integral part of the

social network's strategy for alumni. The impossibility of creating video content for the platform is its biggest weakness, that's why it is necessary to create an alumni account on another network that allows video publishing. If a picture is worth a thousand words, how much is a video worth? Hence why it is so important to incorporate a social network that allows for the same functionality. Along with this it is important, as mentioned in other parts of this report, the creation of differentiated content in the various networks available to captivate the largest number of followers possible.

5.5 EEG Content Marketing and Behavior Analysis

In addition to the SWOT analysis, I carried out an analysis in which I observed the online behaviors that the School of Economics and Management has been carrying out during the last months and in this sense, I came to the following conclusions.

In addition, I present suggestions for optimizing the digital marketing of the School of Economics and Management, considering the conclusions that were possible to draw up.

Content Marketing:

The School of Economics does not often invest in content production, what it does is communicate about the current situation or the propagation of the courses available at the school, it is not concerned with generating relevant content to captivate potential or current students. And the literature review above showed that keeping a community of students involved with the school will make them more likely in the future to be part of an alumni community.

Suggestions:

Produce content that is interesting and attractive without being self-promotional.

Create a frequency of dates for new content posts and involve students in this type of content so that they feel represented. To achieve an improvement in performance in online communication channels, a qualified professional should be placed to perform in the best possible way along with the importance of investing in different tools to be able to create better conditions to create content and have the opportunity to explore different ideas.

E-mail Marketing

E-mail marketing: Current situation: The Alumni platform has a very effective email marketing feature to be able to acquire new users and make those who are already registered online. It is also a fantastic resource for contacting alumni and getting their feedback on campaigns that the EEG intends to implement or on other relevant matters.

Suggestion:

The use of this email marketing however has to be structured and cannot be sent constantly. In graduway support manuals they advise that the use of this feature should be done 1/2 times a month, otherwise it can create a saturation in the alumni if used often.

Viral Marketing:

Current situation:

One of the contents that generates the most interactions is viral content, that is, content that spreads quickly over the internet and in this sense the school does not seek to meet these opportunities and has not expressed the intention to do so, perhaps because it is a higher education and research institution that seeks to maintain a strictly formal line.

Suggestion:

Since we are dealing with a very powerful type of content, strategically speaking, it is relevant to use it, because manages to reach and generate a very big buzz with the right audience. The practice of this content, however, must be well thought and should not be placed on all social networks since there are different types of audiences spread across the various EEG social networks, and different viral content may fit one audience better than another. In this sense, it is important to follow this content, but it is more important to know in what way, when, and in what network to use it.

Monitoring:

Current situation:

Up to this point, there is no monitoring being done by the School of Economics and Management to its channels of communication

Suggestion:

From this moment on, it is essential that the school monitors its online activity and all the strategies it implements in the various online communication channels, because only then will

be able to collect data and obtain results from what has been done up to the time and subsequently make the changes that are deemed necessary.

5.6 Analysis of alumni Social Media Channels from similar institutions

5.6.1 National panorama

As I mentioned above, the case of Portugal in terms of the relationship with alumni is far from being something that educational institutions, in general, seek to foster. However, I tried to find what the institutions, that offer similar curriculum plans that EEG, have done to stay connected with their alumni. The analysis carried out aimed to compare strategies of different universities to understand how institutions transmit information and maintain relationships with their alumni through social networks.

ISCTE

ISCTE is undoubtedly one of the national higher education institutions that is interested in maintaining a relationship with its alumni. The biggest difference between ISCTE and other institutions is its commitment to the alumni project. Unlike other Portuguese institutions, they have an "Alumni Club" through which all activities aimed at their alumni are carried out. This club has an online website where alumni can become members and benefit special and exclusive conditions for activities that take place during the year. These activities range from sporting events to simple alumni meetings or mentor programs.

The presence of the alumni club is felt in almost all social networks available today (Instagram, Facebook, YouTube, LinkedIn). The Content published is generally the same on the various platforms. It is possible to highlight three types of posts in their social networks: information about the presence of alumni in lectures/workshops (Figure1), communication about a new event and testimonies from both club alumni members and teachers mentioning why they chose Iscte, or why they are an Alumni club associate (figure2).

In general, we can notice a dedication to alumni above the average of the national reality, however in social media we can observe a strategy similar to other institutions in terms of how they communicate with their audience.



Figure 1 Source: Instagram @alumniclubeiscte



Figure 2 Source: Instagram @alumniclubeiscte

FEP and Nova SBE

Both FEP and NOVA SBE have the graduway platform to communicate with their alumni and in this sense, since it is an exclusive platform for former students, it is not possible to access and perform any type of analysis. In terms of social media accounts such as Instagram, LinkedIn, or Facebook it was not possible to find on any type of social network dedicated to their alumni community.

ISEG

The Higher Institute of Economics and Management of the University of Lisbon (ISEG) has a website designated for its alumni where all relevant information is transmitted as they have no other type of communication route. Most of the information on the website is about the holding of events that the Institution has scheduled. Within these events we can observe solidarity dinners, alumni meetings, webinars, mentoring program, career awards and others periodic events.

Coimbra university

The University of Coimbra alumni have at their disposal 3 ways to keep up with the alumni community (Instagram, Website and Facebook). The website promotes contact between the University of Coimbra and all those who have attended the institution, and between them and various external entities, at an academic, professional and social level. The content present

on the social network Instagram is a content focused on promoting an alumni card which gives discounts on several partner services (figure 3), and also testimonies of students who attended the institution (figure 4).

The publications on the Facebook page are mostly shares of achievements of its faculty or students.



Figure 3 Source: Instagram @alumni_ucoimbra



Figure 4 Source: Instagram @alumni_ucoimbra

IPCA

It was possible to conclude that the Polytechnic Institute of Cávado and Ave does not have any type of activity aimed at alumni. However, they recently elaborated the first IPCA ALUMNI Meeting.

5.6.1.1 National Alumni Social Media Channel Analysis overview

In general, the universities that have initiatives aimed at their alumni are all quite similar and the way they communicate them are also similar to each other. Among the institutions that seek to foster this relationship with their alumni, the most common practice is to have some sort of website where they put all the relevant information, whether it is programmed by the institution or, as in the case of EEG, a platform for institutions to digitally engage their alumni. The most common events for alumni engagement are alumni reunions, the return of alumni as speakers, dinners and the creation of sporting and leisure events.

In terms of communication in digital media, Universities do not seem to have anything too elaborate since those that have platforms practice direct and simple communication, usually

in the form of an image that reports what is intended with the publication. This communication can be divided mainly into 3 topics: the dissemination of events that are going to, are or have already taken place at the Institution, the sharing of achievements of its teachers or students and finally highlighting the benefits of being part of an alumni community.

It is possible to determine that the involvement of institutions for the captivation of their alumni is yet done in a very limited way, showing a certain disinterest in the pursue and continuous relationship with alumni. However, it is perceptible a paradigm shift in recent years where institutions seek to better understand the way in which their current students can be an asset once they graduate and how they can maximize the use of social media to accomplish each goal defined in their strategy.

