

MANAGING BRAND IDENTITY AND REPUTATION - A CASE STUDY FROM FINNISH HIGHER EDUCATION

Kati Suomi

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Turun kauppakorkeakoulu
Turku School of Economics

Custos: University Researcher Arja Lemmetyinen
Turku School of Economics, Pori Unit

Supervisors: University Researcher Arja Lemmetyinen
Turku School of Economics, Pori Unit

Research Director, Docent Raija Järvinen
University of Helsinki

Pre-examiners: Docent Saira Saraniemi
University of Oulu

Assistant Professor Helena Alves
University of Beira Interior

Opponent: Docent Saira Saraniemi
University of Oulu

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SUMMARY

Managing brand identity and reputation

– A case study from Finnish higher education

Finnish universities have gone through major changes. The University Reform in 2010 in particular resulted in fundamental restructuring, including a decrease in the number of universities through several mergers, the tightening of competition for funding, and increasing evaluation of the work of university personnel. Moreover, Finnish degree structures have been revised as part of the Bologna Process, the aim of which is to increase competitiveness in European higher education by unifying degree structures, for example. Intensifying competition focuses attention on the branding and reputation of university education given the need to acquire and retain competent students and academic staff, to secure funding and to attract positive media publicity.

The marketing of higher education (HE) is established as a research area in the academic literature on marketing. However, studies on brand and reputation management are still scarce, conducted primarily in the USA and the UK and concentrating on big universities. In addition, the research is typically limited to the perceptions of representatives of just one or a few stakeholder groups. On the holistic level there is thus a need to consider stakeholders from a broader perspective.

The extant marketing literature typically considers brand and reputation as distinct but closely aligned concepts. It is argued that a favourable brand and a favourable reputation constitute immaterial equity for an organisation and a source of competitive advantage, as well as increasing differentiation and being difficult for competitors to imitate. This study combines these bodies of literature in a novel way.

The objective of this thesis is to develop an empirically grounded framework for managing brand identity and reputation in the HE context.

The study is positioned in the academic literature on the marketing of higher education, as well as brand management and reputation management. This qualitative case study concentrates on a multidisciplinary Master's degree programme in a Finnish university consortium. The data comprise 28 interviews with representatives of the programme's internal and external stakeholders, a survey comprising open-ended questions conducted among 32 students on the programme, and participant observation. Secondary material further complements the data.

The results show that the brand identity of the Master's degree programme is the essence of the brand which was being built with stakeholders. These people represent both internal and external stakeholder groups. The building of the brand

identity began in the local context long before the actual programme planning started. It is crucial in this process to identify the components that comprise the brand identity and aim at building a coherent entity. In this study the components of a brand identity in higher education comprise vision and culture, positioning, personality, relationships, presentation and place.

Brand reputation, in turn, is considered the stakeholders' overall assessment of the brand. This is difficult to manage as such, but much can be achieved through focusing on the quality dimensions, in other words the predictors. The following quality dimensions were identified in the context of higher education: teaching, research, services and support, leadership and governance, financial resources, relations and co-branding, the workplace climate, interaction with society, students, uniqueness and visibility. These dimensions should form a consistent entity and reflect the brand identity on the concrete level.

An outcome of the study is an empirically grounded framework for managing brand identity and reputation in higher education, comprising three levels: 1) brand identity, 2) the quality dimensions of brand reputation and 3) brand reputation. The results show that reputation risks may occur on each level of the framework, but they are most detrimental to the brand reputation on the level of brand identity. Reputation risks on the different levels may emanate from both internal and external sources.

It can be concluded from the findings that managing brand reputation in higher education requires: 1) identifying and consistently building the components of brand identity and the quality dimensions of brand reputation, and 2) proactively identifying and managing the reputation risks. In addition, it can be argued that the dilemma approach is a favourable starting point for identifying and managing sources of reputation risk during the early stages.

This study contributes to the bodies of academic literature on the marketing of higher education, brand management and reputation management.

Key words: brand, brand identity, brand reputation, reputation risk, higher education, universities, public sector, services marketing, knowledge-intensive organisations

TIIVISTELMÄ

Brändi-identiteetin ja brändin maineen johtaminen

– Tapaustutkimus suomalaisen korkeakoulutuksen kontekstissa

Suomalaiset yliopistot ovat käyneet läpi suuria murroksia. Erityisesti vuoden 2010 yliopistoreformi on tuonut mukanaan monia uudistuksia. Esimerkiksi yliopistojen lukumäärä on vähentynyt yliopistojen yhdistymisten myötä, rahoitus on entistä kilpaillumpaa ja henkilökunnan työn tuloksia mitataan aikaisempaa enemmän. Lisäksi suomalaisia tutkintorakenteita on uudistettu osana Bolognan prosessia, joka tähtää eurooppalaisen korkeakoulutuksen kilpailukyvyn lisäämiseen esimerkiksi tutkintorakenteita yhtenäistämällä. Lisääntyneessä kilpailussa yliopistokoulutuksen brändin ja maineen merkitys kasvaa esimerkiksi lahjakkaiden opiskelijoiden ja henkilökunnan hankkimisen ja sitouttamisen sekä rahoituksen varmistamisen ja positiivisen mediajulkisuuden saamisen vuoksi.

Akateemisessa markkinoinnin kirjallisuudessa korkeakoulutuksen markkinointi on vakiintunut omaksi tutkimusalueekseen. Brändin ja maineen johtamiseen liittyvää tutkimusta on kuitenkin tehty melko vähän, pääasiassa Yhdysvalloissa ja Isossa-Britanniassa, keskittyen suurten yliopistojen brändin ja maineen johtamiseen. Lisäksi tutkimukset ovat yleensä rajoittuneet vain yhden tai muutaman sidosryhmän edustajien näkemysten tarkasteluun, vaikka kokonaisvaltaisessa brändin ja maineen johtamisessa sidosryhmiä tulisi tarkastella laaja-alaisesti.

Markkinoinnin kirjallisuudessa brändiä ja mainetta pidetään tyypillisesti erillisinä, mutta läheisesti toisiinsa liittyvinä käsitteinä. Sekä positiivista brändiä että mainetta pidetään aineettomana pääomana organisaatiolle ja kilpailukyvyn lähteenä. Brändin ja maineen katsotaan myös lisäävän erilaistumista ja olevan vaikeasti kopioitavissa. Tässä tutkimuksessa brändi- ja mainekirjallisuutta yhdistetään uudella tavalla.

Tämän tutkimuksen tavoitteena on kehittää empiirisesti perusteltu viitekehys brändi-identiteetin ja brändin maineen johtamisesta korkeakoulutuksen kontekstissa. Tutkimus asemoituu korkeakoulutuksen markkinoinnin, mutta myös brändin johtamisen ja maineen johtamisen kirjallisuuteen. Tässä laadullisessa tapaus-tutkimuksessa keskitytään monitieteiseen maisteriohjelmaan suomalaisessa yliopistokeskuksessa. Tutkimuksen aineisto koostuu maisteriohjelman sisäisten ja ulkoisten sidosryhmien 28 edustajan haastattelusta, avoimesta kyselystä maisteriohjelman 32 opiskelijalle sekä osallistuvasta havainnoinnista. Lisäksi tutkimuksessa hyödynnetään sekundääristä aineistoa.

Tulosten mukaan maisteriohjelman brändi-identiteetti on brändin ydin, joka rakentui yhteistyössä sidosryhmien edustajien kanssa. Nämä henkilöt kuuluivat sekä maisteriohjelman sisäisiin että ulkoisiin sidosryhmiin. Brändi-identiteetin

rakentaminen alueellisessa kontekstissaan alkoi jo paljon maisteriohjelman varsinaista suunnittelua aikaisemmin. Brändi-identiteetin rakentamisessa on tärkeää tunnistaa komponentit, joista brändi-identiteetti muodostuu ja pyrkiä rakentamaan niistä yhdenmukainen kokonaisuus. Tässä tutkimuksessa brändi-identiteetin komponentteina korkeakoulutuksen kontekstissa nähdään brändin visio ja kulttuuri, asemointi, persoonallisuus, suhteet, esittämistapa ja sijainti.

Tutkimuksessa brändin maine nähdään eri sidosryhmien kokonaisarviona brändistä. Sidosryhmien arviota brändistä on sinänsä vaikeata johtaa, mutta brändin mainetta voidaan pitkälti hallita keskittymällä brändin mainetta ennakoiviin maineen laatudimensioihin. Tässä tutkimuksessa tunnistettuja maineen laatu-dimensioita korkeakoulutuksessa ovat opetus, tutkimus, opiskelijapalvelut ja tuki, johtajuus ja hallinto, taloudelliset resurssit, sidosryhmäsuhteet ja yhteisbrändäys, työpaikan ilmapiiri, yhteiskunnallinen vuorovaikutus, opiskelijat, ainutlaatuisuus ja näkyvyys. Laatudimensioiden tulisi muodostaa yhtenäinen kokonaisuus ja heijastaa brändi-identiteettiä konkreettisella tasolla.

Kirjallisuuden ja empiiristen tulosten pohjalta esitellään kolmetasoinen viitekehys brändi-identiteetin ja brändin maineen johtamisesta korkeakoulutuksen kontekstissa. Viitekehyksen tasot ovat: 1) brändi-identiteetti, 2) brändin maineen laatudimensiot ja 3) brändin maine. Tulokset osoittavat, että maineriskejä voi esiintyä kaikilla kolmella viitekehyksen tasolla, mutta brändi-identiteetin tasolla esiintyvät maineriskit ovat syvimpiä ja haitallisimpia brändin maineelle. Maineriskit eri tasoilla voivat olla lähtöisin sekä maisteriohjelman sisäisistä että ulkoisista tekijöistä.

Tulosten perusteella voidaan todeta, että brändin maineen johtaminen korkeakoulutuksen kontekstissa edellyttää 1) brändi-identiteetin komponenttien ja brändin maineen laatudimensioiden johdonmukaista rakentamista ja 2) maineriskien proaktiivista tunnistamista ja hallintaa. Lisäksi tutkimus esittää, että dilemma-lähestymistapa tarjoaa korkeakoulutuksessa suotuisan tavan tunnistaa ja hallita maineriskien lähteitä varhaisessa vaiheessa.

Tutkimus tuo uutta teoreettista tietoa korkeakoulutuksen markkinoinnin, brändin johtamisen ja maineen johtamisen tutkimusalueille.

Asiasanat: brändi, brändi-identiteetti, brändin maine, maineriski, korkeakoulutus, yliopistot, julkinen sektori, palvelujen markkinointi, tietointensiiviset organisaatiot

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ORIGINAL ARTICLES

- Article 1: Suomi, K. – Lemmetyinen, A. – Go, F. (2013). The tension between a distinct brand identity and harmonisation – Findings from Finnish higher education. *Place Branding and Public Diplomacy*, Vol. 9 (3), 202–215
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1 INTRODUCTION

“The way to gain a good reputation is to endeavor to be what you desire to appear” – Socrates –

1.1 Academia as a marketplace

“Unless business schools succeed in improving their marketing, they will stand accused of not practicing what they preach”. This is how Nicholls, Harris, Morgan, Clarke and Sims (1995, 3) pictured the state of marketing in higher education in the 1990s. They (1995) also noted that educational institutions might even consider it inappropriate to become “marketing-oriented”. More recently, Stinchcombe (2005) pointed out that whereas corporations ultimately compete for profits, universities contest for reputation, thereby strongly emphasising the need for universities to adopt a marketing orientation. Indeed, given the reduced funding in an increasingly competitive higher-education market, and the struggle to generate sufficient financing, universities should pay attention to their reputation (Ressler & Abratt 2009). Another reason for doing so is to attract customers as well as support from stakeholders. This study focuses on reputation management in higher education (HE).

There are several reasons why educational institutions should consider reputation management. They need, for example, to increase their market share by raising the number of students and the quality of those enrolling (Naudé & Ivy 1999; Chapleo 2004), to enhance student loyalty (Helgesen & Nettet 2007) and maintain relationships with alumni (Ressler & Abratt 2009), to attract talented personnel (Whisman 2009) and more support from business communities (Baker, Faircloth & Simental 2005), and to further differentiate themselves from other players in the HE market (Scarborough 2007).

Given the intangibility, heterogeneity, complexity, simultaneous production and consumption, and the process nature of services (Zeithaml, Bitner & Gremler 2012) it is commonly accepted that their marketing and branding are more challenging than in the case of physical goods (e.g., Blythe 2008). Paradoxically, however, because of these same factors, services depend more on their brand reputation than physical goods do (Roper & Fill 2012). Moreover, services are people-based, and these people can either improve or damage the brand’s

reputation (Roper & Fill 2012). Reputation matters in particular in higher education, where the perceived risk is high because it is difficult to evaluate educational services in advance. Hemsley-Brown and Oplatka (2006) describe certain special characteristics of the HE market, such as having long-term consequences for customers, being particularly highly classified and having service values pertaining to the numbers of applicants who are not accepted. They (2006) further mention that in its marketing it takes its frameworks and conceptualisations from services marketing, regardless of the dissimilarities in context between HE and other service institutions. This simplification calls for more research in this particular service context with its several unique characteristics. Ng and Forbes (2009, 48), for example, describe learning experiences in university as “emergent, unstructured, interactive, and uncertain”. A favourable (brand) reputation for a programme or institution should thus reduce the perceived risk and increase trust in HE service providers (e.g., Mourad, Ennew & Kortam 2011).

Several scholars have discussed the so-called *marketisation of higher education*. The phenomenon has touched not only the English-speaking world but also state-controlled HE systems in Europe (Wedlin 2008), and scholars have acknowledged that this increasingly competitive climate calls for effective management in order to build a favourable reputation (e.g., Gibbs 2001; Czarniawska & Genell 2002; Bunzel 2007; Hemsley-Brown 2011; Lowrie & Hemsley-Brown 2011). The Bologna Convention and the harmonisation of academic degrees in EU member countries emphasise the need to attain differentiation and competitive advantage. Scholars argue that the importance of reputation and reputation management increases in situations such as this (e.g., Alves & Raposo 2010; Aula & Tienari 2011).

