The Internal Corporate Brand Building Process of a Swedish University

Case Study: Linköping University

Authors: Akraphorn Rajapunsaen and Turan Suleymanov

Supervisor: Jörgen Ljung

Linköping University
Department of Management and Engineering
Business Administration- Strategy and Culture program
Abstract

Research Purposes:

Brands are one of the important influences on our life that appear everywhere and have great impact on the way we see our world. There are several kinds of brands and numerous perspectives existing about the brand concept. However, the concept of company brand, or corporate brand, is a new topic in the literature and only in 90s was the company brand concept assessed by some communication and branding consultants. Doubtless, one of the most discussed issues in the brand literature is general brand building process. There are many studies that have been done on the general brand building process, regardless the type of the brands, which can be found by Western scholars such as Aaker (1996), de Chernatony (2001), Knox and Bickerton (2003), and Urde (2003). Even though, there are numerous models of the branding process in the literature, the lack of empirical testing has always been the source of critiques for all of them. One of the recent researches on the corporate branding was done by Ted Karlsson, Ph.D. at Umeå University. He divided the internal corporate brand process from general corporate branding process and studied it separately. He came up with a model which is based on the theories mentioned above. However, there are no studies that have been done by scholars on internal corporate brand building process at higher education institutions. The purpose of this thesis is to describe the internal corporate brand building process at Linköping University and, to examine Ted Karlsson’s model for its applicability in LiU case.

Methodology

The type of the research is descriptive. In order to fulfill the research purpose, the researchers have used the deductive approach and adapted the case study strategy as a research strategy. Both secondary and primary data have been used in the research.

Findings

In the conclusion, researchers come up with the model of internal corporate brand building process of LiU. The researchers found that Linköping University has been taking the whole steps of the internal corporate brand building process as it is described in the literature. LiU internal corporate brand building case study approved the reliability and the validity of the model presented by Ted Karlsson in 2006.

Key Words

Brand, Corporate Brand, Branding, Internal Corporate Branding, Brand Team, Linköping University
Acknowledgement

First of all, we would like to express our greatest gratitude to our families for being with us and supporting all the way long.

Secondly, we would like to thank our lovely supervisor professor Jörgen Ljung for inspiring us, offering constructive suggestions and guidance, for the valuable comments, advice and encouragements during the thesis writing process.

Third, we would like to thank Mr. Lars Holberg, the Director of Communication of Linköping University and Mr. Göran Felldin, the Director of Marketing of Linköping University for providing us valuable information and for supplementing data for the thesis.

Special thanks from Turan Suleymanov go to the “AGRO-AZERINVEST LTD” for granting him the “AGRO-AZERINVEST LTD” scholarship to pursue the Masters Program in Sweden. Turan Suleymanov would also like to express his sincere gratitude to the former rector of Azerbaijan State Economic University, Mr. Ali Abbaov and the current rector of ASEU Mr. Shamsaddin Hajiyev for their support and valuable comments which encouraged him to continue his graduate studies abroad.

Last, but not least we would thank our classmates, lecturers and our friends, for their support, love, humor, suggestions and help during our masters program period.

Akraphorn Rajapunsaen

Turan Suleymanov

12 February 2008
# Table of contents

ABSTRACT .................................................................................................................1  
ACKNOWLEDGEMENT ..............................................................................................2  
TABLE OF CONTENT ...............................................................................................3  
LIST OF FIGURES ...................................................................................................5  
LIST OF TABLES .......................................................................................................5  
ABBREVIATION .........................................................................................................6  

1. INTRODUCTION ......................................................................................................7  
  1.1 INTRODUCTORY BACKGROUND .......................................................................7  
  1.2 PROBLEM DISCUSSION ....................................................................................8  
  1.3 LINKÖPING UNIVERSITY BACKGROUND ......................................................9  
  1.4 SCOPE AND LIMITATION ...........................................................................11  
  1.5 RESEARCH QUESTIONS ................................................................................11  
  1.6 RESEARCH PURPOSE ..................................................................................11  
  1.7 WHO SHOULD READ THE THESIS? .............................................................11  
  1.8 THESIS STRUCTURE ....................................................................................12  

2. METHODOLOGY ..................................................................................................13  
  2.1 TYPE OF RESEARCH ...................................................................................13  
  2.2 RESEARCH DESIGN ....................................................................................14  
  2.3 RESEARCH APPROACH ...............................................................................14  
  2.4 RESEARCH STRATEGY ...............................................................................15  
  2.5 RESEARCH METHODS ...............................................................................15  
  2.6 PRIMARY RESEARCH .................................................................................16  
  2.7 SECONDARY RESEARCH ...........................................................................16  
  2.8 VALIDITY AND RELIABILITY .......................................................................16  

3. FRAME OF REFERENCE ..............................................................18 ....................18  
  3.1 A CORPORATE BRAND ..............................................................................18  
  3.2 DISTINCTION BETWEEN PRODUCT AND CORPORATE BRANDS ..........19  
  3.3 BRAND ARCHITECTURE ............................................................................20  
  3.4 VISION, CULTURE AND IMAGE ..................................................................20  
  3.5 BRAND IDENTITY .....................................................................................21  
  3.6 BRAND POSITION ......................................................................................22  
  3.7 BRAND BUILDING PROCESS ......................................................................22  
  3.8 AAHER’S BRAND IDENTITY PLANNING MODEL .....................................22  
  3.9 CHERNATONY’S BRAND BUILDING PROCESS .......................................24  
  3.10 CORPORATE BRAND BUILDING .............................................................25  
  3.11 DE CHERNATONY AND SEGAL-HORN CRITERIA IN BUILDING IN SERVICE BRANDS .................................................................................................................................27  
  3.12 CONCEPTUALIZATION OF THEORETICAL FRAMEWORK ..................27  
  3.13 BRAND BUILDING TEAM .........................................................................29  
  3.14 CORPORATE BRANDING IN HIGHER EDUCATION ................................29  

4. EMPIRICAL FINDINGS ......................................................................................32  
  4.1 BRAND AUDIT ............................................................................................33  
  4.2 BRAND IDENTITY ......................................................................................36  
  4.3 BRAND POSITIONING ...............................................................................37  
  4.4 BRAND TEAM ............................................................................................38  

5. ANALYSIS .........................................................................................................41  
  5.1 BRAND AUDIT ............................................................................................41  
  5.2 BRAND IDENTITY ......................................................................................42  
  5.3 BRAND POSITIONING ...............................................................................43  
  5.4 BRAND TEAM ............................................................................................44
6. CONCLUSION ............................................................................................................. 46
REFERENCES .................................................................................................................. 49
  BOOKS, JOURNALS AND ARTICLES ............................................................................. 49
  INTERNET ..................................................................................................................... 51
APPENDIX ....................................................................................................................... 53
  INTERVIEWS ................................................................................................................ 53
List of figures

FIGURE 1: STAFF OF LINKÖPING UNIVERSITY BY CATEGORY (FULL-TIME)..............................10
FIGURE 2: RESEARCH PROCESS ......................................................................................13
FIGURE 3: BRAND IDENTITY PLANNING MODEL.................................................................23
FIGURE 4: BRAND BUILDING PROCESS............................................................................24
FIGURE 5: INTERNAL CORPORATE BRAND BUILDING ......................................................25
FIGURE 6: CONVENTIONS ON CORPORATE BRAND MANAGEMENT.................................26
FIGURE 7: BRAND BUILDING PROCESS AS DEFINED BY FOUR AUTHORS.........................27
FIGURE 8: CONCEPTUAL FRAMEWORK BY TED KARLSSON (2006) (WITH MINOR CHANGES)........28
FIGURE 9: THE 6C ASSETS OF CORPORATE MARKETING ..................................................31
FIGURE 10: STRATEGY MAP ............................................................................................34
FIGURE 11: POSITIONING AT LiU. ......................................................................................37
FIGURE 12: BRAND TEAM ..............................................................................................40
FIGURE 13. INTERNAL CORPORATE BRAND BUILDING PROCESS OF LINKÖPING UNIVERSITY.48

List of tables

TABLE 1: RESEARCH DESIGN ........................................................................................14
TABLE 2: INTERVIEWS.......................................................................................................16
TABLE 3: EXAMPLE OF BRAND IDENTITY ASSOCIATION ...............................................22
TABLE 4: BRAND IDENTITY ............................................................................................43
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>LiU</td>
<td>Linköping University</td>
</tr>
<tr>
<td>MNC</td>
<td>Multinational Corporations</td>
</tr>
<tr>
<td>SME</td>
<td>Small and Medium Enterprise</td>
</tr>
<tr>
<td>TAMA</td>
<td>The American Marketing Association</td>
</tr>
</tbody>
</table>
1. Introduction

In the introductory chapter, the researchers will present the research background, problem discussion, Linköping University background, research questions, research purposes, scope and limitations, thesis structure and the reader audience.

1.1 Introductory background

“Every business wants to be a customer’s first choice. Building and managing a brand can play a significant part in making that happen” (Business Link, 2008). A Brand is not only the company logo for business’s core values but it also covers all the communication a company has with customers and suppliers. As a consequence, a brand creates and maintains the renown of a company and also influences customers’ experience toward a company (Business Link, 2008).

A strong brand supports a company to be prominent among its competitors especially in a competitive market. Consequently, building and managing a brand is important for companies to compete in fierce market. Companies have to keep in minds that they have to focus on the customers’ demands and provide the right products or service to customers (Business Link, 2008).

Furthermore, nowadays, within the crowded markets, creating the customer awareness of the product and services in customers’ minds become more difficult and uneasy task for companies because markets are overcrowded with many big, medium and small companies and many marketing messages are sent out. As well as, the cost of entering a new product and/or service is increased. Companies need to get rid of these clutters. One of the alternative ways is to create a corporate branding strategy for the entire company (Brand Identity Guru, 2008) rather than focusing on a branding strategy for each product or service.