5.6.2 International panorama

To have a broader approach to projects involving alumni engagement, I also analyzed the social media of international institutions, and the practices they employ to engage their alumni via online, this analysis does not take in consideration what the institutions do apart from social networks.

Stanford University

Stanford University is undoubtedly one of the most highly regarded universities in the world and their alumni interest, for sure does keep up with the expectations.

The institution's alumni have several ways to keep in touch with their alma mater via online. They have at their disposal a website where the institution highlights upcoming events that will take place at the institution, also informs about the programs and benefits of being an alumni member, also provide guides on how their alumni can, for example, volunteer through the university or how to access the Alumni directory, along with all of this it has a variety of information, news, and community stories.

On twitter, the most frequent publications are retweets that mention the university, whether they are published by students, Alumni or people linked to the institution.



stanfordalumni • Seguir

stanfordalumni Justice Patricia Guerrero, JD '97, was confirmed to the California Supreme court following a 3-0 unanimous vote by the Commission on Judicial Appointments last Tuesday. Justice Guerrero will be the first Latina to serve on the state's highest court. She will be sworn in Monday by Governor Newsom.

Learn more in the link in our bio. Thank you to the Stanford Latino Alumni Association (@slaanational) for sharing the news with us!

🏛️ Fourth District Court of Appeal

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stanfordalumni We love our alumni

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Adicione um comentário...

38

London business school

Like Stanford University, the London Business School is present in the same 3 social media, Instagram, Facebook, and Twitter, they also have a part of their general website dedicated to alumni. Apart from this they have an exclusive platform for their alumni clubs.

In the alumni tab of their website, they seek to share their alumni stories, highlight the advantages of being an LBS alumnus/a, share information about volunteer programs, and overall information of events and initiatives for alumni.

In their Instagram they share some posts with some statistical data about the university or some subject related to the institution, as show the example on figure 7, they also share some events that will or are taking place at the institution, they also share some images of the campus, usually with a Copywriting that makes reference to some news related to the institution and routinely in its publications, LBS tries to take the audience to the institution's website with a copy that in the end states "See the full article by clicking the link in our bio".

On twitter and Facebook, the posts are mostly news or article referring subjects related to the institution (figure8).



Figure 7 Source: Instagram @londonbschool



Figure 8 Source: Twitter @lbs_alumni

Harvard business school

After graduation, Harvard University students can count on a wide range of opportunities to keep in touch with the institution, since this is one of the universities that most importance and devotion gives to its alumni.

Website, Facebook, Instagram, twitter, Linkedin and YouTube are the social networks on which Harvard University has accounts aimed at its alumni.

Their website allows their alumni to stay up to date with the institution in practically all aspects. Giving the possibility to read recent news, follow stories from former students, search for new careers opportunities, have the liberty to sign up for trips around the world together with other alumni and much more.

Their Facebook, twitter and Instagram accounts share in a way the same content but at the same time different. This is because Harvard University sometimes publishes the same type of content on different platforms but at different times and it is rarely the same content as on other social networks. The most common content in these 3 social networks is photographs of the Institution (figure 9), quotes shared by its students (figure 10) and the dissemination of events that are happening at the university or news related to the institution (figure 11).



Figure 9 Source: Instagram @harvardalumni

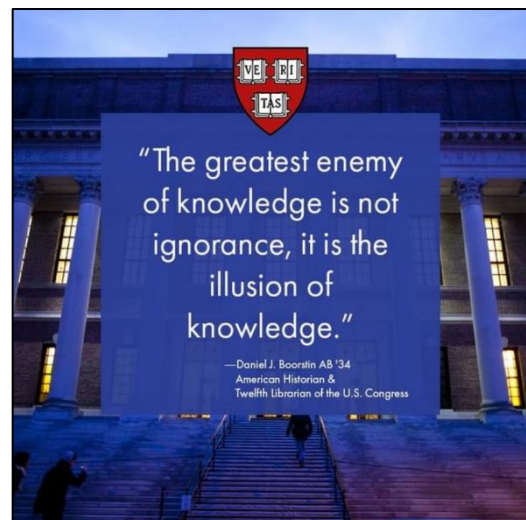


Figure 10 Source: Instagram @harvardalumni



Figure 11 Source: Instagram @harvardalumni

5.6.2.1 International Alumni Social Media content overview

As we can see, many of these institutions have a very similar approach to social networks. The common practices of content are very narrow in the different international institutions analyzed here, it is possible to verify 2 common content topics for these universities, namely: the sharing of photographs of the institution and the sharing of events and news.

In addition to this type of publications, depending on the institutions, different types of content can be observed, from sharing quotes, sharing statistics or various testimonies shared by alumni or faculty.

From this analysis, it was possible to observe that the publications with the most interactions (likes, shares, comments) were those that somehow had a feeling involved or a sense of closeness, publications such as the sharing of photographs of the institutions, which in a way, as Peruta & Helm (2018) refer, generate a sense of nostalgia in the alumni. In all the analyzed institutions it was possible to verify in practically all the posts one of the 4 topics discussed in the P.R.U.N.E model: pride points, relevance, unifying image and nostalgia (Peruta & Helm, 2018).

It was also, in a way, possible to verify that each type of content and the response it gets from the audience depends on institution to institution, which makes an individual analysis necessary to determine which type of content is the most suitable for each alma mater

6. Presentation and discussion of results

In this chapter, the results that were possible to obtain during the internship will be presented. In first instance, focused on the publications present on the alumni platform, an analytical description of the publications was carried out, after this presentation a quantitative analysis regarding the performance of the same publications through the collection and processing of data from the platform.

6.1 Framework of publications

This analysis considers 28 publications of the thirty-seven that I produced for the alumni platform. The choice of publications fell only about the publications made in the general feed, since the remaining 9 were made in the feed of the groups of each course.

At this point, the analytical description of each chosen publication will be elaborated. By considering the importance of the existence of varied content, this analysis will focus on the different types of publications produced during the three months internship, all of which appear in image format, always accompanied by a copy.

Publication type 1



Figure 12 Publication Type number 1, source: <https://alumni.eeg.uminho.pt/feed>

This first publication under review was published on October 18, 2021, with the purpose of simply presenting a photograph/visual image and not trying to generate “click-throughs” or present new information, it is a simple visual element as Peruta, and Helm (2018) characterize this type of publications. Since it was the first publication in the platform for some time, I tried to make this proximity by showing a simple picture of the school of economics.

Type 2



Figure 13 Publication Type number 3, source: <https://alumni.eeg.uminho.pt/feed>

The publication produced on October 22, 2022, aimed to mark the end of another working week and therefore the arrival of the weekend, moment longed for by the working community as a sign of rest and renewal of energies. Bearing this in mind, the publication was designed to entertain the audience and create a sense of community and try to create a more personal relationship with the alumni. I conceived these publications because developing a solid university community on social media is essential not just for recruiting the target audience to the institution, but also for securing them and maintaining their loyalty as one of the ways

that people feel in a community is by making them feel at "home" (Bachrach and Zautra (1985). These types of publications were normally produced on Fridays as that was when people were more "disconnected" from work and thinking about the weekend.