It is also acknowledged that the marketing of public-sector organisations and private-sector firms differs in many ways (e.g., Wæraas & Byrkjeflot 2012; Chapleo 2013). In the HE context this could relate to the issue of whether an institution charges tuition fees or not (i.e. the price of education), for example, as this may influence stakeholders’ assessments of its reputation (Beerli Palacio, Díaz Meneses & Pérez Pérez 2002). Times Higher Education revealed the power of a strong reputation following its investigation of higher-education institutions in the UK: it reported that old institutions including the universities of Cambridge, Oxford and St. Andrews did not spend anything on advertising to students in the academic year 2011–2012. In general, among the 70 HE institutions taking part in the investigation, student marketing costs increased by over 22 per cent between the academic years 2010–2011 and 2011–2012, and the average spend per university was GBP 455,461 (Matthews 2013). Indeed, highlighting the differences in reputation management among HE institutions compared with other service sectors, Hemsley-Brown and Oplatka (2006, 327) point out that whereas

in business a favourable reputation is usually linked to high sales and consumer demand, in higher education it tends to be associated with marginal “sales”, suggesting that the more respected the institution is, the fewer applicants it typically takes in.

In the Finnish context, free education may appeal to international applicants (Niemelä 2008), but the rather distant location of the country as well as the climate and language may deter talented students at the Master’s and Doctorate levels from studying in Finland. The Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 emphasises the importance of student mobility, teacher exchange and foreign degree students. This, in turn, calls for brand and reputation management in Finnish universities, and stronger competition for talented students and academic personnel, as well as external funding, which is often international (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015).

1.2 The marketing of higher education as a research area

Although the practical significance of marketing in the HE context seems to be generally acknowledged in Europe (e.g., Chapleo 2004), most academic studies thus far have been conducted in major English-speaking nations (Chapleo 2004; Hemsley-Brown & Oplatka 2006). The marketing of higher education has been dealt with in academic literature from different perspectives, and a considerable body of knowledge has been built up. The subjects covered include, for example, the image of HE institutions (e.g., Karrh 2000; Ivy 2001; Nguyen & LeBlanc 2001; Arpan, Raney & Zivnuska 2003; Luque-Martínez & Del Barrio-García 2009; Duarte, Alves & Raposo 2010; Tuominen 2011), the segmentation of university students (e.g., Blasco & Saura 2006), student satisfaction (e.g., Alves & Raposo 2007), students’ university-choice criteria (e.g., Gatfield & Chen 2006; Maringe 2006) and marketing communication (e.g., Kittle 2000).

Academic scholars have increasingly recognised this field of marketing: The American Marketing Association (AMA) has established the Marketing for Higher Education SIG, and the UK-based Academy of Marketing (AM) has a special interest group for the marketing of higher education. The scholarly *Journal of Marketing for Higher Education*, as the name implies, focuses specifically on marketing, and leading marketing conferences tend to have particular tracks concentrating on marketing in the HE context (see e.g., Academy of Marketing 2014).

1.3 Changing Finnish academia as a research context

Finland is a nation with some 5,400,000 inhabitants. It has a dual model of tertiary education. Finnish universities, 14 in total, are research-oriented, providing research-based university education leading to Bachelor's, Master's, licentiate and doctoral degrees. Universities of applied sciences (formerly polytechnics) provide higher education with a more practical emphasis. Moreover, six university consortia (also called university centres), which are networked organisations that link regional activities, cover areas without a university. Their goal is to advance academic research by drawing on regional strengths and applying the results in practice (University Consortia 2013; Ministry of Education and Culture 2014a).

Finnish universities are generally publicly funded. However, following the University Reform at the beginning of 2010, they became independent legal entities that were separate from the State, and had to choose between becoming a corporation subject to public law or a foundation subject to private law. Two of them chose the foundation option and the rest became public corporations. The reform gave the universities more autonomy, and they replaced the State as employers of their personnel. These new legal entities are fully financially liable, and thus need to be aware of the principles of strategic management. The government continues to guarantee core funding, linked to inflation. The universities need to supplement this in order to make their operations viable, competing for public funding and generating additional income from business ventures, donations and bequests, and return on invested capital. All this has coincided with a decrease in the number of university networks and an increase in size. The University of Turku and Turku School of Economics merged to become *The University of Turku* on January 1, 2010. On the same date the universities of Joensuu and Kuopio merged to form *The University of Eastern Finland*, and Helsinki University of Technology, The Helsinki School of Economics and The University of Art and Design Helsinki together founded *Aalto University*. All this reflects the move towards bigger units and increasing efficiency and effect (Universities Act 558/2009). The foundation of Aalto University has probably attracted the most interest, and has been described in terms of the Finnish government's "unashamed aim of creating a 'world-class' university" (Aarrevaara, Dobson & Elander 2009, 98). More recently, at the beginning of 2013, *The University of the Arts Helsinki* was established in a merger of The Academy of Fine Arts, The Sibelius Academy and The Theatre Academy (Ministry of Education and Culture 2014a; see also Aarrevaara et al. 2009).

This phenomenon echoes broader public-sector reforms referred to as new public management (NPM) (e.g., Thynne 2013). Consequently, academia faces new requirements regarding the external accountability of university work (Kallio 2014; Kallio & Kallio 2014). Through adopting business-like actions such as

mergers and other initiatives promoting efficiency universities have begun to compete against each other in attracting talented students and personnel, and acquiring funding (e.g., Aspara, Aula, Tienari & Tikkanen 2014). Indeed, a positive reputation and recognised branding are considered crucial for survival in contemporary higher education given the tough competition (e.g., Aula & Tienari 2011). Deephouse and Carter (2005) emphasise that a favourable reputation opens the door to social acceptance and legitimacy among stakeholders (see also Kuoppakangas, Suomi & Horton 2013), and preserves the “social licence” to operate (Gaultier-Gaillard & Louisot 2006). A favourable reputation is an imperative not only for private-sector firms, but also for public-sector organisations (e.g., Wæraas & Byrkjeflot 2012).

Finland has the reputation of having one of the most highly educated populations in the OECD: in 2013, 84 per cent of its 25–64-year-olds had at least completed upper-secondary education against the OECD average of 75 per cent. Moreover 39 per cent had a tertiary degree, against the OECD average of 32 per cent (OECD 2014). A total of 168,204 students had registered and were studying for university degrees in Finnish universities in 2013, and in the same year, 13,017 Bachelor’s degrees, 14,444 Master’s degrees, 178 licentiate degrees and 1,724 doctoral degrees were awarded. A year earlier, 17,970 persons were employed in Finnish universities in teaching and education, and 13,758 in supporting areas such as libraries and administration (Ministry of Education and Culture 2014b; 2014c).

Despite the decline in 2012, Finland is still among the top ten OECD countries in terms of PISA results. Over the years these results have enhanced Finland’s favourable educational reputation internationally. The educational system is well known for its equality, one of the key principles being that all people must have equal access to high-standard education and training regardless of their socio-economic background and geographical location (Ministry of Education and Culture 2014d). Current weaknesses include the level of internationalisation, the development of which has been slow. Indeed, more people with a higher education are currently moving abroad from Finland than are moving in (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015).

Despite the unique characteristics of the Finnish HE system, as a result of the Bologna Process that started in 1998 and included the establishment of the European Higher Education Area (EHEA) and the Diploma Supplement document, Finnish degrees are now more comparable and compatible within the broader European university context. The on-going process will probably increase both cooperation and competition within European higher education, and will presumably strengthen European competitiveness vis-à-vis the United States and Asia (Ministry of Education and Culture 2014e).

It should also be mentioned that the constantly expanding role of auditing, accreditation and rankings in Finnish higher education is likely to have

consequences as far as universities and their reputations are concerned. Finnish legislation requires universities to conduct external audits on a regular basis. The Finnish Higher Education Evaluation Council (FINHEEC), which was responsible for national auditing and evaluated the quality systems of HE institutions, merged with the Finnish Education Evaluation Council and the National Board of Education to form the Finnish Education Evaluation Centre (FINEEC), with effect from the beginning of May 2014 (see FINHEEC 2014).

The Academic Ranking of World Universities (ARWU), also known as Shanghai Ranking, is an independent organisation producing international ranking lists compiled by researchers at the Center for World-Class Universities at Shanghai Jiao Tong University (CWCU). The University of Helsinki was the most highly ranked Finnish university in 2013, at 76, and is the only Finnish university in the top 100 (ARWU 2014).

Moreover, international accreditation systems are playing a bigger role in Finnish universities, and in their business schools in particular. The highly valued Association to Advance Collegiate Schools of Business (AACSB), for example, awards accreditation for which less than five per cent of business schools worldwide qualify. Currently, Aalto Business School and Oulu Business School are the only two to have such business accreditation in Finland (AACSB 2014). Another accreditation body is the EFMD Quality Improvement System (EQUIS). Finland currently has two EQUIS-accredited business schools: Aalto Business School and Hanken School of Economics (EQUIS 2014). The consequence in terms of reputation appears to be two-fold. On the one hand, having accreditation increases similarity with other accredited institutions in that such schools aim to be members of a group of “leading”, “top-level” and “world-class” business schools (see also Belanger, Mount & Wilson 2002), and on the other hand it increases differentiation from schools without accreditation.

So-called media rankings should perhaps also be mentioned, although they do not really help in differentiating between Finnish business schools given that only Aalto Business School is recognised in the European Business School Rankings published by the Financial Times, for example: in 2014 it was ranked 54th (Financial Times 2014). No Finnish programmes appeared on The Economist’s Ranking of Executive MBA Programmes in 2013 (The Economist 2014). Academic scholars and university marketing practitioners alike have strongly criticised media rankings in particular for being biased and not really measuring reputation, suggesting that students should not base their choice of university on them (e.g., Vidaver-Cohen 2007).

1.4 The structure of the study

Figure 1 shows the structure of this study, which comprises seven chapters in total. Chapter 1 constitutes the introduction, describing the background and motivation as well as Finnish higher education as a research context. Chapter 2 focuses on the research gap, the overall research objective and the interrelated sub-objectives, and discusses the theoretical positioning of the study. Chapter 3 defines the key concepts culminating in the suggested “*Framework for managing brand identity and reputation*”. Chapter 4 discusses the methodological choices, including the underlying philosophical assumptions and qualitative case-study research, and in introducing the case in question gives the reader the relevant information about the collection and analysis of the data, the research processes followed in the four original articles and the evaluation of the study. Chapter 5 summarises the four original articles. Chapter 6 presents and discusses the empirical results of the study. “*An empirically grounded framework for managing brand identity and reputation in higher education*” is introduced at the end of the chapter, building on the theoretical framework presented at the end of Chapter 3 and complemented according to the empirical results. Finally, Chapter 7 summarises the study, discusses the theoretical conclusions, the managerial implications and the limitations, and suggests potential paths for future research.

<p>CHAPTER 1 Introduction</p> <ul style="list-style-type: none"> • Academia as a marketplace • The marketing of higher education as a research area • Changing Finnish academia as a research context • The structure of the study 	<p>The background and the motivation for the study</p>
<p>CHAPTER 2 The research setting</p> <ul style="list-style-type: none"> • The research gap • The research objectives and positioning of the study 	
<p>CHAPTER 3 Managing brand identity and reputation: key concepts and the theoretical framework</p> <ul style="list-style-type: none"> • Brand identity • Brand reputation • Reputation risk • A theoretical framework for managing brand identity and reputation 	
<p>CHAPTER 4 Methodological choices</p>	
<p>CHAPTER 5 Summaries of the original articles</p>	
<p>CHAPTER 6 Discussion of the results</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Sub-objective 1</div> <p>+</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Sub-objective 2</div> <p>+</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Sub-objective 3</div> <p>=</p> <div style="border: 1px solid black; padding: 5px;">The overall objective of the study</div> </div> <div style="text-align: center;"> <p>↔</p> <p>↔</p> <p>↔</p> <p>↔</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Building a brand identity in higher education</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Building a brand reputation in higher education</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Managing reputation risks in higher education</div> <div style="border: 1px solid black; padding: 5px;">An empirically grounded framework for managing brand identity and reputation in higher education</div> </div>	
<p>CHAPTER 7 Conclusions</p>	
<p>The original articles (1-4)</p>	

Figure 1 The structure of the study

2 THE RESEARCH SETTING

The aim in this chapter is first to identify the research gap and consequently to set the research objective and inter-related sub-objectives, as well as to position the study within the academic literature on marketing.

2.1 The research gap

Following their systematic review of the literature on the marketing of higher education, Hemsley-Brown and Oplatka (2006) mention the lack of research on brands in particular, which they identify as a specific research gap in the marketing of higher education. Vidaver-Cohen (2007) also refers to reputation management in academic organisations as an under-studied area. However, several studies on brands and reputation management from different perspectives have been published in the HE context in recent years. This section discusses these studies.

Brand-related studies overlap somewhat with the literature focusing on reputation and its management. Some studies do not make a clear distinction between brand and reputation as concepts (Selnes 1993), and although most authors do distinguish between them (e.g., Roper & Fill 2012), it is on the understanding that they are closely aligned. Both bodies of literature were consulted in the present study, given that research on the two concepts is commonly carried out in parallel (Brewer & Zhao 2010, 36). Indeed, as Frost and Cooke (1999) mention, brand and reputation could be considered aspects of the same phenomenon, and the respective management processes are the same. For example, both are commonly considered intangible equity (Fombrun & van Riel 1997; Mourad et al. 2011) and providers of competitive advantage (Fombrun & Shanley 1990; Berry 2000), as being difficult to imitate (Fombrun & Gardberg 2000; Roberts & Dowling 2002; Jevons 2006), and as something that cannot be fully managed because they are always beyond the organisations' own control to some extent (e.g., Fombrun 1996; Dall'Olmo Riley & de Chernatony 2000).

Specifically in the context of higher education, Chapleo (2004) suggests that brand and reputation management cannot be separated in practice because commercial-style branding is often unsuitable (see also Temple 2006). Frost and Cooke (1999) further suggest that brand and reputation should be considered simultaneously otherwise inconsistencies could arise. However, there are also dissimilarities. Dowling (1994), for example, regards reputation as an extension of

a brand, whereas Kowalczyk and Pawlish (2002) see it as a measure of brand quality. Ettenson and Knowles (2008) link an organisation's reputation to its legitimacy and the brand to its relevance and differentiation. Moreover, in the opinion of university chief executives in Chapleo's (2004) study, brands are "created or manufactured" whereas reputation "evolves".