Corporate branding provides the product, or service, with reliability and value that cannot be obtained by any kind of marketing campaign. How can companies reach the goal in corporate branding? The answer is companies have to build a long-term vision and match the companies’ objectives with companies’ operations (Brand Identity Guru, 2008).

In the literature, the branding process is generally divided into two parts such as internal and external corporate brand building process. Many of the branding scholars emphasize the importance of the internal brand building process as the first and main step of general brand building process. The authors believe that brand building process has to start from the inside out, because, before the implementation of a branding strategy there are certain processes that have to be carried out such as internal and external audits, establishing strategic platforms, etc. (Aaker, 1996; de Chernatony, 2001; Knox & Bickerton, 2003; Urde, 2003) The further information regarding the theories on the topic will be given in the chapter of theoretical background.

In the literature, brands are classified as product, service and corporate brands. Particularly, the tendency toward corporate branding greatly increased in the last decades. In the last decade, one of the sectors characterized by the significant shift
into corporate branding was the higher education sector. Of course, the previous argument would not be generalized for entire higher education institutions all over the world. Even though, US universities have a long history of branding, their European counter partners have previously realized the importance of corporate branding at their institutions. (Balmer, J.M.T. & Liao M., 2007)

“Because of Bologna [the Bologna Accord], we realised we were operating in a market that would move from product branding to institutional branding . . . We have to brand our institution, which is far more effective than branding the MBA (Financial Times, 2006, p. 8).”

One of the European higher education institutes who realized the importance of corporate branding (also be called the brand of Institution) and started corporate branding in last decade was Linköping University. Linköping University is considered one of the best and biggest higher education centers in Sweden. Linköping University started the discussion about branding around nine years ago. At that time, the university used the word of brand in public relations without any clear vision, identity and positions. At that time, LiU did not really realize the real importance of brand for the university. As a university, LiU was not much involved in commercial activities. However, four years later, the university had reappraised the role that brand plays. LiU realized that a strong brand and a strong image of the university were required to drive the university to be known within the society and among the international community. Thus, the corporate brand building process of Linköping University was initiated approximately five years ago.

1.2 Problem discussion

Tremendous numbers of organizations make the market so blurry that companies cannot find the entrance for the success of their future. Companies need to establish a unique symbol to be dominant among competitors and to be chosen by customers to gain favoritism and profit. Brand is the important part to make those activities happen. But it is not only a tool for generating profit, brand is also very important to reflect the company’s image to a society.

In many cases, companies prefer to have a brand for an entire company, instead of for their different products and services, which is also referred as a corporate brand. The corporate brands are not used only for companies, they are also applied by other types of organizations. According to The William Davidson Institute (2008), organizations can be divided into five types such as Government, Inter-Government, MNC, Non-Profit and SME organizations. From the organization types, the non-profit organization refers to an organization which has established for education or charitable reasons and the organization does not provide financial benefit to shareholders (WebFinance Inc., 2008). For universities, brand issue is so sensitive because the name a university has as a brand is showing a university’s status for prospective students, families, society, academicians and the community among all universities.

Moreover, the up-coming of Bologna Accord influences LiU and also every university in Europe to be more active and cooperative. Bologna Accord is the commitment between 45 Europe countries (enic-naric.net, 2008). Its aim is to
establish a common grading system for universities in Europe (Graduate Management News The newsletter of the graduate Management Admission Council, 2005).

Students benefit from the Bologna Accord because the Bologna Accord will provide more alternative choices of universities for students to apply for studies without having to worry about the obstacle of the type of degree they will earn (Graduate Management News. The newsletter of the graduate Management Admission Council, 2005).

After the launching of the Bologna Accord in 2010 (enic-naric.net, 2008), lots of problems that students face today will be eliminated. Students will have more choices for their futures. It will have a big impact on the mobility of students across the European continent. Students will move from one country to another. As a result, universities around Europe will not only compete with other universities in their home countries but they will also have to compete in the fierce market with other universities around Europe (Graduate Management News The newsletter of the graduate Management Admission Council, 2005). Hence, it is inevitable for universities to create a unique symbol in order to be attractive by the public and students. Thus, it is to be expected that brand will be involved in this stage.

In order to build a strong brand, the researchers realize the importance of the internal and external corporate brand building process as the literature describes (Aaker, 1996; de Chernatony, 2001; Knox & Bickerton, 2003; Urde, 2003). This thesis emphasizes only the internal corporate brand building process. Since the researchers believe that the general process starts inside out and, all big steps are taken from inside.

The reasons that the researchers decided to study the internal corporate brand building process at LiU can be stated as:

First, the corporate brand building of Linköping University started recently and is a new topic. There also few studies have been done on corporate brand building at a university level. These two reasons challenge the authors during the thesis writing period.

Second, the access to the university’s information can be an advantage for the researchers. Since the authors study at Linköping University, the process to reach the information from the university, employees and students is facile.

Finally, the most important reason is that the researchers have been studying at Linköping University since January 2007. The researchers are proud of the university and desire to give something useful back to LiU.

1.3 Linköping University background

Linköping University was established in the 1960’s. Almost a decade later, in 1970 it was established as the independent college and became Sweden’s sixth university in 1975 (Linköping University, 2008). The university is located in Linköping municipality, Östergötland County. This region is in a county of Southeastern Sweden (Encycloaedia Britannica, Inc., 2007) which consists of 13 municipalities: Boxholm, Finspång, Kinda, Linköping, Mjölby, Motala, Norrköping, Söderköping, Vadstena, Valdemarsvik, Ydre, Åtvidaberg and Ödeshög (Phil Nelson, 2007).
The university ranks fifth as the largest university in Sweden and takes a second place in the country according to the enrollment in engineering and natural sciences awards degrees for various types of study, Bachelor, Master or Doctoral degrees (NDSU Office of INTERNATIONAL PROGRAMS, 2007).

The university has around 26,000 undergraduate students. About 1,300 are research students (Linköping University Facts & Figures 2007 brochure, 2007). Linköping University’s students can be classified mainly into two groups. First, the students who come from the region. This group has a proportion of around 30 percent of all students at Linköping University. A second group, around 70 percent, are the students who originate from other parts of Sweden (Lars Holberg, 2008).

The number of employees is around 3,500. Figure 1 explains the types of staff at the university. These numbers are concluded from three campuses of the university that are Campus Valla, Campus US (Faculty of Health Sciences) and Campus in Norrköping Linköping (University Facts & Figures 2007 brochure, 2007).

Moreover, Linköping University has around 70,000 alumni. The university is known as the first university in Sweden which created a strong alumni program (Lars Holberg, 2008).

![Staff by category (Full-time)](image)

Figure 1: Staff of Linköping University by category (Full-time)

LiU provides four faculties. These are Institute of Technology, Faculty of Arts and Sciences, Faculty of Health Sciences and Faculty of Education Sciences. Moreover, the university has 17 multidisciplinary departments with 130 study programs and 600 single-subject courses (Linköping University Facts & Figures 2007 brochure, 2007)
1.4 Scope and Limitation

Due to the broadness of the topic and the lack of time, the researchers decided to narrow the scope of study to only internal corporate brand building by using Linköping University as a case study. Internal corporate brand building covers the three steps - brand audit, the brand identity and the brand positioning in within this study. External corporate brand building steps – implementation and control and feedback are excluded within this study.

The materials as the source of the secondary research mainly were in Swedish and the researchers had to deal with language barriers.

Because of the vacations and the Christmas holiday, the researchers could only arrange appointments with the interviewees in the early and middle January which caused the time limitation for the researchers.

1.5 Research questions

The purpose of the thesis is to describe the internal corporate brand building process of Linköping University. In order to describe the process itself, researchers have divided the general topic into several questions such as:

1. How is the internal corporate brand building process at Linköping University and what are the components and the levels of the process in the Linköping University case?

2. Who are involved in the brand team in the corporate brand building process in Linköping University and what are the roles that they play?

3. Does the internal corporate brand building process in Linköping University follow the existing theories and thoughts in the branding literature?

1.6 Research purpose

The purpose of the study is to describe the internal corporate brand building process in Linköping University. Furthermore, the researchers aim to find out the brand team and other components of the entire internal corporate brand building process in Linköping University. Finally, the researchers aim to come up with the conclusion that whether the internal corporate brand building process in Linköping University follows the existing theories and thoughts on the topic or not.

1.7 Who should read the thesis?

The target group of the thesis can be divided into three main groups. They are employees of the university, brand team of LiU and the academic community.

Publication of this thesis can help the brand team members in Linköping University to understand the process and make them more skilled and increase the awareness in the issues related with internal corporate brand building process.
Moreover, since this is one of the first researches that have ever been done on internal corporate brand building process in higher education sector, the researchers hope that the research will bring something new into the academic arena. Furthermore, the researchers hope that the research will provide the useful information for future researches in branding field.

Last but not least, the researchers wish that this thesis will be useful for Linköping University in order to educate its employees to have clear understanding of LiU brand.

1.8 Thesis Structure

The thesis structure consists of six chapters with the following outline:

1. Introduction

This chapter provides the overall information of the research. It will be started with the introductory background, problem discussion, scope and limitation, then research questions, research purpose and thesis structure.

2. Methodology

The methodology part will give a clear understanding of the methodology and the methods that have been used in this thesis and also the validity and reliability criteria.

3. Frame of references

In the frame of reference part, the existing theories and thoughts on the topic will be given. In this part, the researchers will give a theoretical background to analyze the empirical finding in the analysis parts later on.

4. Empirical

The empirical chapter describes the data that were collected in order to analyze in the analysis chapter. This data is based on the frame of reference, what the theories explains and compares the similarity and dissimilarity.