Type 3

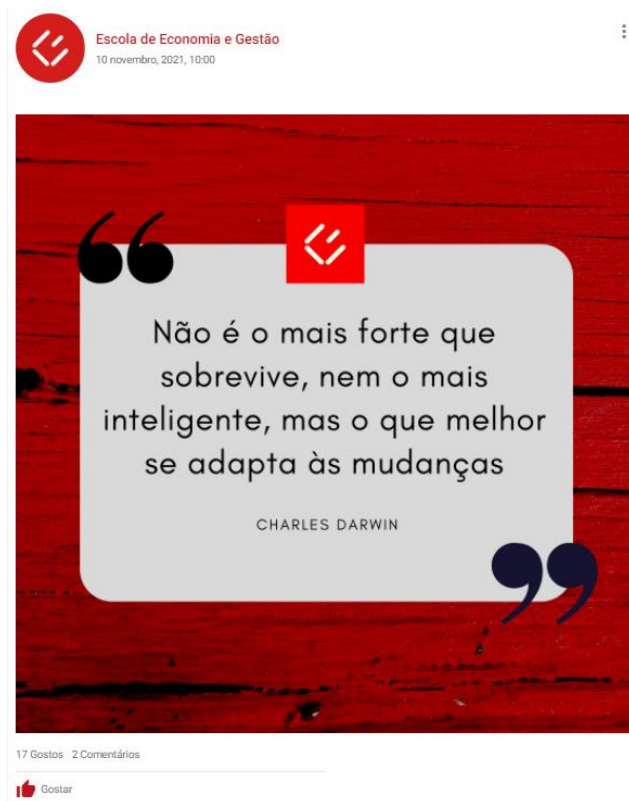


Figure 14 Publication Type number 3, source: <https://alumni.eeg.uminho.pt/feed>

Another type of publication that I tried to do on the platform, based in a way on the audience of the university of Harvard business school, was the sharing of well-known phrases that could have an impact on alumni.

The decision in the practice of these type of publications was due to the fact that Harvard business school on its Instagram page usually tends to have between 500 and 700 likes per publication, but posts with motivating phrases usually manage to generate a number of likes between 1000 and 2500, and these posts are the ones that generate the most engagement together with unifying images of the university, somehow the students felt more inclined to interact with this type of publications. Therefore, as a form of experience I tried to make this type of publications to try to understand how the EEG alumni would react.

Type 4



"EEG Business Day" teve a sua 11ª Edição no dia 24 de novembro. Mais de 600 alunos contactaram diretamente com 19 empresas, que falaram sobre temas como a empregabilidade, perspetiva de carreira e novos modelos de negócio.

Decorreu ainda uma Mesa Redonda sobre o tema "**Sustentabilidade e modelo de negócios - tendências e desafios**"

O evento contou, igualmente, com a presença do Reitor da Universidade do Minho, **Rui Vieira de Castro**, assim como da diretora da Escola de Economia e Gestão, **Cláudia Simões**.

Ver mais fotografias em : [EEG Business day](#)



12 Gostos



Figure 15 Publication Type number 4, source: <https://alumni.eeg.uminho.pt/feed>

The content elaborated in type 4 publications groups publications about events that were going to take place or that took place at the university. In these publications, as a rule, some photographs and a copy were published that described the event and its importance for the university environment. Normally, these publications were carried out for two purposes. The first being the relevance of information and events, which is content that shows that the school is involved in causes beyond their sphere and that seeks to make its community benefit from this involvement (Peruta and helm, 2018), the other purpose is to make those who are associated with the university feel proud to be or have been part of the school.

Type 5



Figure 16 Publication Type number 5, source: <https://alumni.eeg.uminho.pt/feed>

In this type of publication, what I tried to do was try to make the alumni have a more active interaction in the comments. In this type of publication, I tried to get the alumni to share some of their experience, be it personal or professional, I usually tried to reconcile both. The purpose of these publications was to make alumni feel somehow more connected and comfortable to comment on personal and professional achievements and difficulties that in a way could motivate other alumni.

The main objective was to try to create a sense of community and camaraderie. I tried to incorporate two principles from the research of Bachrach and Zautra (1985), which are the feeling of belonging in the community and attachment to the community.

Other

In addition to the 5 different types of publications that I tried to post on the platform, there were 4 publications that can be characterized as "other" because they do not fit into the 5 types that were characterized here. These posts were posted to test different types of content. The first post was based on publications that the London business school publishes with some sort of statistic regarding the school, the second was a publication that aimed to publicize the Uminhoexec, the third post made reference to the EEG website and finally, the fourth publication was the sharing of a training program for young alumni (appendix 3)

6.2 Interaction and reach of publications

After the description of the different types of publications, we will proceed, to the point, to a more analysis from the data on the alumni platform. An analysis of different metrics in the social media is important to the degree that they make it possible to expose, in numbers, the results of publications and they can give the feedback of the work developed.

The following table is based on the analysis of metric and exposes the data of the different types of publications according to the number of likes and the number of comments in the period between the date of the first publication (October 18, 2021) and the date of the last publication (December 10, 2022).

Publication type	Publications						Total
	Type 1	Type 2	Type 3	Type 4	Type 5	Other	
Number of Publications	6	2	3	8	5	4	28
Number of likes	101	44	49	160	88	38	480
Number of comments	3	11	2	5	7	0	28
Total number of interactions	104	55	51	165	95	38	508
Ratio Total interactions/ Number publications	17,3	27,5	17	20,6	23,75	9,5	18,14

Table 4 Alumni Interaction, own elaboration

From the analysis of the data shown in table nº 4 representing the interaction carried out in the twenty-eight publications described above, it can be seen at first glance that the interactions are mostly due to likes. As for the comments in a generalized way, these are already pointed out as in a small amount, with nineteen publications without any comments. The “type 2” publications, that is, the more informal publications and where an attempt was made to create a connection with the Alumni, at first sight is the one that stands out the most, having a ratio of total interactions in relation to the number of publications of 27.5 interactions per publication, in this sense it is possible to assume that the reason for this prominence is due to the content itself that tries to make the Alumni connect to the school in a more personal and less “business” way.

On the contrary, the publication that obtained the fewest number of interactions, with only 5 likes and without any comments, was the publication made on October 19, 2021, which shows statistics of students graduated in the various EEG courses (appendix 3.1)

Fortunately, however, the interaction in a whole of the 28 publications on the general feed can be considered positive, this through the totality of the 508 interactions.

6.3 Driving engagement

Interactions

Since the school of economics and management started using the alumni platform until the start of the internship, 36 posts were published in which accounted a total of 28 interactions (appendix 4) which shows a positive trend with the content published after the internship that has a total of 37 posts with 670 interactions. With just one more publication in total, we can observe 642 more interactions.