According to de Chernatony and Harris (2000), brand management is a dual process of balancing brand identity and brand reputation: as de Chernatony (1999, 157) states: "By auditing the gaps between brand identity and brand reputation, managers can identify strategies to minimize incongruency and develop more powerful brands".

This study brings together the overlapping literature on brand and reputation management, and draws on the concepts of *brand identity* and *brand reputation*. According to de Chernatony (1999), these two concepts are particularly useful because they clearly distinguish the two facets of a brand, the former referring to internal assessments and the latter to external assessments. It is therefore crucial in the context of brand management to identify the gaps between the two: the narrower the gap, the stronger the brand performance will be (de Chernatony & Harris 2000; see also Roper & Fill 2012).

The literature review conducted for this study revealed the following tendencies in academic writing on brand and reputation management in higher education.

1) *Most studies are conducted in major English-speaking nations* (see also Hemsley-Brown & Oplatka 2006). Brewer and Zhao's (2010) Australia-based study explores the effects that a prospective college affiliated to a large university may have on the university's reputation. UK-based studies have focused on brand architecture and harmonisation in universities from the perspectives of students and university marketing directors (Hemsley-Brown & Goonawardana 2007), and on students' identification with a university brand (Balmer & Liao 2007). Priporas and Kamenidou (2011) studied perceptions among prospective Greek graduate students of the brand reputations of UK universities, whereas Lowrie (2007) focused on the development of university brand identities in the UK.

US-based studies have explored internal branding among university administrators (Judson, Aurand, Gorchels & Gordon 2009), and from the viewpoint of coaches of university sport teams (Judson, Gorchels & Aurand 2006). Other US research has focused on university attempts to build an athletic brand identity (Alessandri 2007), reputation in relation to rankings, league tables and accreditation (Standifird 2005; Bunzel 2007), and the important reputational factors in universities and business schools (Conard & Conard 2000; 2001; Vidaver-Cohen 2007; Tapper & Filippakou 2009).

Despite the evident need given the differences in systems, very little light has been shed on brand and reputation management in educational contexts beyond major English-speaking nations: one cannot take for granted that "one size fits for

all” in brand and reputation management (O’Callaghan 2007, 110; see also Wæraas & Solbakk 2009). These studies, and particularly those conducted in private university settings, may not be comparable to other countries in which education is provided by the state. Free education may result in differences in stakeholders’ behaviour: for example, young people are able to study rather independently and family opinions may not play a great role in the decision (e.g., Soutar & Turner 2002), which in turn should be acknowledged in brand and reputation management. Moreover, as Safón (2007; see also Argenti 2000) states in his US-based study, one of the strongest predictors of a business school’s reputation is its position in the media rankings (e.g., Business Week, US News and World Report and The Financial Times), although this finding is not as relevant for comparing Finnish universities.

2) *Studies on brand and reputation management typically cover only one or a few stakeholder groups.* Research focusing on the construct of a university’s brand equity from the students’ viewpoint has been conducted in Egypt (Mourad et al. 2011). UK-based studies describe the components of a university brand as marketing directors (Ali-Choudhury, Bennett & Savani 2009, see also Temple 2006) and prospective students (Bennett & Ali-Choudhury 2009) perceive them. Research in the US has focused on perceptions among alumni of a university’s brand communities (McAlexander, Koenig & Schouten 2004), and on reputation in relation to students’ retention decisions (Nguyen & Leblanc 2001). Hence, there appear to be few studies examining perceptions among multiple stakeholder groups of HE brands and reputation, even if all relevant stakeholders should be considered in brand and reputation management (e.g., Roper & Fill 2012). Managers should acknowledge the diversity of stakeholders’ expectations and interests (e.g., Vidaver-Cohen 2007).

3) *Studies are typically conducted on a university or business-school level.* The branding strategies of international universities have been examined in an Asian context (Gray, Fam & Llanes 2003). Other studies drawing on the concept of reputation have focused on reputation building in a university merger (Aula & Tienari 2011), the impact of reputation on university stakeholders’ intentions (Ressler & Abratt 2009) and reputational challenges facing business schools (Siebert & Martin 2013; see also Rindova, Williamson & Petkova 2010). Thus there is insufficient understanding about brand and reputation management on the programme level, although this would be necessary given that many Master’s degree programmes are regarded as key products of the respective universities (e.g., Nicholls et al. 1995). Moreover, research on the programme level could yield more concrete results given the complexity involved in branding a university as a whole on account of the multifaceted stakeholder environment and the amount of sub-units and sub-brands (Hemsley-Brown & Goonawardana 2007; Chapleo & Simms 2010). However, Nicholls et al. (1995) raised an interesting question

concerning who might be the real customer of an educational programme: the student, his or her current or future employer, or even society at large. Various suggestions have been put forward since then (e.g., Ali-Choudhury et al. 2009; Iglesias, Ind & Alfaro 2013), but as Nicholls et al. (1995) conclude, it depends on the type of programme: is it a long-standing full-time programme where the majority of students are self-supporting, or is it an executive MBA programme in which most of the students are sponsored by their companies (see also Safón 2007; 2012)? Ultimately, however, educational institutions are dependent on their students: if there is insufficient recruitment of students the institution will begin to deteriorate, and research alone cannot keep it going (Ali-Choudhury et al. 2009). Hence, this study considers students to be key customers of an educational programme.

4) *Studies primarily focus on well-established and strong higher-education brands.* Branding barriers and success factors in leading UK universities have been examined, particularly from the marketing professionals' point of view (Chapleo 2005; 2007; 2009; 2010; 2011a), and research focusing on online branding practices and their effectiveness has been conducted (Opoku, Hultman & Saheli-Sangari 2008; Chapleo, Carrillo Durán & Castillo Díaz 2011). Safón (2009) considered the reputation of leading US business schools, whereas Blanton (2007; see also Curtis, Abratt & Minor 2009) studied branding and PR strategies in a big US-based university. Finally, Wæraas and Solbakk (2009) reported on a university's effort to define the essence of a university brand in Norway. It therefore seems that existing academic literature only touches the surface with regard to the process of establishing HE brands. As far as the author is aware, no study thus far has concentrated on brand establishment in the context of an entirely new Master's degree programme.

It can be concluded from the above discussion that the existing academic literature on brand and reputation management in higher education specifically lacks research on:

- HE brand and reputation management beyond major English-speaking countries,
- Multiple stakeholders' perceptions of HE brands or reputation,
- HE brand and reputation management on the programme level and
- The establishment of HE brands.

Current weaknesses in existing knowledge about brands and reputation in higher education are addressed and discussed in more detail in line with the research objective and each sub-objective of the study.

2.2 The research objectives and the positioning of the study

As discussed in the previous section, *it is clear that more studies should be conducted on the educational-programme level and from the perspectives of various stakeholder groups, focusing on managing brand identity and reputation.* In addition, Wæraas and Solbakk (2009, 452) suggest that more *case studies* should be conducted in this area because contemporary research focuses on external approaches to branding and generally neglects in-depth study in specific universities and schools.

This doctoral dissertation is an article-based compilation thesis comprising a synthesis and four journal articles. The overall objective of this thesis is: *to develop an empirically grounded framework for managing brand identity and reputation in the HE context.* The interrelated sub-objectives are the following:

1. *To conceptualise the building of a brand identity in higher education*
2. *To conceptualise the building of a brand reputation in higher education*
3. *To conceptualise the managing of reputation risks in higher education.*

Arriving at an understanding of how to conceptualise phenomena requires empirical data (e.g., Collier & Mahon 1993). The data gathering in this case study was conducted on the educational-programme level. A qualitative approach was deemed suitable given the research objective and its sub-objectives, which seemed to necessitate an in-depth investigation. The primary data comprise 28 interviews with stakeholders of a Master's degree programme in Creative Business Management. Further qualitative survey data was collected from a group of 32 students on the programme by means of a questionnaire. Participant observation complemented the data. Two schools attached to two separate Finnish universities operating in a University Consortium launched the programme.

The research gap is discussed in more detail in the following in line with each sub-objective of the study.

Sub-objective 1:

1. *To conceptualise the building of a brand identity in higher education*

The aim of sub-objective 1 is to enhance understanding of brand identity in higher education as a concept, particularly because a consistent identity with congruent components is considered a precondition for building a favourable brand reputation (de Chernatony 1999; de Chernatony & Harris 2000).

Hitherto, only a few academic studies have focused on brand identity in HE (Table 1). Alessandri's (2007) results do not appear to be relevant for the current study in that they rather reflect a US-based university context in which athletic programmes play a central role in building the brand identity, and discuss issues such as mascots and colours for athletics teams (see also Celly & Knepper 2010). On the general level it highlights the need for stakeholder support and a clear

vision, which scholars commonly acknowledge and thus little is added to existing knowledge (see e.g., Aaker 1996; Harris & de Chernatony 2001; Aaker & Joachimsthaler 2002).

Lowrie's (2007) study shows how a brand identity in higher education is repeatedly revised through language practices as academic leaders communicate the identity in relation to the institution's policy, students, personnel and other stakeholders. This constitutes a suitable starting point for this study, the implication being that a brand identity is not static, and is socially constructed.

Table 1 Previous studies focusing on brand identity in the HE context

Author(s) Year Journal	Topic	Method(s) Sample type	Major findings with respect to the present study
Alessandri (2007) <i>Journal of Marketing for Higher Education</i>	Describes how a university attempted to develop a consistent athletic brand identity.	A case description of Syracuse University in the USA.	Highlights the significance of gathering student and alumni support and articulating a clear and timely message to enhance the university's branding programme.
Lowrie (2007) <i>Journal of Business Research</i>	Examines equivalence and difference in developing a university's brand identity.	A critical discursive analysis of empirical data collected in an ethnographic study on curriculum development in UK higher education conducted for sponsors from industry.	The findings show how a brand identity is repeatedly revised through language practices.
Wæraas & Solbakk (2009) <i>Higher Education</i>	Focuses on the process of defining the essence of a university in its branding process.	Qualitative data from 1) archives 2) two sets of interviews 3) repeated unstructured conversations. The participants represent the Values and Identity project of a Norwegian university.	The study concludes that a university might be too multifaceted to be condensed into a single brand or identity definition.

As Wæraas and Solbakk (2009, 449) put it, “a university may be too complex to be encapsulated by one brand or identity definition”. The authors studied a Norwegian university's process of defining its organisational identity and describe the challenges in deciding on “what the university is”, “what it stands for” and “what it is going to be known for”. They suggest certain reasons for this difficulty: the complexity of the organisation, its distinct units and the extent of individual freedom typically granted to faculty members in academia (Wæraas & Solbakk 2009, 449–460). The implication is that branding in higher education may be more variable and also more difficult than in the private sector, and that building

consistent brand architecture may be particularly challenging (see also Hemsley-Brown & Goonawardana 2007). High levels of individual freedom may also bring challenges in implementing consistent branding initiatives.

Although the extant literature on brand identity in higher education is clearly fragmented, a seemingly common theme is that building a congruent brand identity is particularly challenging, or even impossible. However, few concrete tools are offered for tackling this challenge.

Sub-objective 2:

2. To conceptualise the building of a brand reputation in higher education

In order to build a favourable reputation it is important to acknowledge what quality dimensions constitute the reputation of a brand in higher education, in other words what the predictors of reputation are (Vidaver-Cohen 2007; Safón 2009). Only then will educational managers be able to focus on improving and better managing them. Surprisingly, only a few articles discuss these quality dimensions (see Table 2): there have been three empirical studies (Theus 1993; Alessandri, Yang & Kinsey 2006; Brewer & Zhao 2010) and one conceptual study (Vidaver-Cohen 2007). Thus this study aims to add to the existing knowledge.

Seemingly, the dimensions discussed in Theus's (1993) US-based study are rather country-specific. With regard to athletic prowess, many scholars have found that athletic programmes play a relatively important role in the building of a US university's brand (e.g., Judson, Gorchels & Aurand 2006; Blanton 2007; Alessandri 2007), whereas Finnish universities do not have the same type of athletic programmes and teams. In a similar vein, endowments do not play a similar role in the Finnish and many other public HE systems. Campus diversity may not be a relevant dimension in Finland either, given that the universities do not differ in the level of cultural diversity to the same extent as in the US, for example. Furthermore, campus morale appears to refer more to US-based universities where on-campus housing is typical.

With regard to the construct of reputation in higher education, Alessandri et al. (2006, 267) propose three quality dimensions: 1) academic performance, 2) external performance and 3) emotional engagement. The first of these comprises five items: education quality, student quality, faculty quality, and the university's vision and its leadership. The quality of external performance, in turn, includes the following indicators: media reputation, visibility and community responsibility. Third, emotional engagement incorporates feelings and emotional bonds with the university. All these concern the university level, thus the current study on the programme level may result in somewhat varying dimensions (see also Yang, Alessandri & Kinsey 2008).

Table 2 Earlier studies focusing on the dimensions of reputation in the HE context

Author(s) Year Journal	Topic	Method(s) Sample type	Major findings with respect to the present study
Theus (1993) <i>Public Relations Review</i>	Focuses on how a university's reputation is built, and explores the dimensions.	Group interviews with university managers in Maryland, Virginia, the district of Columbia and Pennsylvania, the USA.	Focus groups mentioned dimensions such as academic strength, service to the community, athletic prowess, size, location, appearance, the scope of the offerings, faculty excellence, endowments, campus diversity and morale, visibility, cost and prestige.
Alessandri, Yang & Kinsey (2006) <i>Corporate Reputation Review</i>	Examines the concepts of a university's identity and reputation with regard to a large private university.	Survey in Northeast USA.	Identifies three dimensions of a university's reputation with a total of 11 items: the quality of 1) academic and 2) external performance, and 3) emotional engagement.
Vidaver-Cohen (2007) <i>Corporate Reputation Review</i>	Focuses on building a model for a business school's reputation.	Conceptual article.	The suggested dimensions of a business school's reputation are: performance, services, products, leadership, governance, workplace climate, citizenship and innovation.
Brewer & Zhao (2010) <i>International Journal of Educational Management</i>	Explores the potential effect of a prospective college alliance with a large university on the university's reputation.	An online survey of local residents in Sydney metropolitan areas in Australia.	A university's overall reputation comprises leadership, teaching, research, service and equity.