5. Analysis

In this chapter, the researchers analyze the data that were collected and explained in the empirical part by using the theories from the frame of reference chapter.

6. Conclusion

Conclusion chapter provides the summary of the case study based on the research questions.
2. Methodology

In this chapter, there will be given a clear understanding of the methodology and the methods that have been applied by the researchers with the quality criteria for this research. According to Saunders, M., Lewis, P. & Thornhill, A. (2003) methodology means how a research should be carried out, while methods refer to the techniques and tools are used during data collection. Research is something that people study which they aim to find out things in a systematic way, whereby rising their knowledge (Saunders et al., 2003).

A systematic way has applied to the research by researchers. The researchers have always had room for the self-critiques and fair dealing principles during the research process. The researchers have used the quality criteria in order to increase validity and reliability.

Figure 2 shows the research process which contains the presented research methodology, data collection methods and research strategies in the research.

<table>
<thead>
<tr>
<th>Research Approach</th>
<th>Research Strategy</th>
<th>Data Collection Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deductive</td>
<td>Case study</td>
<td>Interview</td>
</tr>
<tr>
<td>Qualitative</td>
<td>--</td>
<td>Secondary Data</td>
</tr>
</tbody>
</table>

Figure 2: Research process
Source: The Authors

2.1 Type of Research

Generally, research can be classified into different types in terms of the nature of the problem. These classifications can be stated as exploratory, descriptive and explanatory. (Saunders et al., 2003)

The purpose of this study is to describe and analyze the internal corporate brand building process and the brand team that involved in the general process of corporate brand building at Linköping University. The descriptive approach has been referred in the research. The research has been carried out by interviewing the key strategic actors of the internal corporate brand building process at Linköping University. In order to boost the quality of the research and increase the understanding of the
process, secondary data have been used. The theories relevant to problem area have been studied and reviewed as a part of the secondary data as well.

### 2.2 Research Design

There are numerous ways to reveals the research formulation process. In this study, researchers describe the research onion model below in order to explicate the research formulation process. The following model explicates the research design of the study:

**Table 1: Research design**  

### 2.3 Research Approach

There are mainly two kind of approaches widely used in the economic literature for reasoning while conducting research. Inductive reasoning is a theory building process that starts with the observation of particular cases and examples and seeks a generalization of the phenomenon. Instead, deductive reasoning is a theory testing process which beginning with grounded theory and seeks for applicability of it for specific instances. (Saunders et al., 2003)

The deductive approach has been used in this research. Sanders et al. (2003) define the deduction as “a clear theoretical position is developed prior to the collection of data” (Saunders et al., 2003, p. 28). There are several reasons that deductive reasoning has been adapted in this research. First of all, the researchers wanted to test and develop (if needed) the existing theory by investigating of the specific case. Secondly, it takes less time to execute the deductive approach than the inductive one. (Saunders et al., 2003)
Research methods can be characterized by two types of approaches: qualitative and quantitative. (Bryman, 2002 cited in Karlsson, 2006). The approach to the research is qualitative. The qualitative approach is characterized with its emphasis on words rather than numbers in comparison to the quantitative approach. In the qualitative approach, attitudes, behavior and experiences are explored through such methods as interviews or focus groups. An attempt to get an in-depth opinion from a participant is another characteristic of the qualitative approach. (Dr. Catherine Dawson, 2002) In this research, the social reality is described as an interpretation of the perception of social reality by interviewees.

Researchers have chosen the qualitative approach because it can be used to better understand any phenomenon which is little known (Strauss and Corbin, 1990), and to gain more in-depth information and new perspectives on the things that maybe difficult to do quantitatively (Strauss and Corbin, 1990).

Since the objective of this thesis is to understand, describe and gain new perspective on the internal corporate brand building process at Linköping University, which little is yet know by outside researchers, the qualitative approach is the most appropriate one for this situation. Additionally, researchers want to gain new perspective on internal corporate brand building process at Linköping University which is already known after the analysis, and gain more in-depth information about internal corporate brand building at higher education institutions by giving evaluations and further recommendations.

2.4 Research Strategy

Saunders et al (2003) define the research strategy as a plan which shows how the researcher will go about in order to answer the research questions. Researchers have chosen the case study approach for this study. “Case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence.” (Robinson, 2002, p. 178 cited in Saunders et al., 2003 p. 93). Since, the purpose of this study is learn the contemporary phenomenon within the real life situation and the type of the research is exploratory and descriptive, case study is the best tool for researchers to provide a rich and holistic understanding of the phenomenon in this study.

2.5 Research Methods

The research has been carried out by using both primary and secondary research methods. Primary research has been carried out to gain clear understanding of the process through the interviews with people that are responsible and involved in the issue. The main source of primary research was face-to-face interviews.

Secondary research has been carried out in order to give theoretical and conceptual framework for the research, as well as to gain in depth info from published resources. Multiple books and articles about brands, also corporate brands, branding and corporate branding, as well as internet resources and university documents have been used as a source of secondary research.
2.6 Primary Research

“Primary research involves the study of a subject through firsthand observation and investigation.” (Dr. Catherine Dawson, 2002. pp.40) As it has been mentioned above the main source of primary research was interviews at Linköping University. The techniques of interviews were face-to-face interviews in a free format. The interviews have been carried out as a natural conversation between two and three persons. The interviewees have been chosen from Linköping University according to researches’ primary knowledge. The names of interviewees and positions are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Interview date, time and place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Lars Holberg</td>
<td>Director of Communication</td>
<td>2 January 2008, 13.00 – 14.35 at Origo Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 January 2008, 10.35 – 12.00 at Origo Building</td>
</tr>
<tr>
<td>Mr. Göran Felldin</td>
<td>Director of Marketing</td>
<td>16 January 2008, 15.00-16.30 at Origo Building</td>
</tr>
</tbody>
</table>

Table 2: Interviews
Source: The authors

The interviewees are those who make decisions on the issues at Linköping University. Notes have been taken down in each interview and contain the content of interviews and discussion. In the research methodology literature, unstructured interviews are criticized for being bit of a misnomer. That is why the researchers have used semi-structured interviews during the interviews.

2.7 Secondary Research

“Secondary research involves the collection of information from studies that other researchers have made of a subject”. (Dr. Catherine Dawson, 2002. pp.45) The researchers used secondary research method in order to boost the theoretical backgrounds and to gain a clear view of internal corporate branding. Furthermore, in order to give more understanding on the issue, multiple books, articles, case studies, academic paper and internet resources on the issues have been referred and reviewed.

2.8 Validity and Reliability

Validity and reliability are the two main factors that should always concern the researchers while designing a research, analyzing and judging the quality of research. (Patton, 2001) Therefore, the sufficient amount of time have been spent to ensure the validity and reliability of the research by researchers and thus to boost the quality of the research.

According to Hussey J. & Hussey R., 1997, “Validity is the extent to which the research findings accurately represent what is really happening in the situation.” In order to get a satisfactory validity in the research, researchers have used different ways of judgments such as divergence from initial expectations, general idea of triangulation, extensive quotations (individual and member checks) and recorded tapes.
Reliability is “an agreement between two efforts to measure the same thing with the same methods”. (Campbell and Fisk cited in Hammersley, 1987, p. 73-81) Multiple reading, checking the interviews notes, and systematic bias work have been the main measures that been used by researchers in order to confirm the reliability of the research.
3. Frame of reference

In the frame of reference section, existing theories and thoughts on the topic will be given. In this part, the researchers will give a theoretical background to analyze the empirical finding in the analysis parts later on.

3.1 A Corporate Brand

Brands are one of the important influences on our life that appear everywhere and have great impact on the way we see our world. According to Aaker (1996), brands enable consumers to express themselves, to reduce risk when purchasing, and to navigate in crowded markets. Doubtless, everybody would agree with the fact that brands are an undeniable part of our daily life and influence our decisions on all levels; from purchasing products to choosing a college or university.

According to Riezebos (2003), it is believed that the old Norse word “brandr” is a root of the English word of brand and this word was carried out to England by Vikings and eventually became part of modern English vocabulary. There are several kinds of brands and numerous perspectives existing about the brand concept. A brand can be referred as the most valuable asset of the company (Keller & Lehmann, 2003), a name that influences customers, sign of the product or service that differentiates from others, etc. Overall, Kapferer (2004) suggests a brand to be understood as a system that consists of three poles: products and service, brand concept (value proposition), and brand name and symbols.

One fact should be taken into consideration when the brand is matter of discussion: the over-defined brand concept in a number of different meanings has caused a problem for researchers, who may study same concept under different name or another way around (Stern, 2006). Regarding this Stern suggests that “both literal and metaphorical meanings are considered important aspects of construct definition, whereby everyday language is translated into formal language terms for scientific discourse” (Stern, 2006, p. 217).

Furthermore, Stern gives two classifications of a brand as a noun and verb. In the first expression of a brand, it refers to a person or place. In the latter one it is connected to the process of making a product meaningful. “Stern further comments that in the physical world, a brand is a name or mark associated to a product while in the minds of people it refers to a mental representation or perception of a psychological meaning” (Stern, 2006 cited in Karlsson, 2006, p.4).

For a long time, in the western world, brands were used to develop products and used to differentiate products. However, after the realization of the Eastern adoption of brands like using a company as a master brand, a new brand concept, corporate brand, was established for a company brand.