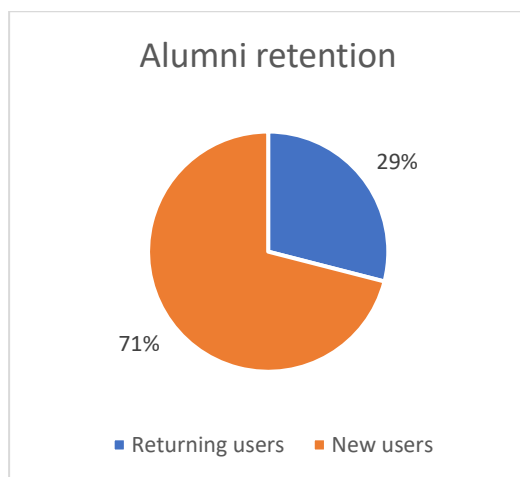
New members

The actions used to try to bring alumni to the platform was a simple email (appendix 6) where the possibilities and benefits that exist within the platform were highlighted. During the internship the email was sent once a month. In addition to the email, a publication was also published on EEG's social media (appendix 7) as a reminder that the platform exists and, in the copy, its added value was highlighted.

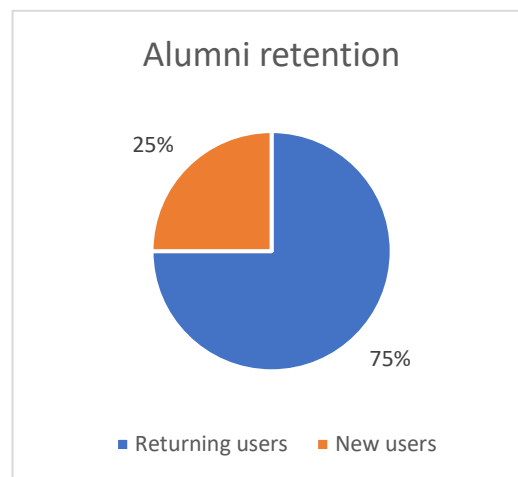
Before the internship, a total of eleven thousand seven hundred alumni only 794 were registered on the platform (appendix 8). After the internship we can find 1085 alumni on the platform (appendix 9), which represents an increase of 291 registrations in the three months of internship.

Retention of Alumni

One of the metrics that has significant value in a digital marketing analysis is the percentage of customer retention, in this case we can talk about the alumni's return to the platform after their registration. With this, the platform provides us with the percentage of new users in relation to returning users as we can in the following graphs.



Graph 1: % of new user's vs returning users on 12/09/2021, source: EEG alumni Platform



Graph 2: % of new user's vs returning users on 12/12/2021, source: EEG alumni Platform

With the analysis of the graphs above we can see that there was a notable change between new users in relation to returning users before the internship and after. On 12th September 2021 we can conclude that 71% of people who registered on the platform did not log in again after registering and that only 29% of them returned.

This is notoriously explained by the fact that the content that was on the platform at the time was content that was also found on other EEG social media, namely on Instagram and Facebook, social networks where EEG has the largest audience.

After registration, the alumni made a small assessment of the content that was published until the time of their registration and were faced with the same content that they saw in the other

various social media of EEG, which made them assume that returning to the platform wouldn't bring them added value.

Contrary to what happened during and after the internship, since there was a very significant change in the retention of alumni from September 12th until December 12th, we see that 75% of the alumni logged in to the platform were returning user and that only 25% were new users. This user behavior can be explained by the fact that each user on different platforms has different behavior and expectations (Shahbaznezhad, Dolan & Rashidirad, 2021). And having the same content in different digital media, one cannot expect the audience to react in the same way in all publications, hence the importance that different contents in different social networks have for captivating different audiences. And this behavior of the alumni can be explained by that very reason, because they registered on the platform and saw that there was different and new content than what they are used to seeing on other EEG social networks and that made them return to the platform, with a certain curiosity to see what kind of new content was published.

7. Final considerations

The purpose of this chapter is to present the main conclusions drawn from the internship carried out. In this way, it is divided into four subchapters referring respectively to the main research conclusions, contributions to practice and their implications for practice, limitations of the investigation, and finally suggestions for future investigations

7.1 Conclusions

Considering the current context in which we live, strongly mediated by the technology, digital presence and network communication, whether by individuals or by companies and/or institutions, constitutes a fundamental and determinant in the growing relationship and subsequent conquest of new audiences. Based on the experience reported in this report, is considered essential to adopt an active posture on any social platform mediated essentially through the elaboration of constants content based on differentiation and variety in terms of the subjects portrayed, thus avoiding forms a repetitive construction that causes the withdrawal of potential stakeholders from the institution. This evidence is in line with what Gurău (2008) defends in his article in which he shows that each message should be tailored to the specifics of the used channel, that is, depending on the platform where the content it is being published, it is necessary to take into account the target audience for that specific social network and not the general target-audience.

Several demands are made in this field, since to carry out effective Digital Communications it is necessary to adopt very well-defined global strategic capabilities, as well as planning goals, gather feedback and interaction obtained by the target audience. We can conclude that monitoring, measuring and evaluating the success or failure of a strategy is equally important to the digital marketing strategy. The reports of monitoring will make it possible to refine and develop new strategies with greater potential, increasing the possibility of achieving the objectives previously defined by the company.

In these terms, I believe that there may be some failures in digital communication of the School of Economics and Management, with regard to the type of content disseminated on the various platforms. I believe that the dissemination of differentiated content on the various platforms to attract different audiences could be beneficiary to the institution and for those

who want to obtain added value, as is the case of alumni. This is due to the fact that in order to have a relationship with the alumni, it is necessary to create it while they are still students at the institution (Monks, 2003) In this sense, it is necessary to create a communication strategy with the current students, in which they are involved and, in the future, to take this community of students and transform it into an alumni community. The creation of value for consumers, rather than simply marketing the company's products and services, is a key component of high-quality content. Quality content always focuses on assisting those who follow in resolving difficulties and providing advice on subjects that they may be confused about. This is achieved if the institution proposes to create a well-structured communication strategy that makes both students and alumni feel as an integral part of it. It is necessary to highlight the role of each one within the institution. From the moment that the Alumni understand their role, identify with the institution and realize that there is an exchange of benefits between the parties, an entire structure is created in order to create a cohesive environment that culminates in the community of Alumni.

According to everything I've been referring to throughout the present report, all communication that encourages interaction and the creation of a relationship has greater potential for effectiveness, promoting positive results with regard to the sense of community. To conclude, it is necessary to take into account that creating a relationship with an alumni takes years and according to Perkins (1990, cited apud Monica S.Boyd, 2009 p.99), "it takes at least ten years to determine if an alumni program will truly be successful" however, with the advancement of technologies and the barriers that have been broken with the era online, it may now be likely to be able to determine success in less time. Nonetheless, it remains a constant effort that the institution has to be willing to make if it wants to have a return on the investment that seeks to make towards its alumni.

Today's students will be tomorrow's alumni and future patrons of the university. Successful alumni connections begin throughout the student experience, and a university has numerous possibilities to shape the link in ways that will assist new graduates comprehend any future expectations the school may have for them. Alumni connections necessarily imply commitments on the part of students, alumni, and the university.