Vidaver-Cohen's (2007) "Conceptual model of business school reputation", modified from the Reputation Institute's RepTrak that was launched in 2006 (Reputation Institute 2014; see also Ponzi, Fombrun & Gardberg 2011) includes eight quality dimensions of business schools, in other words reputation predictors, which are suggested to act as signals to stakeholders of the school's quality. Although designed for business schools, Vidaver-Cohen's categorisation is rather close to the original RepTrak, which was designed for private-sector companies (Reputation Institute 2014; see also Ponzi et al. 2011; Fombrun & Gardberg 2000), and is thus not suitable as such for publicly managed higher education. For

example, the performance dimension includes financial performance, which covers issues such as strong revenues for endowments and tuition as ways of building a reputation (see also Ivy 2008). Brewer and Zhao's (2010) Australia-based study does not focus on the dimensions of reputation, and their categorisation appears to be a simplification: thus it does not add much to existing knowledge.

In sum, it seems from the literature review that although some studies suggest dimensions of (brand) reputation, they do not open them up or discuss them at length. Moreover, earlier categorisations appear to be more suited to the English-speaking world than to state-controlled European educational systems. Vidaver-Cohen's (2007) model is seemingly the most detailed, but it is a conceptual model and has not been tested empirically in the HE context.

It was considered both theoretically and practically more relevant to concentrate on the dimensions, or predictors of reputation rather than on stakeholders' perceptions of the reputation of a certain educational brand (see Article 2; Vidaver-Cohen 2007). On the practical level, it is important to acknowledge the dimensions of brand reputation in that identification is the first step in managing them (Davies 2002). Moreover, given that this study concentrates on the establishment of an educational brand and the apparent consensus in the academic literature that building a (brand) reputation takes time (e.g., Roper & Fill 2012), it would have been too early to study stakeholders' assessments of the brand as such. *Hence this study does not examine reputational assessment, or reputational outcomes as such. Neither does it explore the consequences of reputation.*

Sub-objective 3:

3. To conceptualise the managing of reputation risks in higher education

According to the literature, a reputation can never be fully controlled because it is about perceptions and beliefs and does not necessarily accurately reflect the reality. However, much can be done to manage it in terms of identifying, prioritising and responding to the risks before they do any real damage (e.g., Rayner 2003). There is thus a need to understand more about identifying and responding to reputation risks, given that "recovering reputation is much more difficult than building and maintaining it" (Roper & Fill 2012, 9).

It seems from the literature review that reputation risks are typically discussed on the individual, organisational or industry level (e.g., O'Callaghan 2007). They may be context-specific, but as far as the author of this thesis is aware, there is a lack of studies in the HE context, with one exception: Power, Scheytt, Sojin and Sahlin (2009, 302), focusing on UK universities, describe reputation risk as "a purely 'man-made product of social interaction and communication'". However, they give just some examples of potential risks (see also Sullivan 2000).

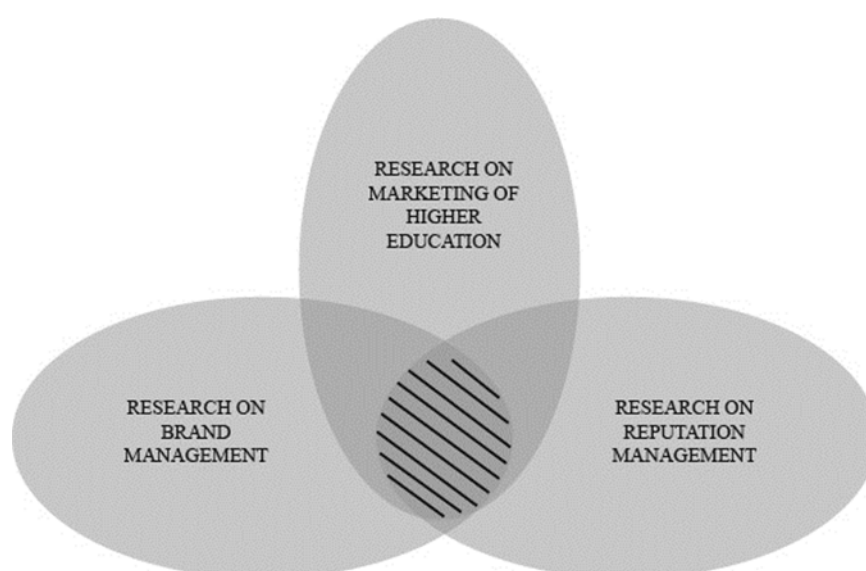
Table 3 charts the role of each original article in addressing the sub-objectives of this study. Article 1 (A1) *The tension between a distinct brand identity and*

harmonisation – Findings from Finnish higher education covers sub-objective 1. Sub-objective 2 is addressed in Article 2 (A2) *Exploring the dimensions of brand reputation in higher education – a case study of a Finnish Master’s degree programme*. Finally, Articles 3 (A3) *Tracing reputation risks in retailing and higher education services* and 4 (A4) *Focusing on dilemmas challenging reputation management in higher education* address sub-objective 3.

Table 3 The role of the original articles in addressing the sub-objectives

	Sub-objective 1 Building a brand identity	Sub-objective 2 Building a brand reputation	Sub-objective 3 Managing reputation risks
A1	Conceptualises the components of brand identity in higher education.		
A2		Conceptualises the quality dimensions of brand reputation in higher education.	
A3			Conceptualises reputation risks in higher education and suggests how they may be managed.
A4			Conceptualises managerial dilemmas in higher education that could become reputation risks if not managed properly. Demonstrates the use of the dilemma-reconciliation method in reputation management.
Chapter	6.1	6.2	6.3

The objective and sub-objectives reflect the theoretical positioning of this study, which contributes to three bodies of academic literature. Figure 2 illustrates the theoretical positioning, the pivotal focus being at the bottom in the shaded area with the diagonal lines.



 The focus of the study

Figure 2 The theoretical positioning of the study

The starting point at the beginning of the research process was author's interest in the rather broad area of marketing in the context of higher education (see Hemsley-Brown & Oplatka 2006). Once the research gap had been identified, the focus was narrowed to include brand and reputation management in the HE sector (e.g., Chapleo 2004; Wæraas & Solbakk 2009). Moreover, within this body of literature on brand management in general, the study concentrates on managing the brand's identity and reputation (de Chernatony 1999; de Chernatony & Harris 2000). *It should be mentioned that the study rests on the assumption that managing brand identity and reputation involves more than merely building them. Indeed, the building is part of the management.*

The study is also theoretically positioned in the literature on reputation and reputation-risk management in general (e.g., Fombrun, Gardberg & Barnett 2000; Barnett, Jermier & Lafferty 2006; O'Callaghan 2007; Aula 2010), and in the HE context in particular (e.g., Alessandri et al. 2006; Vidaver-Cohen 2007; Sung & Yang 2009; Tapper & Filippakou 2009).

Higher education is part of the wider *public-sector* context. Wæraas and Byrkjeflot's (2012) study enhances understanding of this context with regard to reputation management. The authors identify five specific problem areas related to politics, consistency, charisma, uniqueness and excellence, noting that these problems are often related to the complex stakeholder environment of public - sector organisations (see also Wæraas 2008). Balmer (2006, in Balmer & Greyser 2006) define stakeholders as those "Whom we seek to serve". They could also be

described as “wide-ranging groups that have an interest in the organisation” (Roper & Fill 2012, 48).

Higher education is no exception in terms of the complexity of stakeholder relations: it has often been argued in the academic literature that it has a particularly multifaceted stakeholder environment (e.g., Chapleo & Simms 2010; see also Kotler & Fox 1995). Even the categorisation into internal and external stakeholders is not straightforward (e.g., Nicholls et al. 1995; Melewar & Akeel 2005; Chapleo & Simms 2010; Mainardes, Raposo & Alves 2012).

It should be mentioned that informants representing academic and non-academic personnel working in the organising schools are referred to as internal stakeholders in this study because they have been planning, implementing and promoting the programme as part of their workload. Representatives of management and marketing in the University Consortium are also referred to as internal stakeholders because their work relates to promoting and supporting the units and the programmes operating in the Consortium. Stakeholders outside the units and the University Consortium are considered external (see KKA 2010, 40), having a less direct interest in the programme. Students as members of the student body with a rather direct interest in the programme are referred to as internal stakeholders, their ultimate wish being to graduate. However, it is acknowledged that this categorisation is not uncontested in that students also represent “the demand side” of the higher-education market (see Hemsley-Brown & Oplatka 2006), and thus could be considered external stakeholders as well.

3 MANAGING BRAND IDENTITY AND REPUTATION: THE KEY CONCEPTS AND THE FRAMEWORK

The key concepts of the study, brand identity, brand reputation and reputation risk, are discussed and defined in this chapter. In conclusion, it introduces a theoretical framework for the study based on existing academic literature.

3.1 Brand identity

In order to define *brand identity* (i.e. the identity of a brand) it is essential first to discuss briefly *brand* as a concept. All-inclusive scrutiny of this multifaceted concept is beyond the scope of this thesis: as early as in 1970, Kollat, Engel and Blackwell found it extremely challenging to compare and synthesise the multitude of brand-related definitions. Those used here were purposefully selected to reflect the *service context*, as is the case with the empirical data.

Table 4 gives examples of brand definitions. The AMA's definition, in particular, reflects the traditional and rather narrow view: a brand as an identifier (see also Merz, He & Vargo 2009, 332). It is therefore too narrow for the purposes of the current study in the context of higher education as a service. The AMA defines branding as one-way supply from marketers to customers, who are considered passive recipients (see e.g., Aspara et al. 2014). Contemporary definitions of brands have developed from their delineation as "identifiers" to being seen as "dynamic and social processes" (Merz et al. 2009). Accordingly, Iglesias et al. (2013, 671) describe brands as social practices involving many stakeholders, pointing out that the literature on brand management has developed from concentrating on product differentiation to include service and corporate brands (Iglesias et al. 2013).

Underlining the importance of experiences, and bridging Vargo and Lusch's (2004) work on branding, Prahalad (2004), in his commentary on the article, promotes the experience-centred co-creation approach to branding in which "experience is the brand".

Table 4 Examples of how brands are defined

Author (s) (Year, page)	Definition / perspective on the concept
de Chernatony & Dall'Olmo Riley (1998, 436)	“a complex multidimensional construct whereby managers augment products and services with values and this facilitates the process by which consumers confidently recognize and appreciate these values”
Dall'Olmo Riley & de Chernatony (2000, 148)	“a holistic process which provides focus to the internal relationship between the service company and the employees, and comes alive in the external relationship (encounter) between consumer and service provider (employee)”
Prahalad (2004)	“experience is the brand”
de Chernatony (2006, xi)	“brands are clusters of functional and emotional values, resulting in promises about unique and welcomed experiences”
Payne, Storbacka, Frow & Knox (2009, 380)	“the brand relationship experience”
Roper & Fill (2012, 109)	“provides something that is different and relevant; it is a promise, a summary of the mental associations and emotions that are top of mind when a name is thought of or mentioned”
Iglesias et al. (2013, 671)	“organic entities because they are built together with various stakeholders – and many parts of this process are beyond the control of the organisation”
American Marketing Association (2014)	“a name, term, design, symbol, or any other feature that identifies one seller's good or service as distinct from those of other sellers”

The definition put forward by Iglesias et al. (2013; Table 4) is adopted in this study: brands are seen as social processes involving multiple stakeholders. This approach was considered particularly suitable given the focus on the “emergent, unstructured, interactive, and uncertain” (Ng & Forbes 2009, 48) service of higher education. It entails identifying all relevant stakeholders and maintaining dialogue with them in order to meet their expectations and reconcile any potential conflicting aims before they become threats to reputation. This is significant in higher education in which the stakeholder environment is particularly complex (Chapleo & Simms 2010).

One should also consider the concept of *identity* in order to define brand identity. It seems from the literature review that the concept of brand identity belongs to the identity-based view of marketing (e.g., Balmer 2001; 2008; Alsem & Kosteljik 2008; Saraniemi 2011) and to the broader multidisciplinary family of identity-based studies (Balmer 2008; Bartholmé & Melewar 2009), which is a complex mix of related concepts that Balmer (2001) describes using fog as a metaphor. The focus in this study is on brand identity.

Kapferer (2000, 91–92; see also Article 1) defines brand identity in terms of the following questions: What is the brand's specific vision and aim? What differentiates it? What need is it satisfying? What is its enduring nature? What are its values? Kapferer's approach is therefore strategic, in contrast to former approaches referring primarily to visual identity (see e.g., Bernstein 1984).

Walker (2010, 363) concludes from his literature review that there is a consensus among scholars to use organisational identity to refer only to internal stakeholders (see also Hatch & Schultz 1997). According to Walker (2010, 366), most definitions of organisational identity refer to actual identity, although some scholars also refer to desired identity. Emphasising the internal view, Nandan (2004) describes brand identity as how a company pursues to identify itself: it originates from the company, which is responsible for generating a distinguished product with unique features. He further states that companies use their brand identity to communicate their distinctiveness to all their pertinent stakeholders. Indeed, upon closer scrutiny it seems that studies on brand identity emphasise distinctiveness and differentiation in their definitions of the concept.

According to de Chernatony (1999), brand identity comprises six components, namely vision, culture, positioning, personality, relationships and presentation. These components should form a consistent and congruent entity (de Chernatony 1999). Awareness of these distinct components is essential in order to build a brand identity. Article 1 discusses the components in more detail. Kapferer's (2000) brand-identity prism comprises six facets: physique, personality, relationship, culture, reflection and self-image. As discussed in Article 1, these facets can then be used as a tool for comparing a certain brand to its rivals.

Table 5 lists examples of definitions of brand identity. Srivastava (2011, 340) suggests that it refers to desired identity, whereas Bosch, Venter, Han and Boshoff (2006) underline the visual and verbal facets of a brand and thus offer a rather narrow approach. However, most contemporary definitions tend to reflect a holistic and strategic approach, whereas older views seem to be rather narrow (e.g., Bernstein 1984; Article 1).

Table 5 Examples of how brand identity is defined

Author (s) (Year, page)	Definition / perspective on the concept
Nandan (2004, 265)	“how a company seeks to identify itself”
Bosch et al. (2006, 37)	“visual and verbal expression of a brand”
Ghodeswar (2008, 5)	“a unique set of brand associations implying a promise to customers”
Srivastava (2011, 340)	“the unique set of brand associations that the brand strategist aspires to create or maintain”

Alsem and Kosteljik argue (2008) that brand identity reflects an organisation’s own choice of what it stands for, thus implying a managerial, supply-side orientation. Expanding this view, many recent studies emphasise the role of various internal and external stakeholder groups in creating a brand identity.