Actually, the concept of company brand is a new topic in the literature and only in 90s the company brand concept was assessed by some communication and branding consultants. Despite the fact that until 1995 corporate brand concept draws few researchers’ attention, the thought on the importance of corporate brand was getting broader. The word corporate originates from the Latin word of ‘corpus’. (Kapferer,
The word ‘Corpus’ in Latin means ‘body’. Non confineable characteristic of a company to a single brand on the top level increased the interest on corporate brands. Since companies consists of some business entitles such as subsidiaries, corporations and networks, it was realized that the corporate brand can increase the meanings and the depth of business instead of being just a desire. (Kapferer, 2001; Knox & Bickerton, 2003)

In accordance with The American Marketing Association (1960) a brand is “a name, term, sign, symbol, design or a combination of them, intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competition.” (TAMA, 1960, cited in Karlsson, 2006, p.4) Despite the high relevance of this definition, the intangible aspects that are important for creating value and building relationships are not covered in this definition (Aaker, 1996). In contrast, de Chernatony (2001b) highlights the intangible components (i.e. functional and emotional values) of the brand by defining a corporate brand as “a cluster of functional and emotional values which promises stakeholders a particular experience” (de Chernatony , 2001b, p.4)

The definition, which in this study, is more relevant compared to the tangible components. While the first can only be applied for products, the second definition considers brands for the product and corporate level.

### 3.2 Distinction between product and corporate brands

Regardless of the applicability of certain features of branding theory on three different branding categories, scholars have recently agreed that there are notable difference among the corporate, service, and product brandings. There is a clear distinction between product and corporate brands within the literature (Balmer and Gray, 2003; de Chernatony, 2002, 2006; Hatch and Schultz, 2001). “The distinction, however, between corporate and service brands is not always so clear and can lead to schisms between those who take a monolithic approach to branding theory in contrast to those who adopt a more bespoke view (Abimbola, 2006 cited in Balmer, J.M.T. & Liao M. 2007, p. 360).” From this point of view, since there is contradiction between the scholars on the distinction of service and corporate brand, the authors in this case study will refer to the term of a corporate brand while bearing in mind the specific characteristic of service brands.

There are certain requirements that distinguish corporate brand management and product one. Some of those can be stated like:

1. Managing at the product level management requires interaction with customers, but in the corporate level with multiple stakeholders. (Balmer & Gray 2003)

2. “Corporate brands are about visual representations, and as well name and logo, also history, values, reputation, and people instead of the product brand focus on visual representations, logo, and name.” (Ind, 1997 cited in Karlsson, 2006, p.5)

3. Corporate brands require a major reappraisal of branding and the marketing discipline in general (Karlsson, 2006)
4. Social responsibility is also considered as another characteristic of Corporate Value.

5. According to Balmer and Gray (2003), the value of the corporate brand comes from its ability to differentiate itself in the mind of stakeholders.

3.3 Brand Architecture

According to Petromili, M., Morrison, D., Million, M. (2002), brand architecture is “the way in which companies organize, manage and go to market with their brand” (Petromili, M., Morrison, D., Million, M. 2002, p.23). That is the brand architecture that generates alternatives for companies to manage their brand portfolio. Two common types of brand architecture exist in the literature; a house of brands, and a branded house. In the implementation of a house of brands strategy, a company uses different brands for its all products. An example is Procter and Gamble.

In the implementation of branded house strategy, companies use a single brand for their all products, such as Philips. In the branded house strategy, descriptive sub-brand names can also be used in some cases. Combination of both strategies can also be implemented in some cases. Generally, the selecting of a strategy for a company depends “on the pay-off between flexibility and cost effectiveness, describing levels of family brand, sub-brand, and individual brand.” Melin, 1999 cited in Karlsson, 2006, p.15

Balmer stressed three types of relationship between the product and corporate brands such as brand dominance (product brands and corporate brand are unrelated), equal dominance (link between corporate and product brands) and corporate dominance (all products are represented by corporate brand) (Balmer, 1995). In a similar way, Olins gave his three architecture strategies: monolithic, endorse, and branded which are artcilligla comparable to corporate dominance, equal dominance and brand dominance.

Similarly, Urde (2003) uses the dimension of core values and brand identity to identify the four basic brand architecture types. He demonstrates that core value linking the corporate brands to product brand thus, while providing credibility to first one and differentiation to latter one.

Aaker underlines the prominent role of corporate brands in brand portfolio. Similar to the branded house, monolithic strategy, and corporate dominance (UPS and Dell are examples) the corporate brand can be used as a master brand. In this case, the corporate name along with a descriptor is carried by products. Aaker (1996) also believes that corporate brand can give credibility to the product through working as an endorser.

3.4 Vision, Culture and Image

Vision, culture, and image are one of the most discussed issues in the brand literatures. Brand vision is core idea behind the company that shows where the brand wants to go and what the brand goals are. Hatch and Schultz (2003) mentions that there are three key elements of corporate branding where integration of them determines the success of corporate brands. Those components are culture, vision, and
image. Hatch and Schultz (2003) mention that vision of the brand should always be connected to the heritage of the company.

Schien defines the culture as: “A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems” (Edgar H. Schein, 2004, p. 373-374)

Schien divides the culture in any given company into three parts: artifacts, espoused value, and basic assumption. Some authors point out that successful organizational culture can be built by understanding the current culture, changing it according to your own assessment, creating team norms, developing group norms, demonstrating respect and trust at work, and building value-based organization. (Edgar H. Schein, 2004)

Corporate Image is the view of the cooperation from stakeholder side. In order to create credibility, the corporate brand values that help by stakeholders should be consistent with the organizational culture. Corporate brand image helps managers in strategic envisioning process and as well as to understand what they are.

3.5 Brand Identity

Brand identify is at the heart of the corporate brand building process. According to Aaker (1996), direction, purpose, and meaning that brand identity provides, can be seen as the core nature of the brand.

Although, there are many interpretations of the concept of brand identity in literature, the authors will refer to Aaker’s work on brand identity in this research. Aaker’s presentation of brand identity is through the perspective of the firm. Aaker discusses brands generally, however he uses several corporate brands in order to exemplify brand identity. Aaker considers the core identity as the most important aspect of brand identity and he describes it as the “central, timeless essence of the brand” (Aaker, 1996, p. 178).

The core values correspond with organizational value and present the fundamental beliefs and values of brand. The extended identity on the other hand, adds flexibility, texture, and completeness to the brand (Aaker, 1996). A brand’s personality is usually a part of the extended identity; therefore, brand associations can be part of either the core or extended identity.” (Karlsson, 2006, p.59) In some literature brand associations are grouped as product, organizational, person and symbols. Look at the table below in order to see examples of associations based on the first three perspectives:
Furthermore, Aaker also mention that brand identity should provide benefits for customers and he divides those benefits as functional and emotional. Functional benefits are those that related to “the action performed by product or service”. Emotional benefits are those feelings such prestige, belonging to certain group, etc. that customer feels while they buy the products (Aaker, 1996).

According to Aaker, brand identity consists of five components: core values, extended values, brand association, functional benefits, and emotional benefits (Aaker, 1996).

### 3.6 Brand Position

Brand positioning is the process that aims to create the image of the brand in the minds of potential customers. It can also be seen as a communication program. In brand positioning, it is very important that core identity be communicated. To Aaker, core identity represents the essence of the brand. Even though Aaker views the brand position as implementation of brand identity, brand positioning is a narrower concept than brand identity.

According to Knox and Bickerton (2003), the corporate brand proposition consists of several brand positioning statements. Furthermore, Keller cited in Karlsson 2006 divides brand positioning into two parts: internal and external. Internal brand positioning is tended towards employees and external brand positioning is tended towards stakeholders. (Keller cited in Karlsson, 2006.) Keller (2003) also stresses the several related but distinct positions of corporate brands.

### 3.7 Brand Building Process

There are numerous models of the branding process in the literature, but the lack of empirical testing has always been the source of critiques for all of them. (Daffey & Abratt, 2002; Grace & O’Cass, 2002) That is why, the authors will pick up two widely accepted brand building process theories: identity planning model by Aaker (1996) and planned approach to brand building by Chernatony (2001).

### 3.8 Aaker’s Brand Identity Planning Model

In this model, Aaker’s main focus is to build the brand identity. Since there is a brand identity in all brands, this model can be applied in any brand’s case. Aaker, (1996) himself does not make clear that which kind of brand is considered relevant to his

<table>
<thead>
<tr>
<th>Product Associations</th>
<th>Organisational Associations</th>
<th>Personality Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Scope</td>
<td>Heritage</td>
<td>Sincerity</td>
</tr>
<tr>
<td>Product Attributes</td>
<td>Assets and Capabilities</td>
<td>Excitement</td>
</tr>
<tr>
<td>Quality/Value</td>
<td>People</td>
<td>Competence</td>
</tr>
<tr>
<td>Uses</td>
<td>Values and Priorities</td>
<td>Sophistication</td>
</tr>
<tr>
<td>Users</td>
<td>Local vs. Global Orientation</td>
<td>Ruggedness</td>
</tr>
<tr>
<td>Country of Origin</td>
<td>Citizenship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Firm Performance / Size</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Example of Brand Identity Association
model. However, corporate brands are used as example when Aaker describes his process. Generally Aaker’s model is divided into three general steps: strategic brand analysis, brand identity system, and the implementation of the brand identity. (Aaker, 1996.)

Aaker starts the brand building process with strategic brand analyses which contains customer, competitors and self analysis. The second step of Aaker’s model is the brand identity system that focuses on deciding the brand identity. “Brand identity, either core or extended, consists of a unique set of brand associations that represent what the brand stands for and imply a promise to customers (Aaker, 1996 cited in Karlsson, 2006, 26)”.

The implementation of brand identity is realized through the brand position. Aaker explains the brand positioning as “the part of the brand identity and value proposition that is to be actively communicated to the target audience and that demonstrates an advantage over competing brands” (Aaker, 1996, p. 176).
3.9 Chernatony’s Brand Building Process

Chernatony offers his planned model for the brand building process. However he does not mention anything about the brand type and the level that his model is applicable. His plan can be used for building and as well as for sustaining the brands.