7.2 Contributions and implications

This investigation contributed with knowledge to the School of Economics and Management, providing a better understanding of what the requirements are to be able to communicate with the alumni via social media in the future. In recent years we have seen higher education institutions take up alumni programs and the forecast is that it will continue to grow. The results of this study can also be used as a guide in the elaboration of strategies due to the description of the relevance of the expectations.

In general, this study added to the existing knowledge in creating a link between the alma mater and its alumni via digital. The use of digital media is something that will continue to have a significant importance in the students' perception of quality, so it is important to understand what is the most effective way that each institution has to satisfy the largest group of possible students, students and alumni.

The most relevant contributions of this study focus on the contents that most attract alumni, namely providing a practical application of the various theories developed in relation to the subject. However, the theory on this subject is quite recent and will certainly have a greater number of searches over time.

7.3 Limitations

The fact that the online and digital world changes almost daily imply, in my understand, some constraints regarding the collection and interpretation of literature, as to its viability or obsolescence, since there is limited research regarding alumni and how institutions can involve them without it being for direct economic purposes, such as monetary donations.

The lack of a past strategies to be able to compare past results with those I managed to get after the 3 months internship. Being this the first activation that was made at EEG, it is difficult to understand what kind of added value I managed to obtain with this plan of contents and strategy in general.

The plan was solely focused on the Alumni platform and did not create a general strategy, namely for social media (Instagram, Facebook, YouTube, LinkedIn). Since I was solely

responsible for creating content for the alumni platform, this made my field of research very limited, which turned out to be crucial for a somewhat less successful implementation.

The time to carry out the entire investigation process (3 months) did not allow to establish a larger portion of data with the detail and necessary coherence. Still, I believe I have sufficient empirical data collected to help develop an initial strategy aimed at EEG alumni engagement.

7.4 Suggestions for future research

Other interesting investigations would be to elaborate the same study, but this time, instead of the publications being somehow based on the literature, studying them according to a methodology qualitative approach, interviewing a large group of alumni in order to detect possible expectations that they may have in relation to the content and initiatives they seek to find in an alumni community.

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Appendixes

Appendix 1. Ambassador program email

“Estimado/a alumnus/alumna,

Esperamos que se encontre bem.

A Escola de Economia e Gestão tem o prazer de convidá-lo/a a tornar-se Embaixador/a voluntário/a da Plataforma Alumni EEG. O nosso Programa de Embaixadores vem no seguimento do relançamento do projeto “ALUMNI EEG “. Este programa é formado por um grupo exclusivo de ex-alunos/as da Escola de Economia e Gestão que se comprometem em ajudar a plataforma e a rede Alumni a crescer. Gostaríamos de reviver a sua história na EEG, assim como a dos seus colegas que por cá passaram.

Como embaixador da Alumni EEG pedimos-lhe:

Que faça publicações pontuais na plataforma (Ex: uma fotografia com uma camisola de curso/universidade, ou uma simples fotografia de quando era aluno/a na EEG, partilhar artigos, podcasts, iniciar tópicos de discussão/conversa, criar eventos, postar oportunidades de emprego, etc.)

Que interaja com outros utilizadores e encoraje o envolvimento de outros Alumni, tanto nas publicações do feed público como nos grupos de curso (onde pode reencontrar colegas e criar novas conexões).

Que convide outros Alumni para se juntarem à plataforma.

A finalidade do projeto é permitir que ex-alunos, após a saída da Escola de Economia e Gestão, continuem a aprender com a partilha de experiências e com a entreaajuda da comunidade ALUMNI EEG.

Contamos consigo!

Se tiver alguma dúvida em relação ao projeto não hesite em contactar.

Esperamos pela sua resposta.

Com os melhores cumprimentos,

Gabinete de Carreiras da Escola de Economia e Gestão”

Appendix 2. Email for course directors

“Caro(a). Professor(a) Diretor(a) de Curso da EEG,

A plataforma Alumni EEG (<https://alumni.eeg.uminho.pt/>) permite-nos manter contacto com os ex-alunos da Escola, através de publicações, mensagens diretas, partilha de notícias, oportunidades, entre outros. Assim, vimos solicitar a sua colaboração para a dinamização da plataforma.

O que lhe é pedido, caso aceite, é que faça publicações pontuais no grupo do curso do qual é diretor(a), mantendo dessa forma uma relação entre o corpo docente da EEG e os nossos Alumni. O conteúdo das publicações é livre, recomendando-se, porém, a partilha de artigos, notícias, eventos, livros, entre outros. No caso de oportunidades de estágio/emprego, não deixe também, por favor, de as partilhar com o Gabinete de Carreiras da EEG (carreiras@eeg.uminho.pt), para que possamos anunciar nas plataformas de emprego da escola (p.ex. Job Teaser).

Neste sentido, pedíamos para aceder à plataforma em <https://alumni.eeg.uminho.pt/>. Se ainda não está registado(a) na plataforma, poderá fazê-lo a partir do link anteriormente indicado e registar-se através do LinkedIn ou do seu Email. Após o registo, ser-lhe-á dado o acesso como administrador do grupo do curso de que é diretor(a), e a partir daí poderá fazer as publicações que considerar adequadas.

Contamos com a sua colaboração para mantermos os nossos ex-alunos envolvidos com a EEG!

Com os melhores cumprimentos.

Gabinete de Carreiras”

Appendix 3 – Publications characterized as “other”

3.1



Escola de Economia e Gestão
19 outubro, 2021, 08:51

⋮

Na última década tivemos a oportunidade de contar com mais de 3800 alunos que se graduaram nas diversas áreas da economia e gestão 📊.

Obrigado por fazerem parte da nossa história 📖

Universidade do Minho

Escola de Economia e Gestão



Licenciatura	Nº Licenciados*
Negócios Internacionais	230
Relações Internacionais	731
Contabilidade	237
Administração Pública	468
Ciência Política	173
Economia	799
Gestão	878
Marketing	290
Total:	3806

*Entre 2010 e 2020

• • • • • • •

WWW.EEG.UMINHO.PT

5 Gostos

 Gostar

3.2



Escola de Economia e Gestão

4 novembro, 2021, 17:46



É sempre importante aprender e se for com os melhores é o ideal. Foi nesse sentido que em 2014 nasceu a UminhoExec.

Sediada na Escola de Economia e Gestão, a UMinhoExec tem uma perspetiva multidisciplinar, integrando ...