In the context of higher education, Nguyen, Shirahada and Kosaka (2012, 779) state: “brand identity is co-created with participation of customers and other stakeholders such as university stakeholders, who are people (or groups) having an interest or stake in the university’s activities”. However, a closer look at the literature reveals certain limitations in these studies. They typically focus only on the customers’ role in building a brand identity with an organisation, although they may well mention the role of all relevant stakeholders. Moreover, many of them are limited to examining the co-creation of a brand identity within (online) brand communities (e.g., Muniz & O’Guinn 2001; McAlexander, Schouten & Koenig 2002; McAlexander et al. 2004; Merz et. al 2009). They also appear to assume that the firm’s internal stakeholders put forward the brand identity in the first place (e.g., Muniz & O’Guinn 2001; McAlexander et al. 2002; 2004; Merz et. al 2009; Payne et al. 2009; Vallaster & von Wallpach 2013), and that a brand community evolves later among admirers of an established brand.

In sum, it appears from the above discussion that the norm in earlier academic literature was to approach brand identity from an internal perspective deriving from managerial activities. However, recent studies increasingly emphasise the role of various stakeholders in building a brand identity, which is particularly pinpointed in service contexts (e.g., Iglesias et al. 2013), and further in higher education (Ng & Forbes 2009; Pinar, Trapp, Girard & Boyt 2011; Nguyen et al. 2012).

Given the HE context of this thesis, brand identity is defined here as: *the essence of the brand, which is built with stakeholders*. For the purpose of clarification it should be mentioned that although de Chernatony’s (1999) suggestion to use the terms brand identity and brand reputation to demonstrate two different facets of a brand is accepted, the definition used in the current study expands his view in also

covering other than internal stakeholders and thus reflecting more recent perspectives (e.g., Payne et al. 2009; Saraniemi 2009a; 2011; Pinar et al. 2011; Iglesias et al. 2013; Vallaster & von Wallpach 2013).

3.2 Brand reputation

It is necessary to consult the academic literature on the concept of *reputation* in order to arrive at a proper definition of a *brand reputation* (i.e. the reputation of a brand).

Reputation has been studied in various research areas and disciplines, including economics, organisational strategy, marketing, management and sociology. All these contexts vary in how reputation is defined and how the research is conducted (Fombrun & van Riel 1997; Rindova, Williamson, Petkova & Sevier 2005). Although clearly a multi-disciplinary concept, the articles consulted for this thesis represent the marketing and management perspectives (e.g., Rindova et al. 2005; Barnett et al. 2006).

Lange, Lee and Dai (2011) make no distinction in usage between the terms “organisational reputation”, “corporate reputation”, “firm reputation” and simply “reputation” in the articles included in their review of the academic literature on organisational reputation. It appears from the literature review conducted for the current study that there is also some overlap between “corporate reputation”, “organisational reputation” and “*brand reputation*”. The author of this thesis argues that they can well be used interchangeably to some degree. Probably for the same reason, Herbig and Milewich (1993) used the term “entity” in an earlier study to refer to a focal object of reputation.

Walker refers to different reputational levels: a firm’s reputation is frequently issue-specific, and may differ depending on the stakeholder group. Indeed, its different activities, such as corporate social responsibility and customer service, may have varying reputations (Walker 2010). In the same vein, customers and suppliers may have different perceptions of an organisation, and perceptions may vary within the same stakeholder group (see e.g., Balmer & Greyser 2006). Roper and Fill (2012) further suggest that there are multiple levels and categories of reputation, although one could conclude from the existing literature that the definitions typically refer to *overall reputation*: a combination or average of distinct views (e.g., Fombrun 1996; Bromley 2000; Chun 2005; Roper & Fill 2012), even if that is not explicitly stated.

Having reviewed the literature on corporate reputation, Walker (2010) lists five key aspects in existing definitions of a company’s overall reputation: 1) it is built on perceptions; 2) it reflects the aggregate perceptions of all constituents; 3) it is comparative; 4) it is either positive or negative; and 5) it is enduring and stable.

Roper and Fill (2012) further argue that an advantage of building a favourable reputation is its “averaging” nature: a poor experience on one dimension will usually be ignored by customers in favour of a generally positive impression they have of the organisation.

Referring to multiple stakeholder groups, Walker (2010) further ascertains that the construct of a corporate reputation is grounded on the perceptions of both internal and external stakeholders, suggesting that the focus on stakeholders in the definitions reflects the “socially constructed” nature of the phenomenon. Indeed, even if not explicitly stated, many definitions carry this basic assumption (see e.g., Fombrun et al. 2000).

Barnett et al. (2006) identify three types of definition referring to corporate reputation as 1) “awareness”, 2) “assessment” and 3) “an asset”. The first cluster of definitions imply that stakeholders have an overall awareness of a certain firm but do not evaluate it or make judgments about it: terms such as the aggregation of perceptions, latent perceptions, net perceptions, global perceptions, perceptual representations and collective representations are used (Barnett et al. 2006, 32). Definitions in the second cluster indicate that stakeholders are involved in one way or another in assessing the status of the firm: proponents of the assessment approach use terms such as judgment, estimate, evaluation, gauge, opinion and belief (Barnett et al. 2006, Lange et al. 2011). The third cluster comprises definitions referring to the value and importance to the firm of its reputation: as a resource, or an immaterial, financial or economic asset (Barnett et al. 2006).

Awareness could be considered an antecedent of reputation, whereas denoting it as an asset refers more to its consequences (Barnett et al. 2006, 33). Assessment, in turn, refers to evaluation or judgment about an organisation, and is considered a more holistic approach (Barnett et al. 2006; Vidaver-Cohen 2007; Järvinen & Suomi 2011). A further advantage of considering reputation in terms of assessment, rather than as an asset, is that the latter does not fully incorporate the idea that a reputation may be positive, negative or neutral (Barnett et al. 2006; Lange et al. 2011). It should be noted that reputation in the present study refers to stakeholders’ overall assessment of the object in question.

Many scholars see an organisation’s reputation as an outcome of its former actions (Herbig & Milewich 1993), although some also include its future prospects (Fombrun 1996; Fombrun et al. 2000), and others link it to meeting stakeholders’ expectations (e.g., Wartick 2002, see also Rayner 2003). Focusing on competition, some definitions imply that perceptions of an organisation’s reputation are formed in relation to its standing among its competitors (Fombrun & van Riel 1997), and particularly to its ability to create value compared to its rivals (Rindova et al. 2005, see Table 6).

Walker (2010) lists the most common theories used to examine corporate reputation, namely: institutional theory, game theory, the resource-based view,

social-identity theory, signalling theory, stakeholder theory and social-cognition theory. The original articles included in the present thesis do not adopt these theories as such, but rather build a theoretical framework by combining relevant concepts and models. However, they share the basic assumption of stakeholder theory in acknowledging that the programme's stakeholders are "any group or individual who can affect or is affected by the achievement of the organisation's objectives", and that the organisation is responsible to a range of stakeholders beyond its customers (Freeman 1984, 46).

This study also touches on institutional theory, the proponents of which tend to ascertain that a reputation forms as an outcome of social influence and information exchange among distinct stakeholders interconnecting in an organisational field (Rindova et al. 2005), and that it is closely connected to the legitimacy of an organisation (Deephouse & Carter 2005; Kuoppakangas et al. 2013; Steiner, Sundström & Sammalisto 2013; Kuoppakangas 2014).

The quality dimensions of reputation (sub-objective 2) could be described as quality signals (Safón 2009) through which organisations and brands communicate their "true" attributes (Rindova et al. 2005) to stakeholders. Thus this study also touches on signalling theory in implying that the academic programme's reputation is a result of its accomplishments on different quality dimensions (Safón 2009; see also Vidaver-Cohen 2007). Posited dimensions, or predictors, of reputation build on signalling theory: The Reputation Institute introduced RepTrak, which comprises seven key dimensions, namely: products/services, innovation, the workplace, governance, citizenship, leadership and performance (Reputation Institute 2014). It is evident upon closer inspection that these dimensions and their content are rather concrete in nature, and closely relate to the activities of the organisation in question.

In order to fully understand the nature of the reputation concept it is necessary to discuss it briefly in relation to an aligned concept: image. Time, according to Walker (2010), is what distinguishes reputation from image. Scholars typically refer to the changing nature of images, whereas building a reputation, which tends to be rather stable and enduring, takes time (see also Markwick & Fill 1997; Walker 2010). Accordingly, as Rindova (1997, 193) states, "the relationship between them [image and reputation] is one of dynamism and stability, or variation and selection".

Table 6 Examples of how reputation is defined

Author (s) (Year, page)	Definition / perspective on the concept
Herbig & Milewich (1993, 18)	“an aggregate composite of all previous transactions over the life of the entity, a historical notion, and requires consistency of an entity’s actions over a prolonged time”
Fombrun (1996, 37)	“the overall estimation in which a company is held by its constituents”
Bromley (2000, 241)	“the way key external stakeholder groups or other interested parties actually conceptualize the organization”
de Chernatony & Harris (2000, 270)	“by encompassing all stakeholders’ evaluations, reputation is a representative evaluation of a brand’s identity”
Rayner (2003, 69)	“reputation = experience - expectations”
Chun (2005, 105)	“the summary view of the perceptions held by all relevant stakeholders of an organisation, that is, what customers, employees, suppliers, managers, creditors, media and communities believe the organization stands for, and the associations they make with it”
Deephouse & Carter (2005, 330)	“social construction processes as stakeholders evaluate an organization”
Rindova et al. (2005, 1033)	“stakeholders’ perceptions about an organization’s ability to create value relative to competitors.”
Alessandri (2006, 261)	“perceptions of the organization shared by its multiple constituents over time”
Gaultier-Gaillard & Louisot (2006, 425)	“a social construct that rests on individuals’ beliefs and perceptions”
Walker (2010, 370)	“a relatively stable, issue specific aggregate perceptual representation of a company’s past actions and future prospects compared against some standard”
Roper & Fill (2012, 5)	“ a combination of the views and impressions of many different people, not unanimously held, but in general”

Reputation further differs from the concept of image in that it is widely considered to cover the assessments of all stakeholders, both internal and external (Chun 2005; Walker 2010), whereas image only concerns the assessments of external stakeholders, particularly customers (e.g., Hatch & Schultz 1997; Chun 2005, Walker 2010). Indeed, reputation incorporates image and is thus a broader concept (e.g., Roper & Fill 2012). Moreover, as Markwick and Fill (1997) suggest, an image can change rather quickly as a result of advertising campaigns or organisational change, but a reputation is more difficult to shift: it is considered won and is more difficult to manage (Bernstein 1984). Accordingly, reputation and image are two distinct, yet related concepts (e.g., Nguyen & LeBlanc 2001).

Given that the empirical data used in this study came from both internal and external stakeholders, the concept of brand reputation is preferred to brand image, and covers both external and internal stakeholders' assessments. According to de Chernatony, it is a stronger concept than brand image as it evaluates perceptions across several external stakeholder groups, and does not concentrate only on consumers' assessments, or only the most recent impressions (de Chernatony 1999). Moreover, brand image is not so relevant to higher education in which, as mentioned, defining a customer is not straightforward.

The focus in this thesis is on reputation in the context of an HE programme, thus the construct of organisational or corporate reputation does not perfectly fit the purposes of the study. As discussed in Article 2 in more detail, the reason for this is that an educational programme is a product of the school or university offering it, and thus may well be viewed from the brand-based perspective (see also Ali-Choudhury et al. 2009; Bennett & Ali-Choudhury 2009).

Velotsou and Moutinho (2009, 315) define a brand reputation as: "how various audiences evaluate the brand", whereas Chaudhuri (2002, 34) refers to "the overall value, esteem and character of a brand as seen or judged by people in general". These definitions emphasise the assessment aspect of brand reputation, and its applicability to multiple stakeholder groups.

Velotsou and Moutinho (2009, 314) also note that academics and practitioners alike acknowledge the gradually increasing importance of brand reputation. Indeed (ibid. 314), in order to be successful and thus profitable, brands should have a favourable reputation. Managers auditing a brand reputation and its counterpart, brand identity, may be able to identify gaps between the two and narrow them, and thereby develop stronger brands (de Chernatony 1999). Indeed, brand management may well be regarded as "minimizing the gap between the brand's identity and its reputation" (de Chernatony 1999, 159).

In sum, there may well be issue- and stakeholder-specific assessments of brands (e.g., Walker 2010), but brand reputation as a concept refers to a combination of assessments from many different people (e.g., Davies & Miles 1998; Chun 2005; Roper & Fill 2012), and is socially constructed (Walker 2010). A holistic view is taken in this study, which defines brand reputation as: *stakeholders' overall assessment of the brand*. It should be pointed out that the view adopted here expands that of de Chernatony (1999), who refers to assessment by external stakeholder groups. The current study also includes internal stakeholders' assessments (see e.g., Chun 2005), thereby reflecting more recent approaches (e.g., Chaudhuri 2002; Velotsou & Moutinho 2009). Moreover, this study acknowledges that reputation as a concept comprises past and current assessments as well as future prospects (e.g., Walker 2010).

3.3 Reputation risk

Some scholars use the term “reputation risk” (e.g., Dowling 2006), and others “reputational risk” (Fombrun et al. 2000) in referring to reputation-threatening risks. Rayner (2003) further suggests simply using “risk to reputation”. These terms are thus considered synonyms in this study: all the definitions mentioned below (Table 7) point towards origins, or *sources* of reputation damage or crisis, and could thus be used in parallel. Table 7 lists the definitions, which are then briefly discussed (see Article 3 for further discussion).

Table 7 Examples of how reputation risk(s) are defined

Author(s) (Year, page)	Definition / perspective on the concept
Fombrun et al. (2000, 88)	“the range of possible gains and losses in reputational capital”
Murray (2003, 142)	“the single greatest threat to businesses”
Rayner (2003, 20)	”any action, event, or circumstance that could adversely or beneficially impact an organisation’s reputation”
O’Callaghan (2007, 109)	“threats that have the potential to undermine a corporation’s ability to function as a commercial enterprise and impair its standing in the community”
Scandizzo (2011, 18)	“a function of the gap between stakeholder expectations and the company’s performance”

Highlighting the crucial role of stakeholders in reputation management, Fombrun et al. (2000, 88) suggest that because reputational capital rests on support from stakeholders: “each stakeholder group is a source of reputational risk to manage”.