This model starts with brand vision and crosses through six more levels such as organizational culture, brand objectives, audit brand sphere, brand essence, internal implementation, brand resourcing, and brand evaluation.

![Figure 4: Brand Building Process](source: de Chernatony, 2001, p. 76)

De Chernatony’s brand building process starts with a vision. The vision shows the direction that a company wants to go. The vision also makes it explicit for staff to understand the values f brand and give them a direction. (de Chernatony, 2001)

The second step in De Chernatony’s brand building process is organizational culture, which is considered as very strong indicator which the values can be characterized by. (de Chernatony, 2001)

The third step is the brand objectives. The brand objectives are also understood as the consistence and the support between brand vision and brand vulture. (de Chernatony, 2001)

The Audit brandsphere is the fourth step and it follows the brand objectives. Audit brandsphere take account of the firm, micro (customer, supplier and etc) and macro (social, economic and etc) environment. (de Chernatony, 2001)
After those five steps, brand essence comes, which represents the unique aspects of the brand clearly.

Finally, De Chernatony’s model ends up with implementation and evaluation steps. Implementation can be internally, in that case it is called internal implementation. When implementation is external, then it is called brand resourcing. Brand evaluation is carried out on the daily basis. (de Chernatony, 2001)

3.10 Corporate Brand Building

The models that have already been presented can be applied to the corporate brand building model. However there are some researchers that focused on corporate brand building concretely. One of them is Urde, who describes his corporate brand building model based on core values. He divides those values into three perspectives: organizational values that related to the firm, added values that experienced by consumers, and lastly core values that related to brand. Urde also describes interrelation between value and identity at three levels: organizational values – organization identity, core value – brand identity and added values - identity of consumer. (Urde, 2003)

![Value Base Diagram](source: Urde 2003, p. 1023)

According to Urde (2003), internal corporate brand building process is all about the relationship between the organizational and the brand; and he divides the internal corporate brand building process into several parts: mission, brand vision, organizational values, core values, brand architecture, product attributes, brand personality, positioning, and communication.

The process starts with mission, which means setting up the goals and mission that are related to the core values. A brand vision means where brand wants to go in future. Organizational values can be related to origin of the company, founder, or dramatic events. Organizational values are the lay out for the core values which are coming right after it. Core values are kind of a summary of brand identity. Urde describes the value base as a combination of mission, core values, organizational values, and vision. Urde continues with brand architecture, product attributes brand personality, and positioning. Positioning is a key factor that an organization chooses the efficient way of communication through it. According to Urde (2003) creating internal brand
identity is the goal of the process which means that the organizations understands and is committed to its brand. (Urde, 2003)

In contrast to Urde (2003), Knox and Bickerton propose an alternate corporate brand building process that does not base itself on brand management theory, instead bases itself on a corporate brand theory influenced by corporate identity.

**Figure 6: Conventions on Corporate Brand Management**
Source: Knox and Bickerton, 2003, p.1012

Lack of explanation and connection of the constructs, including corporate personality, identity, image and culture is considered as a limitation with the early macro models within corporate identity/corporate brand studies. Despite the fact that these models reflect the challenges facing management, conceptuality of them encourages the researchers to conduct empirical studies. The model of Knox and Bickerton (2003) is empirical-based and highlights important practices in the process of corporate brand management (Knox and Bickerton in T. Karlsson, 2006).

Knox and Bikerton (2003) state the things that are required (Figure 6):

1. First step is to defining “the Brand Context”. Corporate Brand context is set by the vision, image, culture, and sometimes including competitive landscape. According to Knox and Bikerton (2003), these elements can be used by company to analyze the weakness and strength of the brand.

2. Second step is the “Brand Construction” which it concerns the creation of a corporate brand positioning who.

3. Third is the “Brand Confirmation” is related to the articulation of a company’s corporate brand proposition.

4. Fourth step is “Brand Consistency” that is something that requires efficient formal and informal communication channels to achieve success.
Next two steps of Knox and Bikerton (2003) corporate branding model continues frequent with steps with “Continuity” and “Conditioning”, which it is understood as the continuity of the previous steps as long as it required and finally conditioning it.

3.11 De Chernatony and Segal-Horn criteria in Building in Service Brands

One fact should be mentioned that, intangibility, heterogeneity and inseparability of services should be borne in mind in the service brand building process. Furthermore, according to empirical research of De Chernatony and Segal-Horn, three key criteria should be followed in the brand building in service brand. Those are: value, consistency, and focused position.

3.12 Conceptualization of Theoretical Framework

The authors will adapt the conceptual framework from Ted Karlsson, who had already made a case study of three big Swedish service companies. In his conceptual framework, he compares the three corporate brand building theories with two general brand building process then from the comparison; he identifies three steps of corporate brand building: brand audit, brand identity, and brand positioning.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brand Audit</strong></td>
<td>Strategic Brand Analysis</td>
<td>Audit Brandsphere</td>
<td>Brand Context</td>
<td>- (internal factors are handled as separate steps, external factors not included)</td>
<td></td>
</tr>
<tr>
<td><strong>Brand Identity</strong></td>
<td>Brand Identity</td>
<td>Brand Essence</td>
<td>Brand Construction</td>
<td>Internal Brand Identity</td>
<td></td>
</tr>
<tr>
<td><strong>Brand Position</strong></td>
<td>Brand Position</td>
<td>Brand Positioning (part of brand essence)</td>
<td>Brand Confirmation</td>
<td>Brand Positioning</td>
<td></td>
</tr>
</tbody>
</table>

Figure 7: Brand building process as defined by four authors. Source: Ted Karlsson (2006)

The first step is called brand audit. This step covers the analysis of influential external and internal factors in the brand building process.

In the second step, brand identity covers the core nature of the brand and refers to how the organization wants the brand to be perceived.

Brand position is related to the process of how actively the brand being communicated. Usually, this is summarized in/through a brand position statement.
In this research, internal corporate brand building process can be divided into two parts: external and internal; however, the researchers will exclude external parts - the feedback and implementation part by focusing on the internal corporate brand building process. There are three internal steps in general model. Those are brand audit, brand identity and brand positioning.
Ted Karlsson’s conceptual framework starts with brand audit. Brand audit covers the internal (vision, culture, mission and architecture) and external (competitor and etc) factors. Second step in this model is brand identity, which is divided into three parts core identity, extended identity and association benefits.

Final step in the model is positioning. To T. Karlsson (2006), different positioning and brand statements can be used in this step.

External parts in this model are implementation and feedback and control. After all those previous steps, implementation of the process comes up. Finally, after implementation the control of the process and feedback are important for evaluation.

According to Miles and Huberman (1994), the conceptual framework explains the main concepts that are being studied and shows how key variables relate to each other. They also claim that research questions may be stated before or after the conceptual framework. For this study, discussing the research problem and research questions has provided the foundation for the conceptual framework.

### 3.13 Brand Building Team

In the literature, there are different perspectives regarding a person or a team that should be in charge of brand building process and creating a brand identity. According to Aaker (1996), there must be one person who is in charge of everything. Instead, De Chernatony (1996) approaches to the brand building process from team based perspective. He defines it as activity that requires the involvement of more than one person rather a team.

In the corporate brand literature, involvement and commitment of CEO and senior management are particularly stressed in the brand building process. Balmer and Gray (2003) mention that it is a new challenge that corporate brands fall under responsibility of senior management which has strategic importance. Knox and Bickerton (2003) stress the importance of commitment and enthusiasm of senior management team in the corporate brand building process and as well as creation of small working groups that should work with the manager and perform different functions.

General process can be described as: CEO or senior management set the strategic direction of the brand (McDonald, M., de Chernatony, L., Harris, F., 2001), and then ordinary staff must be trained and involved in the process. (de Chernatony & Segal-Horn, 2003).

One of the issues in corporate brand building is to reach consensus within the brand team on the core nature of the corporate brand and strategic direction. In the corporate brand literatures, it is believed that the core nature of the corporate brand can be decided by using customer value as a common starting point.

Reaching the consensus might be more difficult and require more skills and knowledge in the corporate brand team rather than in product-based brand teams. It is because a corporate brand team’s nature tends to be more heterogeneous and larger. (Chernatony, 2001)
3.14 Corporate Branding in Higher Education

Relationship between Students and HE Institution through the Corporate Brand

According to Balmer, corporate brand building is higher at American Universities, particular at business schools in comparison to food chain in North America. However, Balmer also mentions that the importance of corporate brand building varies between institutions and countries. From this point of view, European universities (some of them) have a lack of commitment to corporate brand building rather than their American counterparts (Balmer, J.M.T. & Liao M. 2007).

Student identification with a corporate brand is considerable importance in higher education. Students are not just customers they are also lifelong member of corporate brand of higher education institution which it gives an important sense of identification to students. It is case that students define themselves with the corporate brand of higher education even beyond the graduations. For instance, the Ivy League in the USA, Ox-bridge in the UK, Grande Ecole in France form a network of ‘Miles elite’ after graduation and occupy higher positions within government and business and “have strong life-long affiliation to their alma mater” (Balmer, J.M.T. & Liao M. 2007, P.357).

Balmer in his work on student brand identification stresses that corporate branding within the higher education institutions is the special one in terms of relationship of “universities or business school and its students”. This is because, “are not so much customers but are; moreover, life-long organizational members of a corporate brand community.” (Balmer, J.M.T. & Liao M., 2007, p. 357).
Corporate Brand Management in HE

Figure 9: The 6c assets of Corporate Marketing

In the figure above, corporate branding and corporate communication have been shown in the corporate marketing context. Balmer, J.M.T. & Liao M., 2007 claims that it appears to be the case that “vice chancellors of leading universities and deans of top business schools acknowledging the strategic importance of having strong corporate brands” (Balmer, J.M.T. & Liao M., 2007, p. 358) in the competition environment within HE sector. Thus, the point that Balmer mentions that there is currently the shift to corporate brand management by taking broader perspective, corporate marketing and corporate communication. Additionally, according to Balmer this trend seems like “a more student and stakeholder-oriented approach within the HE sector”.