[Ler mais](#)



11 Gostos



Gostar

3.3



Escola de Economia e Gestão

11 novembro, 2021, 16:21

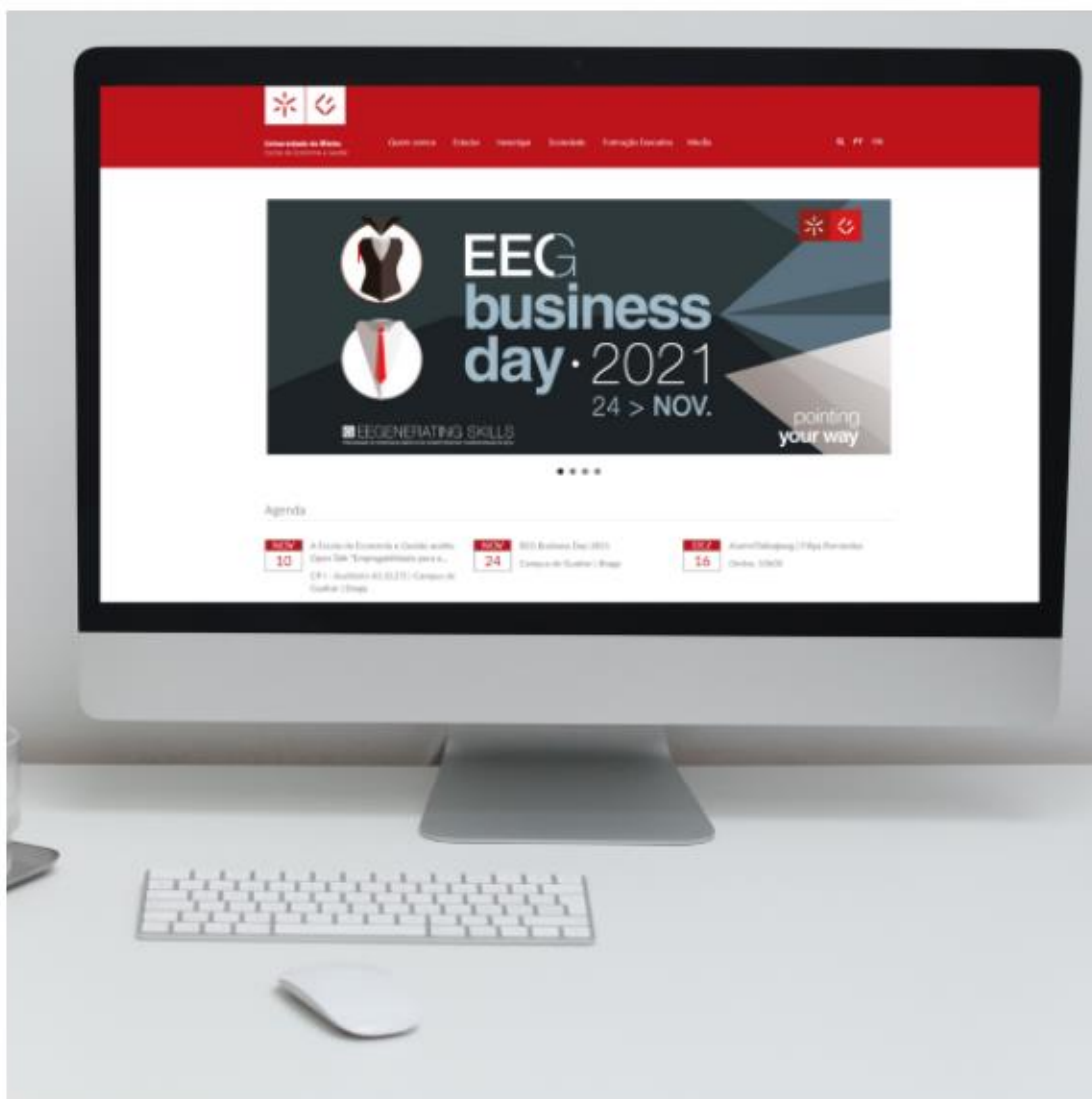
Não se esqueça de se manter a par das últimas notícias da Escola de Economia e Gestão através do site da EEG.

<https://www.eeg.uminho.pt/pt>.

Escola de Economia e Gestão

....

[Ir para o nosso website](#)



13 Gostos

Gostar

3.4



Escola de Economia e Gestão

25 novembro, 2021, 10:27

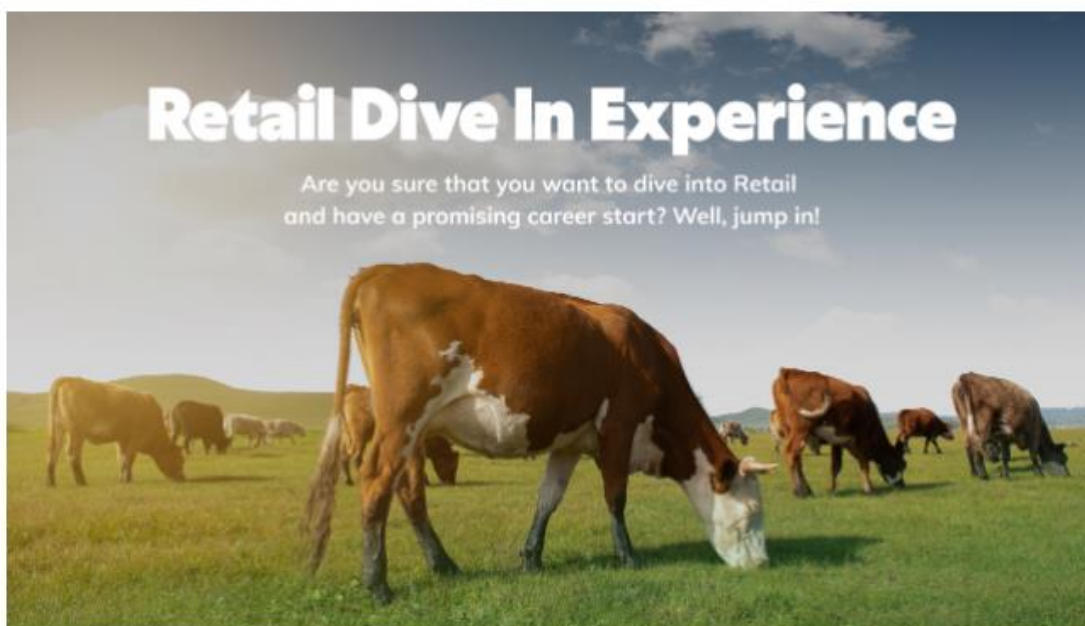


🔔 Oportunidade para "Young Alumni" 🔔

🌟 Estão quase a fechar as candidaturas para o Programa "Retail Dive In" da Jerónimo Martins. Um programa de trainees REMUNERADO, direcionado para recém mestres, que inicia em Janeiro de 2022 e que te vai colocar à prova! Terás a oportunidade de realizar um estágio durante 1 ano, sendo que passados 6 meses poderás trocar de função 🚀

Para mais informações podem entrar em contacto com a @BeatrizGuimarães, ou aceder ao link que partilhamos em baixo.