Fombrun et al.’s (2000) definition shows how reputation risks may produce both gains and losses in reputational capital. In a similar vein, Rayner (2003) suggests that a risk may be both favourable and unfavourable in nature, thus implying that if identified and well managed, some risks could turn into positive opportunities and competitive advantage.

Murray’s (2003) definition emphasises the seriousness of a reputation risk to organisations, yet not many organisations acknowledge it. Scandizzo (2011), in turn, points to the disparity between stakeholders’ expectations versus an organisation’s performance if a reputation risk emerges. Rayner’s (2003) definition appears to suit the purposes of this study given its rather wide approach and acknowledgement that a reputation risk may have both adverse and beneficial effects, thus indicating that they may be both negative and positive in nature. However, although Rayner’s definition implies that such risks threaten organisations, it is understood in this study that the object in question may be a

distinct brand. Thus, reputation risk is seen here as *any action, event, or circumstance that could adversely or beneficially impact a brand's reputation*, which is a slight modification of Rayner's (2003, 20) definition,

Article 4 in this study discusses the concept of *managerial dilemma*, which arises when two equally valuable alternatives collide (Hampden-Turner & Trompenaars 2000). Dilemmas that are not identified and reconciled are referred to here as *sources of reputation risk*. The dilemma approach (Hampden-Turner and Trompenaars 2000) facilitates the identification of real management dilemmas that could jeopardise an institution's reputation, based on the notion that values extend along continua in pairs. The extremes that collide in arising dilemmas are not merely extreme, but unacceptably so, unqualified by opposites. Managers need to know where the best practice or policy is: in the middle of the continuum or representing a 60-40, 20-80 or 30-70 split (see Article 4).

3.4 A theoretical framework for managing brand identity and reputation

Figure 3 depicts the theoretical framework of the study. It is based on the assumption that in order to manage brand identity and reputation, managers need to first consider how they are built up. Accordingly, *in this study building a brand identity and reputation is considered part of the management process*. On the innermost level of the framework is brand identity, defined as: the essence of the brand, which is built with stakeholders. On the time dimension, it is considered a predecessor of brand reputation (e.g., de Chernatony 1999; see also Aaker & Joachimsthaler 2002 on the relationship between brand identity and brand image).

Scholars suggest that brand identity comprises several components. De Chernatony's (1999) categorisation is adopted in the present study as it appears to be most suitable for the service setting, given the lack of models covering the HE context. The key components in the categorisation are vision and culture, which should give a clear direction to a brand. All the components should form a consistent and congruent entity, and possible gaps between them should be narrowed. It is worth pointing out that this is a precondition for a favourable brand reputation (de Chernatony 1999; de Chernatony & Harris 2000). Given that the components of brand identity may be context-specific, it is worth investigating them in different settings. The current study explores the components in the HE context (see sub-objective 1 & Article 1).

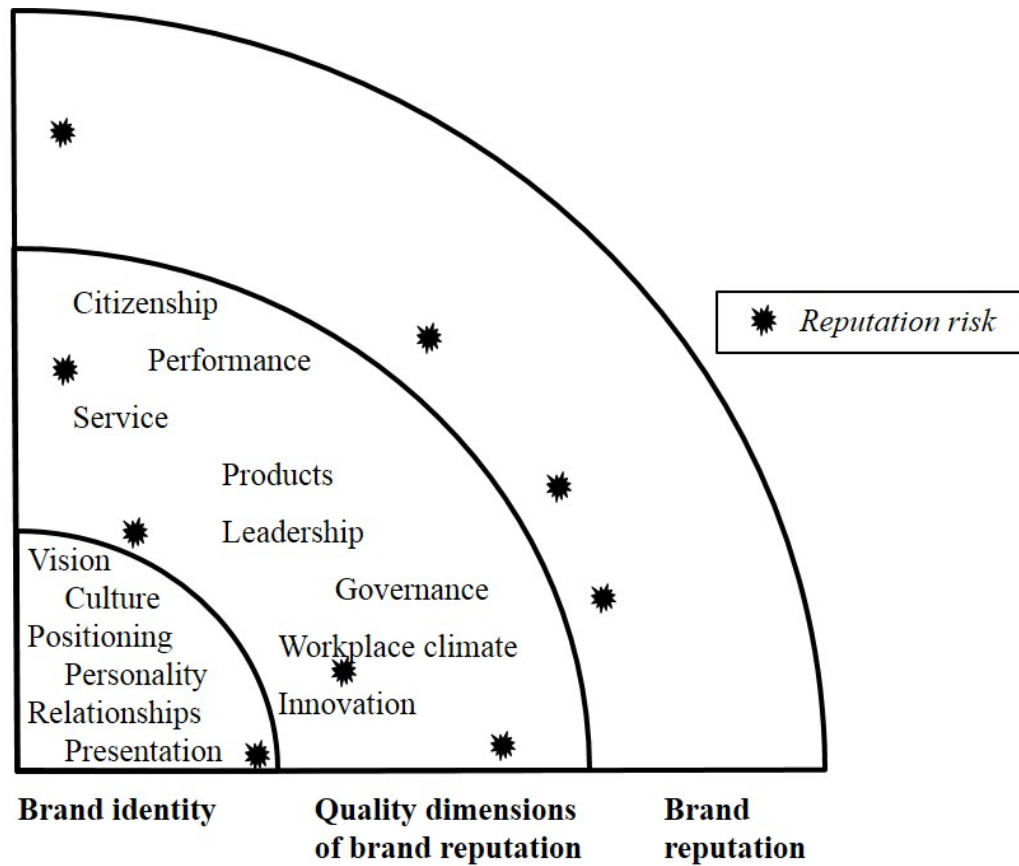


Figure 3 A theoretical framework for managing brand identity and reputation

Brand identity is not considered static in this study (Lowrie 2007; Lemmetyinen & Go 2010; Saraniemi 2011). It can be redefined over time, possibly within the brand community (McAlexander et al. 2004), although optimally without diluting the essence of the brand (see also Lemmetyinen & Go 2010). Although the framework rests on the basic assumption that the six components of brand identity should form a consistent entity, the conception of brand identity as socially constructed, as applied in this study, implies that the content of the components may vary over time and depending on the stakeholders involved, and may vary between distinct brands given that no two brand identities are the same (see also Article 1).

The centre level of the framework expands de Chernatony's (1999) and de Chernatony & Harris's (2000) twofold idea of auditing gaps between brand identity and brand reputation. The current framework introduces the third level, *quality dimensions of brand reputation*, and thus bridges in a novel way the work of de Chernatony (1999) and de Chernatony and Harris (2000) with RepTrak's (Reputation Institute 2014) idea of quality dimensions, or predictors of reputation.

In this study, the quality dimensions are seen as signals of brand quality and performance (see Reputation Institute 2006; Vidaver-Cohen 2007; Ponzi et al. 2011) on a more concrete level.

The centre level is a necessary part of the framework given that brand identity is widely acknowledged as rather invisible and intangible (e.g., de Chernatony 1999), whereas the quality dimensions are more concrete and relate to actual implementation. As Vidaver-Cohen (2007) mentions, some earlier reputation models have been criticised for not making a distinction between predictors of reputation and the reputation construct. Thus the present framework, in line with RepTrak (Reputation Institute 2014), includes the level of the quality dimensions (i.e. predictors) of brand reputation, and thus distinguishes between the predictors and the actual reputation (the outermost level). The advantage of RepTrak is that it allows quality dimensions to be further customised to fit different contexts, and the scale has been applied in firms worldwide (Vidaver-Cohen 2007; Ponzi et al. 2011; Reputation Institute 2014).

As there appear to be only a few workable categorisations of quality dimensions applicable to the service context (Järvinen & Suomi 2011), and further to higher education (see Chapter 2.2), Vidaver-Cohen's (2007) categorisation is applied in this study: it is the most detailed, and because it is based on RepTrak, which has been cross-culturally validated (Ponzi et al. 2011), it was considered robust. In the business-school context, according to Vidaver-Cohen (2007), the quality dimensions comprise performance, service, products, leadership, governance, the workplace climate, citizenship and innovation. However, she did not test her conceptual model empirically in the HE context. A closer look at the dimensions reveal that they refer largely to the brand's actual performance compared to stakeholders' expectations (see also e.g., Rayner 2003; Vidaver-Cohen 2007; Ponzi et al. 2011; Järvinen & Suomi 2011).

It is suggested in the literature that quality dimensions vary from one context to another (Walsh & Beatty 2007), and that managers should understand which particular dimensions are the most relevant for their industry so as to be able to prioritise them and thus to succeed in reputation management. Hence, further scrutiny of the quality dimensions is needed in different contexts in order to successfully build a brand reputation. The current study explores these dimensions in the HE context (see sub-objective 2 & Article 2).

On the outermost level of the framework is brand reputation, referring to the stakeholders' overall assessment of the brand. Building a favourable brand reputation takes time (see also e.g., Roberts & Dowling 2002), thus managers should be committed to building and managing it in the long term. Here it should be noted that assessments are affected by stakeholders' expectations of the brand, as well as by third-party judgments (e.g., Vidaver-Cohen 2007), in terms of positive or negative word-of-mouth, for example.

On the terminological level, it is worth pointing out that although de Chernatony (1999) suggests that the main distinction between the concepts of brand identity and brand reputation is that of the internal versus the external view, it is argued here that both concepts may cover the assessments of various stakeholder groups, both internal and external. Thus, the main distinction drawn between these concepts in the current study is the following: whereas brand identity reflects the essence of the brand, brand reputation reflects the stakeholders' assessment of it. If the three levels are seen as one entity, it is suggested that the two inner levels are components of the outermost level. This is also in line with Chun (2005; see also Davies & Miles 1998), who argues that identity should be considered a component of reputation.

According to the academic literature, managing reputation is largely about monitoring, being prepared and managing the risks (e.g., Rayner 2003; Murray 2003; O'Callaghan 2007; Scandizzo 2011). Thus reputation risk was chosen as one of the key concepts in this study, in addition to brand identity and brand reputation. O'Callaghan (2007) distinguishes reputation risks that are political or social in nature from those that are commercial or business-related. Scandizzo (2011) makes a distinction between internal and external risks, the former relating to people, processes and systems inside an organisation and the latter to risks lurking outside, such as if stakeholders associate another actor's bad behaviour with the organisation in question. However, there are hardly any studies in the HE context. Indeed, the nature of reputation risks may vary in different contexts, and contemporary academic literature gives only little insight into what such risks may be in practice. Thus further empirical investigation is necessary in order to find out how such risks may be best managed in different contexts. The current study explores them in the HE context (see sub-objective 3 & Article 3; Article 4). Moreover, the existing literature gives no hint as to whether such risks exist on all three levels of the framework, or whether they vary in type at distinct levels. Confirming this would be useful in terms of helping educational managers to be better prepared for risks and to manage them effectively before they begin to threaten the brand reputation.

The theoretical framework presented here is reflected on in the light of the empirical results in Chapter 6.

4 METHODOLOGICAL CHOICES

This chapter discusses the philosophical assumptions behind the study, and the use of a single case as a strategy in qualitative research. First it describes the case in question, and the collection and analysis of the empirical data. The focus then shifts to the process of writing the original articles, and finally to evaluating the quality of the study.

4.1 Philosophical assumptions

According to Burrell and Morgan (1979), the basic *ontological* question that social scientists are faced with is whether the “reality” to be studied is external to the individual or the product of individual consciousness. This leads to the division between two opposing approaches, the *subjective* and the *objective*. This study rests on the ontological assumption that reality is subjective, in other words that perceptions and experiences may vary from person to person and change over context and time (Eriksson & Kovalainen 2008). These somewhat polarised dimensions of subjectivism and objectivism are situated at opposite ends of the continuum (Burrell & Morgan 1979).

The *epistemological* approach relates to the grounds of knowledge, in other words how a person might start to understand the world. In epistemological terms the subjectivist approach adopts an anti-positivist stance, whereas the objectivist approach is based on positivism (Burrell & Morgan 1979). According to Saunders, Lewis and Thornhill (2003), in turn, *research philosophy* can be considered in terms of *positivism*, *realism* or *interpretivism*, of which *interpretivism* most closely resembles the research philosophy of this study. Interpretative approaches rely mainly on qualitative data, which is the case here, too (Hackley 2003).

Further distinctions are made between *deductive* and *inductive research* (e.g., Saunders et al. 2003). According to Eriksson and Kovalainen (2008), theory is the starting point of the research in the former, which tends to proceed via the hypotheses to the empirical analysis. Conversely, proponents of inductive reasoning consider theories to be outcomes of empirical research. These two extremes are ideals that rarely exist in a pure form (Dubois & Gadde 2002). Research iterating between deductive and inductive reasoning could be referred to as *abductive*. This study follows abductive logic (Eriksson & Kovalainen 2008),

which given the objective *to develop an empirically grounded framework for managing brand identity and reputation in the HE context* was deemed suitable on the grounds that abduction “aims to understand something in a new way, from the perspective of a new conceptual framework” (Kovács & Spens 2005, 138). Indeed, as Kováček and Spens (2005) note, the aim in abductive research is to find a new matching framework or to extend the theory based on earlier empirical observation, as was the situation in this study. Abduction allows conceptualisation in that abductive logic strikes a better balance between theory and the empirical world than the two opposing paths, deductive and inductive reasoning. It is typically adopted in case studies because abduction works via the interpretation or re-contextualisation of individual phenomena within a contextual framework (Kováček & Spens 2005). Furthermore, the key concepts of the study, brand identity and brand reputation, are socially constructed and thus require an approach that allows moving in a flexible manner between theory and empirical study. The research process was nonlinear, “constantly going ‘back and forth’ from one type of research activity to another and between empirical observations and theory” (Dubois & Gadde 2002, 556; see also Coffey, Holbrook & Atkinson 1996). Abduction is also essentially related to the article-writing process in this study in that the data were analysed several times in relation to different foci and theoretical frameworks described in the four articles, which could be considered individual sub-studies within the current thesis.