Source: Balmer (2006)
4. Empirical Findings

The empirical chapter describes the data that were collected in order to analyze in the analysis chapter.

During the interviews with The Director of Marketing (Göran Felldin) and The Director of Communication (Lars Holberg) at Linköping University the researchers got the picture of the corporate brand building process from their side. The researchers consider it as perceived social reality by the interviewees. The Director of Marketing divides the general process of corporate brand building at Linköping University into four time periods and he states them as:

1. From October 2004 to April 2005
2. From June 2005 to November 2005
3. From November 2005 to May 2006
4. From May 2006 to present and further

The first time period covers the university’s activities towards the brand audit and the brand identity. One should bear in mind that all activities, in this period, have been carried out with participation of an external brand consulting firm, ‘Ident[X]’. First the university carries out the brand audit and then sets up and determines its vision, objectives, primary competitors, core values, and etc. according to the result of brand audit in this period. Then the university establishes its brand identity on the basis of its core values. This period is characterized with carrying out the brand audit and establishing of brand platform or brand identity.

The second time period of corporate brand building process was between June, 2005 and November 2005. In this period, University invites Markus promotion agency to help the university to reflect the brand identity of the university into strong images such as brochures, ads, and to choose an appropriate communication style.

The Director of Marketing calls the third period of the corporate brand build process *internal campaign* process. In this level, the University intended to educate the employees about the brand identity, vision, core values, objectives and other components of University’s corporate brand.

The Director of Marketing and the Director of Communication understands that corporate brand building process is long term process and requires continuously auditing and repositioning. That is why the University does not consider its task done upon the corporate brand building, instead it continues with implementation, control of general strategy and takes into consideration the feedbacks and repositioning the existing corporate brand. This period started from May, 2006 and still continues. The researchers consider this period as control and feedback period of the corporate brand building process. Of course, it is expected that entire process will be restarted again after certain time period.

One factor should be taken into consideration that the researchers will only focus on the internal part of corporate brand building process such as brand audit, brand identity and positioning in this research. Implementation, feedback and control parts have been eliminated because of the scope of the research.
4.1 Brand Audit

The university started the corporate brand building process by a brand audit. The brand audit has been carried out by taking both internal (vision, mission, objectives, brand architecture, etc.) and external factors (customers, competitors, etc.) into consideration. The purpose of brand audit was to have an idea about the perception of Linköping University by stakeholders and to analyze the situation the university, as well as the internal and external factors to come up with the new ideas, platform and directions for the corporate brand building strategy that fulfill the best value for the university and its customers. The brand audit was carried out by active participation of internal and external target groups. Those target groups can be classified as students, employees, alumni, general public, etc.

After the university started the brand audit, the university issued the strategy map that reflects the objectives and other strategic direction of corporate brand building process of the university.

The vision and the objective of the university have been shown in the Figure 10. At the bottom of the figure is the LiU’s objective. It is explained that the objective of the university is to spread awareness of the fact that LiU is exposed to competition. This is to create awareness that the university is in the competitive market.

On the top of the strategy map describes the vision of the university. The vision of Linköping University is “Ett universitet med internationell lyskraft som är en drivraft i en kosmopolitisk kunskapregion.” (Strategy Map, 2007). It can be explained as the international reputation playing a significant role to drive the university in a cosmopolitan knowledge region.

The Director of Communication mentions that, “it is also, important for the university to keep playing its role in the Östergötland region, as well as, maintain a position as a driving force in innovation and economic development nationwide.” (Lars Holberg, 2008).

The academic mission of the university is to combine scientific excellence and social accountability (Linköping University Catalogue, p.3, 2007). The tool that LiU uses to achieve the mission is Cross-borders. Cross-borders is one of the core values of the university which will be described later in this chapter.

The Director of Marketing considers the culture of the university as combination of three core values; cross-borders, innovative, and relevance. “One of the three core values that connect to the university is Cross border, for example, between Medical and Technical or Technical and Philosophical. If you do the research you never do only one direction. So you will get the various views. If you are an extremely good scientist, you are very good in sense of technology. But to understand where you use senses, you use senses everywhere you have to be broad because to understand where I could use my technology. And we are good at being broad and deep at the same time. And then we come to the cross border. It is a common word that is used by scientists. I hope by students” (Göran Felldin, 2008). The Director of Marketing believes that “Cross border” nature of the LiU culture is the competitive advantage of the university.
**Vision:** A university with international light force which is a driving force in a cosmopolitan knowledge region.

- **Show excellence**
  - Create and distribute internationally excellent research results
  - Certify doctors and students with brilliant future prospects
- **Build LiU’s trademark**
  - Further develop the profile of campus and program university with stimulating, demanding and student active education.
- **Take responsibility**
  - Contribute to growth and welfare
  - Contribute to the good cosmopolitan community
- **Create efficiency**
  - Found new resources by an active funding process of high standards
  - Free resources for value generating activities for students and research
- **Build strength**
  - Strengthen and develop internationally effective research environments which take responsibility for the undergraduate studies
  - Improve strategic recruitment
- **Create efficiency**
  - Further develop the responsible academic leadership
  - Assign priorities and redistribute

**Objective:** Spread awareness of the fact that LiU is exposed to competition

---

**Figure 10: Strategy Map**
Source: Strategy Map of Linköping University 2007
Regarding the brand architecture, the university does not obtain any information about the stakeholders’ perceptions regarding brand architecture. However, both the Director of Communication and the Director of Marketing have made it clear that the university aims to have one corporate brand of university rather than having the different brands for each department and faculty.

Vision, objective, mission, culture and architecture are the internal factors that have been analyzed by the university in cooperation with Ident[X]. There are also some external factors that University had to evaluate and take into consideration during the corporate brand building process. Those are stakeholders such as competitors, alumni, etc.

Main stakeholders of the university are employees, students and alumni that the university had a particular interest on during the brand audit. As mentioned before in the introduction chapter, the number of employees of the university is around 3,500. The perception of LiU’s employees towards the university can be explained in two perspectives. First are the employees who work with the university for many years. The image of the university to them is the young, agile, arrogant and bold university. On the other hand, the employees who experience only a few years with LiU rank the university the same as other universities. This is because they do not grow up, see and participate in the development of the university.” (Göran Felldin, 2008)

The second main stakeholders are students. Indicators show that, approximately 30% of students come from the Östergötland region, the rest of them are mainly from other regions in Sweden and a very small proportion of them are from other countries worldwide. The last main stakeholder of Linköping University are the alumni.

During the brand audit process, the perceptions of stakeholders of LiU were evaluated. The Director of Communication mentioned that when the university initiated the building brand project, the university was unsure whether students and professors would understand the concept of brand building. "The purpose of the brand audit by the university was to assess whether its employees and students perceive the correct message, be proud of and stand by the university when the message is sent out or not" (Lars Holberg, 2008.) Later, as the result of the brand audit, the university found that they had the right attitude about the image, identity of the university.

The result of the interview showed that LiU characteristics among the interviewees were satisfied. The perspectives of them toward the university were described in the same direction as the understanding of the university.

Another external factor is competitors. The researchers were told that the main competitors of Linköping University today are the big Swedish universities that have a long history such as Uppsala University, Lund University, Chalmers University of Technology, Stockholm University and Göteborg University.
4.2 Brand Identity

The second step in the corporate brand building process at Linköping University was to choose the brand values and establish a brand platform. In this period, the Director of Communication works with Ident[X] brand consulting group to build a platform after the audit has been done by the help of the same company.

The Director of Communication mentions that LiU is the university which is innovative, crossing boundaries and relevant. That’s our core values and how LiU shall be presented in future.

Then, Lars Holberg continues that the image of LiU has been established through the interviews with researchers and other LiU employees, current students, alumni, people from the industry, media representatives and societies.

This has among other things led to the three words mentioned above, which the board of the university has decided to use as a platform for LiU's profile.

According to the Director of Information Lars Holberg, the interviews have shown that there exists, to a considerable extent, a common view about how we look at ourselves and how the rest of the world looks at the university. In other words, perception of LiU by stakeholders overlaps with the university’s own perception of itself.

According to Lars Holberg (2008), "Innovative" has been chosen because LiU among other things has been recognized for being good at creating new education programs, developing the research education and having new pedagogic ideas.

"Boundary crossing", in its turn, has been selected because of the university's extensive cooperation over subject borders, faculty borders and with the outside world. Linköping University is an open organization that has not gotten stuck in fixed territories. “We shall not let us be hindered by traditional borders.” (Lars Holberg, 2008)

"Relevant" means that the university should focus on research that is relevant both for science and society, and educations that clearly meet the requirements set forth by the society (industry).

Linköping University keeps communicating to the society both for the industry and the public sectors. The university has a culture among researchers and professors “to have some dirt under their nails” (Fördel LiU, 2006, p.14). By saying “to have some dirt under their nails” it is meant that researchers and professors should concentrate on both theories and practice. The good researches cannot come out with only study from books, articles or journal.

Lars Holberg, Director of Communication added that some basic values are the principles of the whole activity. “It's about things such as the scientific way, integrity, respect and professionalism and other things. Those are values that we share with all other universities and are therefore also the foundation of our brand.” (Lars Holberg, 2008)
It is also understood by the university that the concrete brand in the long term cannot be built by brand only but also by performance. Linköping University has a good education and research to represent the performance (Fördel LiU, 2006, p.14).

The disadvantage to universities is that every university uses similar words to describe itself. LiU and every university that is in the same environment need to discover their advantage and explain the real meaning and be trustworthy (Fördel LiU, 2006, p.14).