Para mais informações : [Retail Dive In](#)

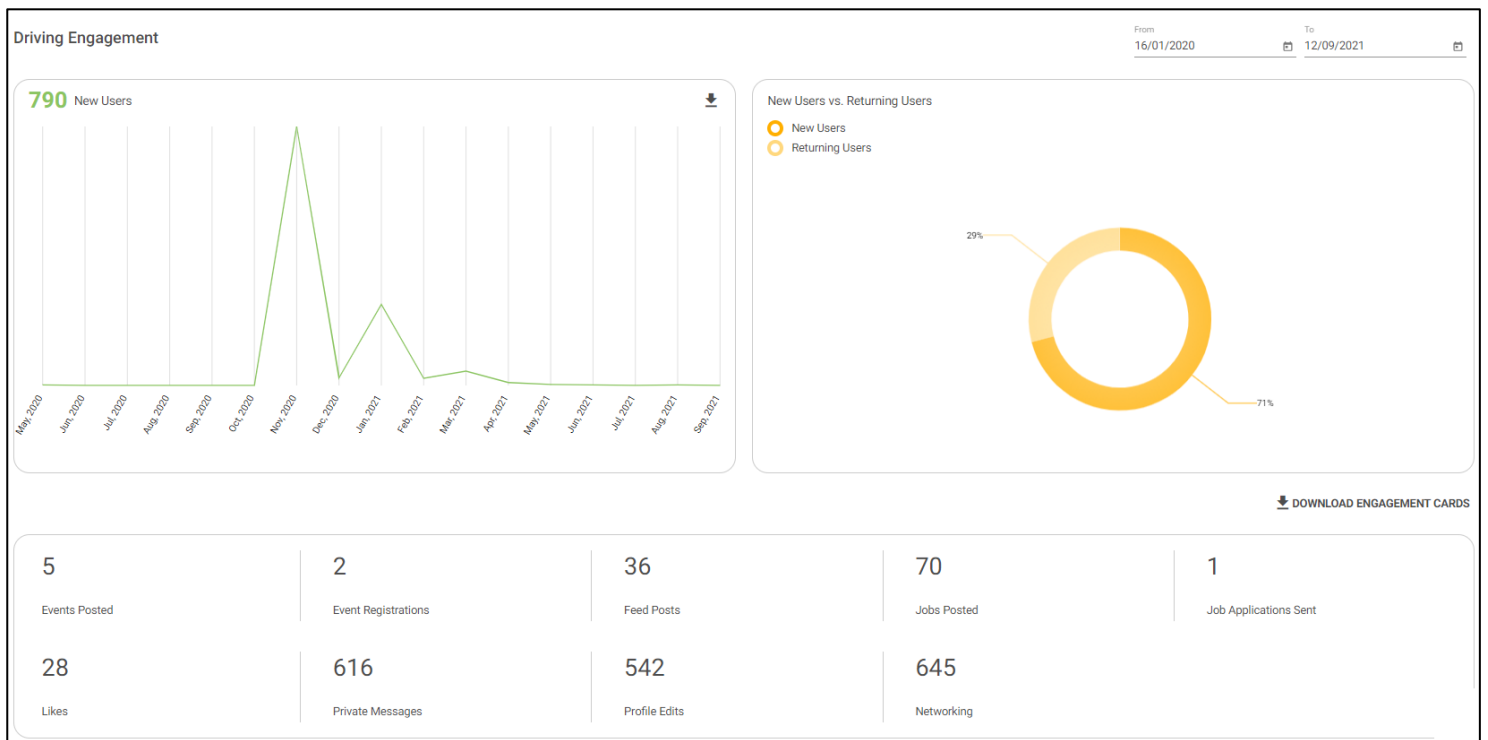


9 Gostos

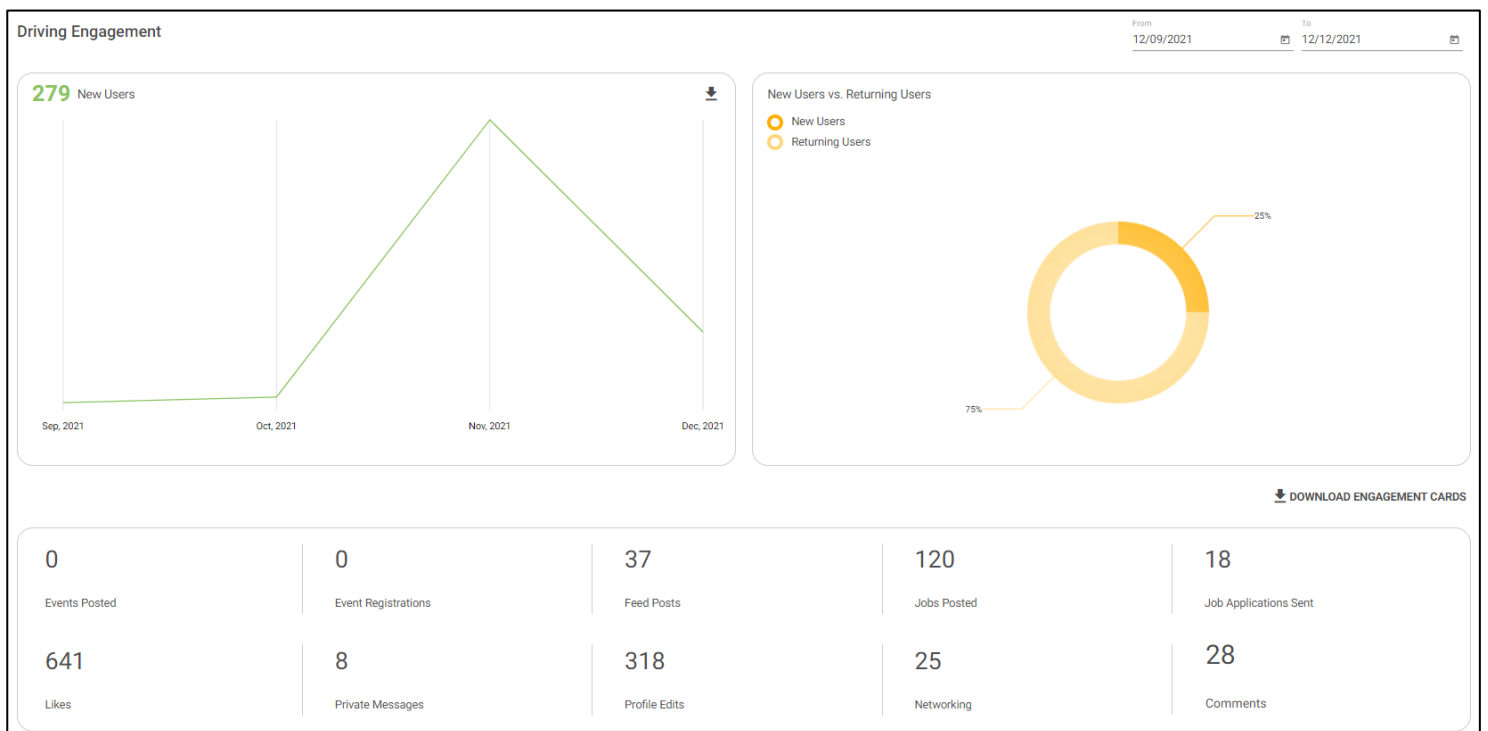


Gostar

Appendix 4 – Alumni Driving engagement 16/01/2020 to 12/09/2021



Appendix 5 - Alumni Driving engagement 12/09/2020 to 12/12/2021



Appendix 6 – Email sent to alumni that weren't register on the Alumni platform

Dear alumnus/alumna #NAME#,
We hope this email finds you well!