4.2 The qualitative single-case study

Saunders et al. (2003) identify six distinct *research strategies*, namely: experiment, survey, case study, grounded theory, ethnography and action research. The *case study* was chosen for this research, the aim being to gain a rich understanding of the phenomenon in its real-life context (Saunders et al. 2003; Yin 2003). According to Gummesson (2000, 83), case-study research requires “the use of the researchers’ personal observations that result from their presence, participation, or even intervention in the actual process to be examined”. Case studies are not generalizable to populations: in other words they are not statistically generalizable, the aim rather being to expand and generalise theories, or to achieve analytical generalization. Many scholars acknowledge the relevance of case studies in business research (e.g., Lukka & Kasanen 1995; Gummesson 2005).

The current study represents the *single-case* design (Yin 2003). Single-case studies are considered suitable particularly when complicated and context-specific topics are under investigation (Halinen & Törnroos 2005), as is the situation in this study. Indeed, the choice of a single-case approach resulted from the researcher’s research interest in managing brand identity and reputation in higher education,

which could be considered a broad, complex and context-specific topic that would benefit from the single-case approach (e.g., Iacano, Brown & Holtham 2009). Further justification was the explorative and descriptive nature of the research objectives addressed in order to conceptualise the phenomenon under study. With regard to practical usefulness, an in-depth single-case study is potentially of special interest to educational managers dealing with reputation management in a changing HE context (see also Whelan & Wohlfeil 2006). This is in line with Gummesson's (2000) suggestion that case studies may be of particular value in the applied social sciences in terms of providing practitioners with tools. Even during the research project the author actively disseminated knowledge that she deemed useful for marketing practitioners at the University Consortium in question.

The case under study is the Master's degree programme in Creative Business Management. According to Silverman (2001), one of the criteria for evaluating research is a clear account of the selection of case(s). The current case was deemed suitable because it allowed the researcher to monitor the building of a brand identity before the programme was launched and thus to capture the phenomenon under study. This was considered necessary given previous research findings confirming that the development of a brand identity may start several years before operational activities begin (Lemmetyinen & Go 2010). Thus the single-case approach seemed suitable given the research objectives (see sub-objectives 1 & 2 particularly). Moreover, the case under study gave the author special access to rich data (Yin 2003), and thus enabled her to form a holistic, in-depth view. Participant observation allowed her to focus on "naturally occurring, ordinary events in natural settings", and to collect data based on "local groundedness" emphasising "richness" and "holism" (Miles & Huberman 1994, 10).

The author helped with the planning of the programme when she started working for the School of Economics in 2008, and since its launch in 2009 has had teaching responsibilities within it. From September 2008 until June 2010 she was involved in the Creative Leadership project, one of the main objectives of which was to launch the Master's degree programme in question. Her involvement since then has primarily been through the supervision of both Bachelor's and Master's theses within the programme. Thus she has had plenty of opportunities for interaction with personnel, students and other stakeholders, and for participant observation. She also wrote observational notes (Creswell 2003).

According to Saunders et al. (2003), the *time horizon* in research is either *cross sectional* or *longitudinal*. This case study leans towards the latter because the interview and survey data were gathered in four distinct phases between 2010 and 2012, and participant observation took place between autumn 2008 and autumn 2014. However, it is not a longitudinal study in its pure form because different people were interviewed using different interview protocols in distinct phases of

the data gathering. However, this allowed the author to monitor the development of the programme throughout its lifecycle.

4.3 Case description

The multidisciplinary Master's degree programme in Creative Business Management was launched in 2009 by two university units, currently known as Turku School of Economics at the University of Turku, Pori Unit and the Pori Unit of the Department of Art at Aalto University School of Arts, Design and Architecture. Behind the planning of the Master's degree programme was an EU project, namely Creative Leadership (1st January 2008–31st March, 2011) and its predecessor Creative Leadership 1 (1st October 2006–31st December, 2007). The objectives of these projects were to contribute to the research on the creative economy. A further aim was to enhance the business competence of firms and other organisations acting in the creative industries. Mutual planning of the programme started in the units in 2006, based on research on the creative economy and collaboration with organisations acting at the interface of business and art (Creative Leadership 2007; Creative Leadership 2011).

The first application to develop the programme was submitted in September 2007. However, The Ministry of Education and Culture rejected it in December of the same year, recommending a further application covering two distinct programmes. The units submitted a new application in spring 2008, which was accepted. Thus on the administrative level they launched two different programmes under the same name, one at the School of Economics and one within the Department of Art (UCPori 2014). The School of Economics received permission to award the degree of Master of Science in Economics and Business Administration, and the Department of Art the Degree of Master of Arts. Although the programmes were administratively distinct, at the request of The Ministry of Education and Culture, the author made the conscious choice in the original articles to consider them as one: this was the initial idea and also how it was communicated and advertised to stakeholders. Moreover, the core interest was in integrated courses combining business and art. Thus, elsewhere in this thesis only one programme is referred to despite the underlying administrative distinction (Creative Leadership 2007; Creative Leadership 2011).

The idea behind the programme was to concentrate on creative business management in the creative industries and beyond. The courses covered topics such as managing organisational creativity and creative organisations. The multidisciplinary nature was inherent in the brand identity of the programme. It could be seen in the uniqueness of the combination, and was reflected in the personnel's enthusiasm because of the novel content. It was also visible in the

relationships it fostered and in its stakeholders. However, interdepartmental prejudices towards each other's ways of thinking and methods of working also surfaced (Article 1).

The programme obtained funding and resources from the following sources: the European Regional Development Fund (ERDF) via the Regional Council, the host city, as well as the State through teaching and research input from persons whose salary came from the budget for undergraduate and postgraduate education in the two units (Creative Leadership 2007; Creative Leadership 2011).

The host city of the programme is Pori. With 83,000 residents it is the capital of Satakunta, a province with 227,000 inhabitants. Pori is best known for the International Pori Jazz Festival, which has been held there since 1966. In its early years it had only a few hundred participants, but over the decades has grown to be a hallmark event with some 140,000 participants annually (The City of Pori 2014a; Pori Jazz 2014). The City of Pori website states: "Rich culture has always had a strong standing in Pori. Pori is one of the leading Finnish cities in happenings. In the 21st century Pori is a city of students and modern enterprises" (The City of Pori 2014b). Luonila and Johansson (2014) note the particular emphasis on the connection between know-how in event management and higher education in the strategic plan of Satakunta Province.

The programme is no longer on offer, as the arranging schools were obliged to withdraw from the collaboration. One of the key issues here related to the type of funding (ERDF), which aims at continual innovation and development. The tendency in the parent universities is clearly towards bigger programmes and units, which is a common phenomenon in Finnish higher education (Aarrevaara et al. 2009; Creative Leadership 2011). The units have taken no new students into the Master's degree programme in Creative Business Management since autumn 2013, but current students in both schools can still graduate during the transition period (Turku School of Economics, Pori Unit 2014).

4.4 The collection and analysis of the empirical data

At the beginning of the first data-gathering phase in 2010 the author identified suitable informants by reading various documents about the planning of Master's degree programmes and talking to colleagues. She also used snowball sampling, locating information-rich informants via other informants (Patton 2002). Researchers engaged in qualitative studies typically "work with small samples of people, nested in their context and studied in-depth" (Miles & Huberman 1994, 27). As Strauss and Corbin (1998) put it, qualitative research leans on theoretical rather than other forms of sampling. Theoretical sampling is cumulative in nature in that each event sampled complements the previous data gathering and analysis.

Moreover, it is to be recommended when “exploring new or uncharted areas because it enables the researcher to choose those avenues of sampling that can bring about the greatest theoretical return” (Strauss & Corbin, 1998, 202).

New informants were taken in during the interview rounds conducted for this study when it became apparent in other interviews that a particular person would be suitable. Indeed, sampling is not entirely pre-specified in qualitative studies, but can evolve after the fieldwork has begun (see e.g., Miles & Huberman 1994).

In the spirit of qualitative research, the author was aware of the point of saturation in the data gathering: it stopped in the separate interview rounds when “no new properties, dimensions, conditions, actions/interactions, or consequences are seen in data” (Strauss & Corbin 1998, 136). However, this is also a question of degree: there is always the possibility that something new will emerge if one continues long enough and consistently. Thus the saturation point is reached when collecting additional data is counterproductive (Strauss & Corbin 1998).

Data-collection methods include the following (Saunders et al. 2003): *sampling, gathering secondary data, observation, interviews and questionnaires*. Everything except sampling was used in this study (Table 8), as discussed below.

Table 8 Data sets used in the articles

Article Data	A1 Brand identity	A2 Brand reputation	A3 Reputation risks	A4 Dilemmas
Feb–May 2010 11 interviews	x	x		x
Dec 2010 Survey of students; 32 student respondents		x	x	x
Sept–Oct 2011 10 interviews		x	x	x
May–June 2012 7 interviews		x		x
K. Suomi’s participant observation 2008–2014		x	x	x
A. Lemmetyinen’s participant observation 2009–2014	x			
Secondary material	x	x		x

The author of this thesis carried out all the interviews as well as the survey. All 28 interviews were qualitative and semi-structured, which seemed appropriate given the complex and ambiguous nature of the phenomenon under study, namely managing brand identity and reputation (Gummesson 2005). The informants were thus encouraged to expand on ideas and concepts as they wished (Chapleo 2011a), while all the important issues were covered. One advantage was that the order of questions could be changed, and if an interviewee had already covered a topic, redundant questions could easily be skipped. The interviews were carried out face-to-face and took from 20 minutes to 1 h 35 minutes.

Eleven interviews in 2010 were conducted with the key people involved in the idea-generation and planning phases of the programme. Snowballing was used to find information-rich key persons who had a central initiating role, including current or past representatives of the organising schools, and representatives of the local jazz festival and an institution developing art and education in Finland. Appendix 1 gives further information on the informants and on the times and places of the interviews. The times and places were fixed in accordance with the informants’ wishes.

The interview protocol (Appendix 2) was designed in accordance with de Chernatony's (1999) "Components of Brand identity" model in order to ensure that what was actually being studied was what was intended to be studied, in other words ensuring construct validity (e.g., Saunders et al. 2003; Yin 2003). Even though the interviews were conducted between February and May in 2010, the informants were asked about the planning phase of the programme. It should therefore be borne in mind that their retrospective descriptions are likely to be somewhat different than if they had been interviewed between October 2006 and August 2009 during the actual planning phase. Thus comparing the informants' recollections with the additional data helped in the analysis. The interview data were also analysed in line with de Chernatony's (1999) model: according to Yin (2003, 14), a case study "benefits from prior development of theoretical propositions to guide data collection and analysis".

The aim of the student survey in 2010 and the ten semi-structured interviews conducted in 2011 was to explore the dimensions that personnel, students and other stakeholders deemed particularly important for predicting reputation in higher education. The qualitative survey with open-ended questions allowed the students to answer freely. The students represented both business and the arts. The number of respondents was 32. The total number of students on the programme was 45 at that time: 34 studying business and 21 the arts. Those who filled in the questionnaire included both first- and second-year students of the Master's degree programme (there had already been two student enrolments, in 2009 and 2010). The survey was carried out in the classroom in order to allow enough time for the students to fill in and return the questionnaires. The interviewees were selected so as to best represent people who were involved in the programme at the time: they represented the organising schools, the management and marketing functions of the University Consortium and a regional development agency. Moreover, they included external stakeholders who were members of the steering group of the Creative Leadership project and were thus considered valuable informants (Appendix 1). The interview protocol (Appendix 3) and the survey (Appendix 4) loosely followed Vidaver-Cohen's (2007) "Quality dimensions and reputational attributes in business schools" model in order to ensure construct validity (Yin 2003). The same model guided the analysis of the survey and interview data but at the same time allowed the author to see if new dimensions came up. To help the reader, Appendices 3–4 list the questions according to the underpinning theoretical themes (cf. the original articles).

Seven semi-structured interviews were conducted in 2012 to enhance understanding of the link between location and brand reputation: the information gathered from the other data sets indicated that location-related issues have a major role in building brand identity and reputation in higher education. The interview protocol (Appendix 5) was designed so as to allow multi-faceted exploration of the

above-mentioned link. A further, more pragmatic aim was to find new ways of collaborating with stakeholders. The interviewees were chosen so as to represent the diverse stakeholders of the programme. The author consulted colleagues whose work was related to the programme in choosing suitable informants, who included representatives of the leading local newspaper, the regional council, the regional development agency and the tourism agency, as well as of the host city's administrative body. The informants were chosen on the grounds that they represented people who had closely collaborated with the programme, the units or the University Consortium in question. Some of them had been stakeholder representatives in different committees at the University Consortium and were thus considered information-rich in terms of discussing collaboration between the programme and local stakeholders. (Appendix 1)

Participant observation in this study came about through the author's direct involvement in the programme in question, being among the personnel planning and implementing it. She was able to observe various formal and informal meetings among the staff, between the staff and the students, as well as among the staff, the students and other stakeholders. Moreover, classroom situations facilitated observation of communication between staff and students. The author's participant observation related to this thesis lasted six years.

The participant observation started before the programme began, during the planning phase (see Figure 4). Appendix 6 provides examples of such situations and of comments made by Suomi and Lemmetyinen, but it is not all-inclusive given that the observation was on-going. Moreover, for ethical reasons and to protect the informants' privacy, the examples presented in Appendix 6 are not detailed (e.g., Patton 2002). The advantage of participant observation in this study was that the author noticed aspects in everyday conversation that interviews and surveys would probably not have revealed (see also DeWalt & DeWalt 2011). However, research ethics prevented the "private" information the researcher was given being reported as such (Creswell 2003). As a participant observer the author was actively involved while also collecting observational data (Dubois & Gadde 2002). Observational notes were written up in a research diary, and were made in the margins of memos of meetings and other documents. The author began her analysis of the observational data by reading the material through in order to form a general view before beginning the content analysis (Neuendorf 2002).