4.3 Brand Positioning

In the literature brand positioning is being understood as actively communicated part of core identity (Aaker, 1996). According to the Director of Communication, positioning is forwarded towards industry actors, business societies, students, alumni, employees and others. However, the key target groups that the university is actively communicating to are employees, current students and alumni. (Lars Holberg, 2008). This is because they are the biggest groups who will make a huge impact on the awareness of people outside the organization from their conversation and writing (Lars Holberg, 2008). University uses “Expanding Reality” slogan as a brand promise or brand statement

![Figure 11: Positioning at LiU. Source: based on Lars Holberg’s explanation. 2008](image)

Regarding the importance of those target groups, the Director of Communication says that `what they are saying about Linköping University, that is indeed the way that the image of Linköping University is in society``.(2008)

According to the Director of Communication, “the communication started for us with inside-out, with employees, students and alumni.” “Internal communication is important to bring out the message of how we are and what we stand for.” Lars Holberg, 2008) This period of positioning was aimed at educating the employees about the core values and core identities of Linköping University. For this reason some internal promotion materials have been published and spread among the employees of Linköping University which makes clear the strategic direction of
Linköping University and its core values. One of those promotions was called “Fördel LiU” (in English: LiU Advantage) and was published in 2006.

The second key target groups for positioning was students. This is a very huge target group for LiU brand positioning. The Director of Communication mentions that, to a certain extent, the image of university is also shaped by what students say about LiU to their friends and family when they go back home. The Director of Communication stressed that students should have an idea of what the university stands for and what are our core values. In fact, around 30% of students come from Östergötland and the rest of them come from other regions nationwide.

The third key target groups for University positioning is alumni. The university intends to communicate its brand identity to its alumni, “because, those are the ones who are in different positions in society, such as, top management in companies, engineers, teacher etc.” (Lars Holberg, 2008) The university realizes that this group plays a vital role in order to spread LiU image to society. Hence, the university keeps contacting by sending the LiU magazines, to inform Alumni four times a year of the development of the university. One fact should be kept in mind that, the brand positioning step has been carried out by the participation of an external promotion agency, ``Markus``.

4.4 Brand Team

The general process of corporate brand building at Linköping University is carried out by involvement of several groups from University and an external consulting group and a promotion agency. However, the Director of Communication and the Director of Marketing are the ones who are central for corporate brand building process. Along with them, the board of university, university management and the department of external relations are involved in different level of corporate brand building process from the University side. The Markus promotion agency and Ident[X] consulting company were also involved in different level of corporate brand building process as external groups.

The Director of Communication and the Director of Marketing are on the same level in terms of making strategy and holding the funds in the corporate brand building process, and are the ones who are responsible for the process strategically. However, the main focus of the Director of Marketing currently is the building up the commercial relationship and working with companies. The Director of Communication is more into strategy making and allocating the funds and asks the Director of Marketing for help in some issues such as hiring the external consulting groups.

The Director of Communication has been working at the University for more than 20 years, but was given the task of corporate brand building five years ago. He has a lot of freedom with working with the brand, such as setting core values and brand positioning. His major decisions have to be approved by university management and to be reviewed by board of University. University management consists of Rector, Deans, head of departments, etc. Particularly, the Rector of Linköping University has the last word on all major decisions of the Director of Communication in terms of corporate branding. The Director of Communication works closely with the Rector and takes his concerns into consideration during the corporate branding process. One
fact should be taken into consideration that Linköping University does not have a department of communications, nor a department of marketing. Both the Director of Communication and the Director of Marketing are considered as strategic staff organizations that work closely with the Rector.

There are also communication, marketing and international relations groups at the department of external relations who have been involved in corporate brand building and work with the Director of Communication and the Director of Marketing. The Director of Marketing and the Director of Communication are the ones who decide what to do with external relations people who are involved in corporate branding.

A couple of external consulting groups were also involved in different levels of corporate brand building. Mainly the university worked with two consulting groups – “Ident[X]” and “Markus promotion agency”. Ident[X] was involved during the brand audit and setting and discussion of the corporate values and brand identity. Markus promotion agency was involved in the creation of creative communication style and brand positioning. The figure below demonstrates the members (both external and internal) of the brand team that are involved in corporate brand building process.
Figure 12: Brand Team
5. Analysis

In this section, the three processes of the internal corporate brand building will be analyzed. The chapter also includes the brand team which conducts the internal corporate brand building process.

5.1 Brand Audit

In brand audit process two factors are involved. First is the internal factor; Vision, Mission, Objective, Culture and Brand architecture. As explained before in Empirical section, the researchers found a relationship between vision and objective of LiU.

The objective of the university is to expand the awareness of the university to public that LiU is ready to intend and compete in the market. What the university has been doing is to use all the resources to develop the conditions for both employees and students, improve students and employees potential by providing new resources, support researches and study programs, and contribute to good and valuable things toward the cosmopolitan. Linköping University believes that by making the organizational skills and routines stronger university can archive it goals in the competitive market. Moreover, LiU considers all those things above as which the university uses to achieve its vision. The vision of the university is to be the driving force in a cosmopolitan knowledge region.

As it was mentioned before in the empirical chapter, the university uses cross-border as the one of its main competencet to achieve the mission. This is because the mission of the university is to contribute the excellent scientific research and also social accountability. In order to contribute them the university requires the cooperation between departments. Cross-functional will help to create and develop new knowledge or more useful knowledge to the university and society.

Culture of the university also relates to cross-border. The Director of Marketing stressed that cross-border is the base of the university’s culture and this culture makes LiU stands out from other Swedish universities. It is the advantage of the university because other universities can promote themselves as the innovative or have an interdisciplinary function but in reality it is a big task for them to make it real within their organization. They still have to co-operate with other universities or other organizations in order to work as a cross-borders. In contrast, Linköping University has the potential to work cross function within four faculties that the university has. The university does not have to co-operate with any organization or universities to achieve the research.

Despite the fact that brand analysis of brand architecture was not particularly mentioned during the brand audit, however, the Director of Communication claimed that their analysis of brand architecture has been carried out and, as the result they intended to have a Branded house strategy, which means one strong brand for LiU.

The University was more interested in stakeholders such as students, alumni and employees. As mentioned before in the empirical chapter, the perceptions of LiU’s customers are at a good level. Students, business community and others are considered as LiU customers. This result shows that the messages that the university
has sent out are useful. They will be the strength of LiU when stakeholders expand their perceptions to other people surrounding them. They are the strong mediators that create a strong brand and a strong image of the university to society.

The university considers that its competitors, as mentioned before, are Swedish universities which have long histories. Their reputation among students is a disadvantage to Liu. Liu is a young university. It needs more time to build the reputation to be prominent. But at the same time, Linköping University has the potential in cross function, as the strength of LiU, that mix various types of study fields in which can be the inducement of the university.

Moreover, another external factor is the inconsistency of the Swedish higher education system. Linköping University focuses on only the National scope. Even the university has a plan to initiate the International scope but the university cannot make sure that it is valuable to proceed. The tuition fee issue has been discussed for a while but no decision has been made. This unstable environment influences the expansion of the international scope that will be the focus of the university. It may make the customers confused about the brand of the organization.

5.2 Brand identity

The main value of the brand is classified as the centre of the brand building process (Aaker, 1996; de Chernatony, 2001; Knox & Bickerton, 2003; Urde, 2003). At Linköping University, the core identities are Innovative, Boundary crossing and Relevant. These three core values were identified during the brand building process. But they have been all known by the public for a long time. Hence, Linköping University selected and identified them as the values under the organization perspective.

It is mentioned in the literature that people of an organization are important in the corporate brand building process. (Aaker, 2001) This is because, in corporate brand building process, employees are the powerful factor in representing the brand. Thus, the values that are connected to the employees in the organization are expected to be considerable (de Chernatony & Segal-Horn, 2003).

On the other hand, there were evidences of symbolic values and functional values. The symbolic values of the university can be described in the form of the pride of students, alumni or employees. They are proud of being linked to Linköping University, part of Linköping University, proud to have conversations about the place where they are studying, studied or are working.

In the Frame of reference part, the researchers explained the benefits of brand identity for customers. Aaker explains that the benefits towards customers can be divided into functional and emotional. Functional values of the university are “Academic excellence” and “Social accountability”.

Academic excellence is represented via education system at Linköping University. The university offers a high quality of education in which can be guaranteed that students will get the optimal knowledge from the university.
Social accountability explains that the university has a great reputation, so it adds to the possibility that students who graduate from LiU might get jobs right after they graduate. It can also be explained as being relevant and useful to society.

During the interviews, the researchers could not find clear evidence of extended identity.

<table>
<thead>
<tr>
<th>Brand Identity Elements based on Aaker (1996)</th>
<th>Linköping University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core identity</strong></td>
<td>Innovative</td>
</tr>
<tr>
<td></td>
<td>Cross-borders</td>
</tr>
<tr>
<td></td>
<td>Relevant</td>
</tr>
<tr>
<td><strong>Organization-related</strong></td>
<td>The core identity of the university is based on the university-related association that are innovative, Cross-borders and Relevant</td>
</tr>
<tr>
<td><strong>Symbolic values</strong></td>
<td>Proud of being linked to LiU (as student, employee or alumni)</td>
</tr>
<tr>
<td></td>
<td>Proud of talking about the place where they study, studied or are working.</td>
</tr>
<tr>
<td><strong>Functional values</strong></td>
<td>The functional values of the university are Academic excellence and Social accountability</td>
</tr>
<tr>
<td><strong>Extended Identity</strong></td>
<td>There is no evidence.</td>
</tr>
</tbody>
</table>

Table 4: Brand identity

5.3 Brand Positioning

It has been mentioned that brand positioning is the actively communicated part of the brand identity. (Aaker, 1996.) It has also been mentioned, it is possible that brand statements are the way of company's brand position that can be expressed. According to the Director of Communication, LiU brand positions are expressed through its brand statement of: expanding reality. Aaker (1996) mentions that brand statement (brand promise) has to be connected to the values in core identity. That is relevant in LiU’s case, in which the brand promise of LiU is indeed related and connected to the core values. It has also been mentioned that brand positioning can be communicated internally and externally. The Director of Communication stresses the importance of the translation of the statement internally, because, it is important for employees to understand what really the statement means when they communicate the position to customers, students. Therefore, more explanation of brand position might be needed.