We are writing to remind you of the usefulness of the platform aimed at former students: **ALUMNI EEG**.

If you have not had the opportunity to get to know the platform yet, the ideal moment to do so has arrived.

The EEG Alumni platform allows you to **re (connect)** with old colleagues, to **create new connections**, to find **new career opportunities**, to participate in **events**, to share your experience and learn from others, to share questions, doubts, **EEG memories and much more**. On the platform you can find **content created by you and for you**, do not miss this opportunity and register.

Registration takes less than 1 minute.

Register now at <https://alumni.eeg.uminho.pt/>

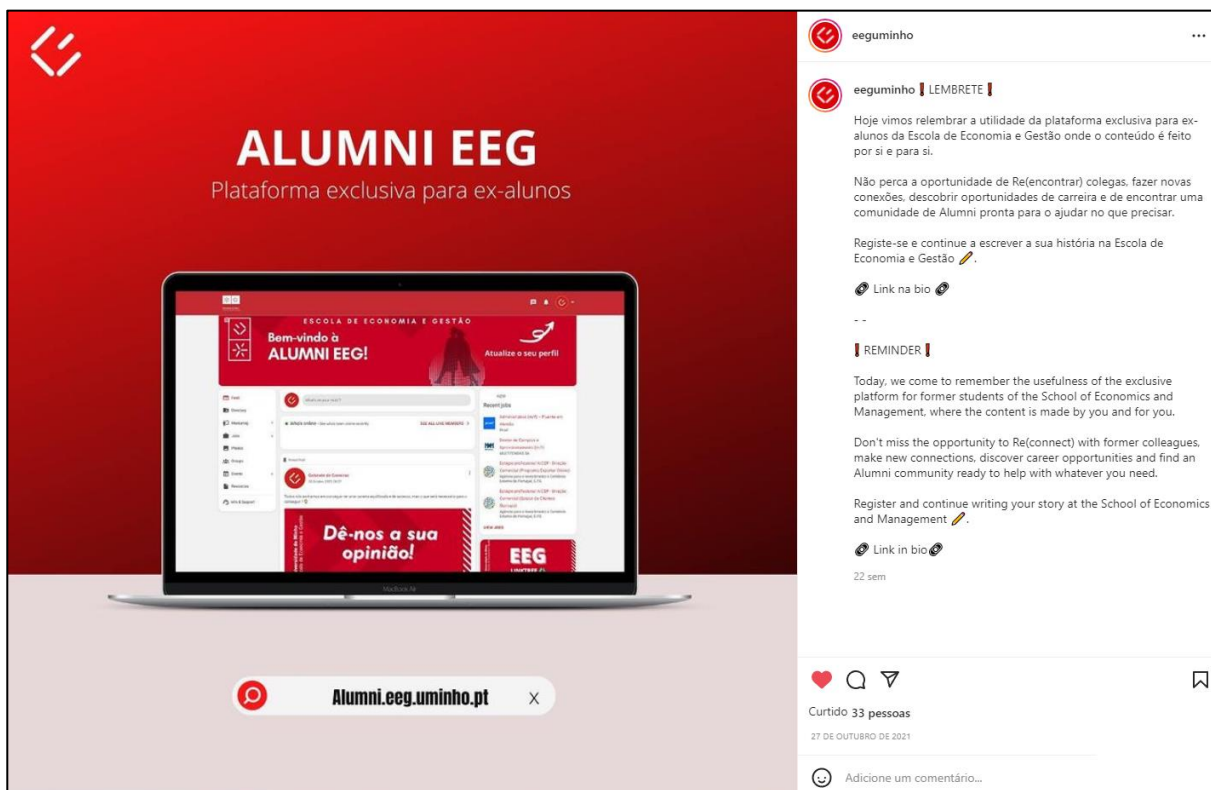
See you there, see you soon!

If you have any questions, please do not hesitate to contact us.

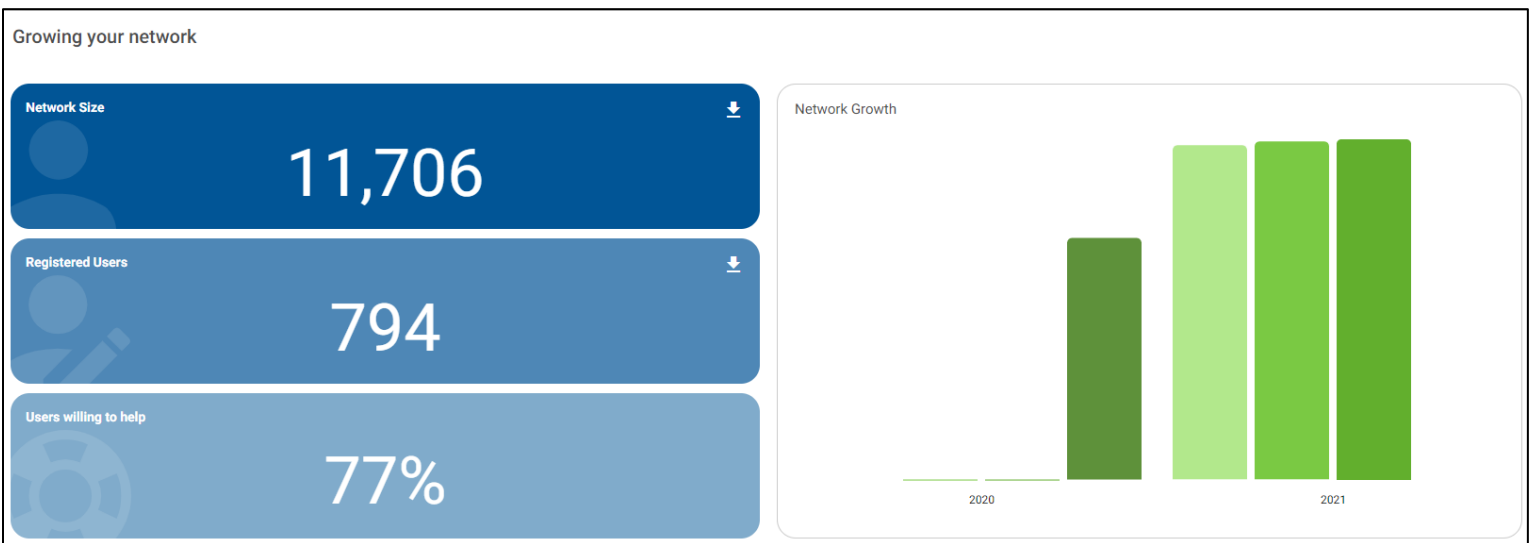
Best regards,

Careers Office of the School of Economics and Management.

Appendix 7 – Publication made in social media highlighting the alumni platform



Appendix 8 – Alumni Platform Network size Until 12/08/2021



Appendix 9 – Alumni Platform Network size Until 12/12/2021