There is one issue that concerned the researchers regarding the brand positions of LiU. Since the university has three different target groups (employees, students and alumni) for its brand positions, it has to make it clear that they either to have a single or multiple positions. The researches were not acknowledged about the decisions of the responsible people on brand positions. However, the researchers’ analysis have found two different positions. The first position was the ads that covered the journal for LiU students and alumni differed from each other. The second one was the brand statement, which has always been on the cover page of the magazines for students,
but, the researchers could not see the same statement on the cover page of alumni magazines. These two factors are enough to claim that LiU has a multiple positions strategy, at least, in terms of positions toward students and alumni.

5.4 Brand Team

The brand team hat involved in the corporate brand building process of LiU consists of internal and external groups. Internal groups are the board of university, university management, the director of marketing, and the director of communication and the departments of external relations. As external groups, Ident[X] and Markus promotion agency were involved in different level of corporate brand building process of LiU. However, the director of communication and the director of marketing are the ones who play the central role in the corporate brand building process.

The director of marketing and the director of communication are on the same level in term of authority and their responsibility for the process strategically. The involvement of director of marketing is curently limited with building up of the commercial relationship and working with companies. However, the director of communication allocates the funds and makes the strategy. The director of communication and the director of marketing work together in some issues, such as hiring external consulting groups and etc.

The director of communication has a lot of freedom in his work such as setting core values and brand positioning, however, his major decision have to be approved by the management of university, particularly by the rector and the board of university. The director of communication works closely with the rector and the rector always has the last word on his decisions concerning the corporate branding.

Linkoping university doesn’t have the department of marketing, nor the department of communication itself. Both the director of communication and the director of marketing are considered as the strategic staffs that work close to the rector.

The department of external relations is also involved in corporate brand building process. There are communication and marketing people from the external relations department that work with the director of communication and the director of marketing. The marketing and communication people do what the director of communication and the director of marketing decided for them.

External consulting groups were also involved in different level of corporate brand building process of LiU. University worked with Ident [X] during the brand audit and setting and discussion of the corporate values and brand identity. In turn, creation of creative communication style and brand positioning was carried out by involvement of Markus promotion agency.

So far, what is understood is that the responsibility of the Director of Marketing is kind of limited with choosing and hiring the external consulting group and working with companies. Therefore, the Director of Communication is the brand champion who makes strategy and work with the department of marketing in some issues and external ones who make decisions and holding the necessary funds. The general
The corporate brand building process at Linköping University is carried out by participation of some internal and external groups.

After the analysis, the researchers came up with their own picture of the internal corporate brand building process of LiU. The figure below demonstrates the details of the entire process of internal corporate brand building in LiU:

Figure 13. *General Picture of Internal corporate brand building in LiU*  
Source: Authors, based on Ted Karlsson’s conceptual framework, (2006)
6. Conclusion

The researchers adapted the Conceptual framework from Ted Karlsson. Ted Karlsson’s conceptual framework was based on four brand building theories. Those theories are from Aaker (1996), de Chernatony (2001), Knox and Bickerton (2003), and Urde (2003).

The conceptual framework that Ted Karlsson created for the corporate brand building process according to the existing theories by Aaker (1996), de Chernatony (2001), Knox and Bickerton (2003), and Urde (2003), divides the general process into two parts: internal and external. To Ted Karlsson, the internal corporate brand building part of the process consists of Brand Audit, Brand Identity and Brand positioning. In turn, the second part of the corporate brand building process is external corporate brand building process which covers the implementation and feedback and control steps. The researchers had chosen to test the Ted Karlsson model, which also means the test of existing theories and thoughts by studying the case study of internal corporate brand building in LiU. The researchers findings and analysis from the case study demonstrates that the steps presented by Ted Karlsson (Ted Karlsson referred to theoris and existing thoughts from Aaker (1996), de Chernatony (2001), Knox and Bickerton (2003), and Urde (2003) ) for internal corporate brand building process have been followed by LiU. Hence the model is still reliable, valid and applicable.

The internal corporate brand building process of LiU was divided into three steps; brand audit, brand identity or brand platform and brand positioning. Brand audit in LiU covered the internal and external factors such as mission, vision, objective, culture, brand architecture and stakeholders. Vision of LiU is to become a university with international light force which is a driving force for a cosmopolitan knowledge region. To spread awareness of the fact that LiU is exposed to competition is LiU’s objective. The Mission of LiU is to have scientific excellence and social accountability. LiU culture is shaped by three core values; cross-border, innovative and relevant. The main external factors that were audited are all the stakeholders and the political, economic and social environment.

The big Swedish universities such as Uppsala, Lund, Stockholm University and others are considered as the main competitors to Linköping University, because of their reputation and history. The University found out that the perception of LiU by students, alumni and employees overlaps with LiU’s perception of itself. Uncertain policy toward international students’ tuition fee is a factor that influences the university to hesitate in expanding the branding toward international students.

On the other hand, brand architecture of the university does not have the clear evidence to explain this. However, according to the interviews with both the Director of Communication and the Director of Marketing, the researchers conclude that LiU has a branded house strategy as the brand architecture discourse.
The second step of the process is to build Brand identity. This step, according to Aaker, includes core values, extended values, brand association, functional benefits, and emotional benefits. At Linköping University, the researchers found that there are core identity, symbolic and functional benefits values but no clear evidence for extended identities. Brand identity of LiU is shaped by three core values; Innovative, Border-crossing and Relevant. There is a strong correlation between the core identity of LiU associations and benefit that LiU offers.

Brand positioning is the third step in the internal corporate brand building. There are three directions that the university pays attention to. The three directions in brand positioning are employees, students and alumni. From the interview that the university conducted two years ago, the result showed that these groups of people had good perception toward the university. The university expresses its position through the brand statement or promise. The statement the university publicizes is “Expanding reality”. Brand positioning differs in alumni case in comparison to students and employees. There is no clear evidence to describe the positioning towards alumni.

The general process of corporate brand building at Linköping University is carried out by involvement of several groups from University and an external consulting group and a promotion agency. However, the Director of Communication and the Director of Marketing are the ones who are central for corporate brand building process. Along with the board of the university, university management and the department of external relations are involved in different level of corporate brand building process from the university side. Markus promotion agency and Ident[X] consulting company are also involved in different level of corporate brand building process as external groups.

The entire process of internal corporate brand building in LiU and the brand team is described in the figure below.

In conclusion, the researchers found that Linköping University has been taking the complete steps of the internal corporate brand building process as described in the literature. LiU internal corporate brand building case study approved the reliability and the validity of the model presented by Ted Karlsson.
Figure 13. Internal corporate brand building process of Linköping University
Source: The authors
References

Books, Journals and Articles


Dawson , C. Dr., 2002. Practical Research Methods, How to books Ltd, United Kingdom


Fördel LiU


Linköping University Facts & Figures 2007 brochure, 2007

Linköping University Catalogue 2007


**Internet**


NDSU Office of INTERNATIONAL PROGRAMS, 2007. *Study Abroad in Sweden Linköping University,* [Internet] Available at:
http://www.cc.ndsu.nodak.edu/International/studyabroad/LinkopingUniversity.htm: [accessed 16 January 2008]


Appendix

Interviews

Sample of the questions that have been asked during the interviews.

General information of both interviewees

1. What is the interviewee’s name?
2. How many years have you been working with Linköping University?
3. What is your position?
4. How long have you been working with your current position?

Internal corporate brand building process

The interview with Mr. Lars Holberg
2 January 2008, 13.00 – 14.35
At Origo Building, Linköping University

1. What is the logotype of the university?
2. What type of brand does University want to launch? Product, service or corporate?
3. How did the corporate brand building start?
4. Who is involved and in-charge of the corporate brand building process?
5. What is the perception of people toward Linköping University?
6. Which organization does university cooperate with in branding? SI, external consultants, etc?
7. Who is in charge of the internal corporate brand building process?
8. When was the brand audit conducted?
9. What are the vision, mission, objective and culture of the university?
10. How do you understand brand positioning? What does it mean for you and how does University do it?

The interview with Mr. Lars Holberg (second meeting)
3 January 2008, 10.35 – 12:00
At Origo Building, Linköping University

1. Who are competitors and customers of the university?
2. What is the core value of the university?
3. What is the brand architecture of the university? Branded house or House of brand?
4. What is the role of the external consulting group?
5. What is the brand identity of the university?
6. What is the statement that the university sends to stakeholders?
7. What does the brand stand for?
8. What are the core identity and the extended identity of the university?
9. What is the corporate brand position statement?
10. Who are the targets of the branding process?

The interview with Mr. Göran Felldin
16 January 2008, 15:00-16.30
At Origo Building, Linköping University

1. What is the role of the Director of Marketing in Internal corporate brand building?
2. What is the perception of employees toward the university?
3. Who does the university send messages to? And what messages do you send to them?
4. What does the university mean by “expanding reality”?
5. What is the culture of the university?
6. What do core values mean for you?

NOTE: It should be taken into consideration that the format of interviews was semi-structured. Those questions that have been mentioned above are only part of the general questions that have been asked. The researchers have listed these questions to give a general understanding of interviewing process.