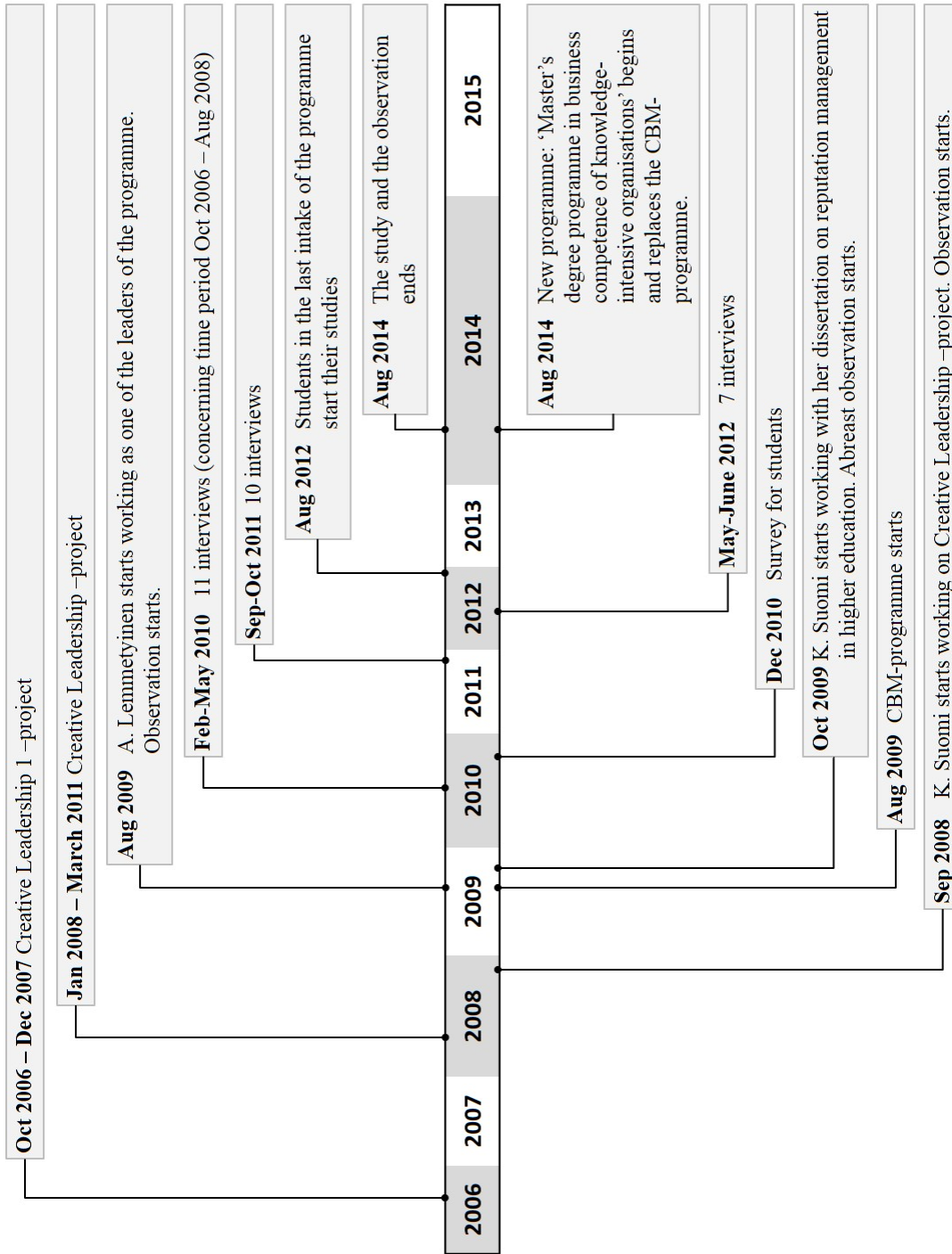


Figure 4 The data collection and the lifecycle of the programme

Iacano et al. (2009) describe a participant observer's role as that of a reflective practitioner. This kind of research design allows the researcher to conduct an "inquiry from the inside" because of her personal involvement with the phenomenon under study. The author of this study thus involved herself in the phenomenon and actually became a part of it (Evered & Louis 2001).

Lemetyinen's observation as the leader of the programme at the School of Economics was utilised in Article 1. The organising schools had been obliged to withdraw from the common project in 2012 to concentrate on bigger programmes. Lemetyinen was one of the people responsible for planning a new Master's degree programme launched in autumn 2014 and thereby replacing the programme in Creative Business Management at the School of Economics. Thus she was able to observe the change to the bigger programme. She also observed what was at that time a locally "hot topic": the suggestion from representatives of the host city that the University Consortium and the University of Applied Sciences, which is also situated in the host city, should share a joint campus in a new location.

Secondary material was used in this study to complement the data gathered by other means. It was gathered from the web sites of the programme, its organising schools, the University Consortium, the International Pori Jazz Festival and the host city. Brochures related to the programme and its organising schools were also consulted to find out what profile was being communicated in the printed advertising material. Curricula and study guides were also considered necessary research material. Other useful information included the profiles designed at the planning stage of the programme to demonstrate fictional prospective students, as well as e-mails, memos of meetings of the programme staff, various reports and other documents related to the Creative Leadership project and its predecessor. Feedback from students on the programme was also used as additional data. Appendix 7 gives more detailed examples of the secondary material, but it is not a complete and all-inclusive list of all available material the author consulted in relation to the programme during the years she was carrying out the study.

In line with Silverman's (2001) suggestion for enhancing reliability, all the interviews conducted during the different data-collection phases were tape-recorded, and the author of this thesis transcribed all the recordings. There were several rounds of analysis in the study, which comprises this synthesis and the four original articles. All the transcriptions and other material were read through several times during the different rounds, first in order to form a general impression of the phenomenon under study, and later because the analysis required going back and forth between the theory and the empirical data. Reflections and remarks were noted in the margins during the reading, and different-coloured highlighter pens were used in organising the material and generating categories (see also Miles & Huberman 1994; Creswell 2003). With regard to data reduction, excel-sheets were used to condense the text within the categories in order to simplify and focus on

essentials so that conclusions could be drawn (Miles & Huberman 1994). In addition, post-it notes were used to generate mind maps and facilitate exploration of the relationships between the topics. The author's research diary also contributed to the data analysis. Finally, it is worth noting that, as is common in qualitative research, the processes of data collection, analysis, interpretation and reporting were parallel to some degree (Iacano et al. 2009).

4.5 Writing the original articles

The process of writing the articles included in this compilation thesis has been long. It primarily involved learning how to write academic research articles and how to publish them in peer-refereed international journals. The first research plan was presented in Pori in October 2009. It was followed by the first conference paper related to the topic, (Suomi 2010: "Branding higher education – a literature review"), which was presented in Southampton, UK in March 2010. Several conference papers have since been presented at various international marketing and service conferences, both by the author alone and with co-authors.

Some of the conference papers were developed into journal articles, and some of the ideas expressed in the papers were further elaborated on in subsequent articles. Figure 5, for example, shows how Article 1 developed from ideas and thoughts presented in two different conference papers and one conference abstract. Every article included in the study has been double-blind reviewed and is published in an international journal rated by the Publication Forum Project (JUFO; see Appendix 8). The articles have been through several review rounds and have been revised in accordance with the reviewers' and editors' comments. Thus the research process could be described as emergent rather than linear (Dubois & Gadde 2002). Two of the four articles involved international collaboration.

The interview questions used in Article 1, co-authored with Arja Lemmetyinen and Frank Go, focused on the planning phase of the programme. Both the first and the second author were involved in the programme, which gave the opportunity for fruitful discussion between them about the findings, which enhanced their credibility (Creswell 2003). Suomi came up with the research idea and the construction plan for Article 1. She also wrote the introduction and the literature review, to which Lemmetyinen made some adjustments. Suomi was responsible for the data collection and analysis in phase 1, and for reporting the results. Lemmetyinen conducted and reported on the participant observation in phase 2. Both authors collaborated on the discussion and conclusions. Go's contribution was to comment on the manuscript in general, and on the conclusions in particular.

Article 1 is one of the articles that involved international collaboration as the third author is from the Netherlands.

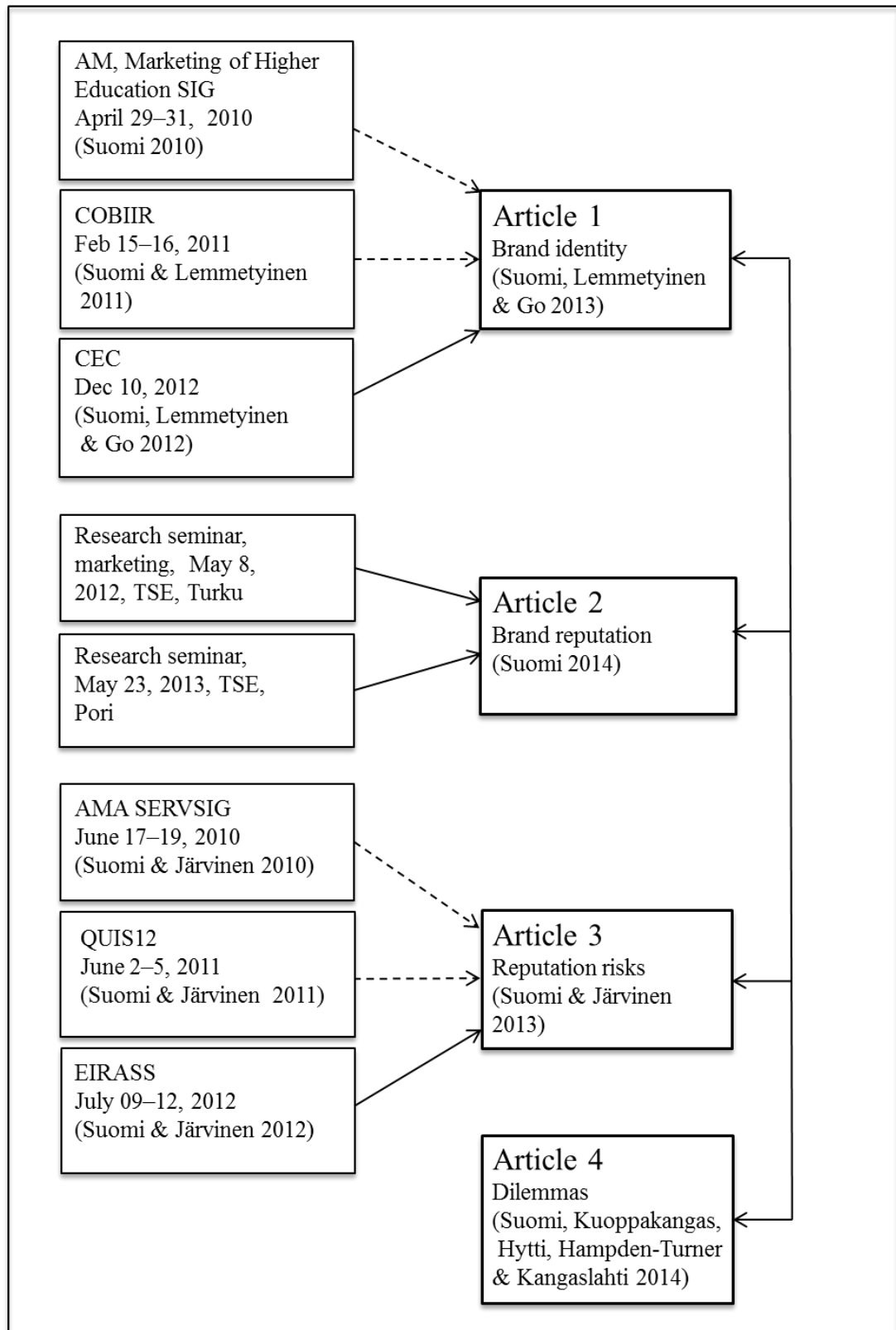


Figure 5 The roots of the original articles

Suomi is the sole author of Article 2. Preliminary results and earlier versions were presented at two research seminars, in Turku and Pori, and the article has gone through several revision rounds.

Article 3, co-authored with Raija Järvinen, utilised data on both higher education and retailing, to which the second author had access. The article is based on a joint conference paper (Suomi & Järvinen 2012), and also draws loosely from former conference papers (Suomi & Järvinen 2010; Suomi & Järvinen 2011). Suomi and Järvinen jointly came up with the research idea for Article 3. Suomi wrote the introduction and the literature review, whereas Järvinen commented on them and made adjustments, and added references. Both authors jointly developed the proposed framework of reputation risks in retailing and higher education. In the HE context the study was based on data Suomi collected for the purpose of her doctoral thesis, and the analysis and the reporting of the results were her responsibility. Järvinen was responsible for gathering, analysing and reporting the data in the retailing context. Although Järvinen was responsible for the retailing part of the study, her earlier working experience related to planning the programme in question gave the authors the opportunity to discuss and reflect on the results related to higher education. The authors were jointly responsible for the discussion and conclusions of the study.

Article 4 was co-authored with Päivikki Kuoppakangas, Ulla Hytti, Charles Hampden-Turner and Jukka Kangaslahti. It was written directly as an article. Three of the authors (Suomi, Kuoppakangas and Hytti) work at the School of Economics, and therefore had some pre-understanding of the programme in question (see Yin 2003). Suomi and Kuoppakangas were jointly responsible for the research design. Suomi wrote the introduction and the theoretical sections dealing with reputation, its management and stakeholders in the HE context. Kuoppakangas and Kangaslahti jointly wrote the section on the dilemma approach. The study was based on data collected by Suomi for the purposes of her thesis, as demonstrated in Table 8. Kuoppakangas helped with the data analysis in this particular article with regard to the dilemma approach. Suomi and Hytti jointly wrote the methods section, and Suomi wrote the results section. Hampden-Turner commented on the manuscript and contributed particularly to the labelling of the dilemmas and their reconciliation processes. All the co-authors commented on the manuscript, and particularly on the discussion and conclusions sections, which Suomi compiled. The team writing the article was multidisciplinary, the authors representing marketing, management & organisation, entrepreneurship and education. In terms of international collaboration, the third author is a Briton and lives in the UK.

Appendix 8 summarises the division of work among the co-authors in the articles, and gives information about the level of the journals within the Publication Forum Project JUFO.

4.6 Evaluating the study

The evaluation of any study should assess its *validity* and *reliability* (see Silverman 2001; Yin 2003). According to Silverman (2001), the question of validity and reliability is relevant to all studies regardless of their orientation (both quantitative and qualitative). However, I approach these constructs particularly from the perspective of qualitative research in this section, and therefore have chosen references that share that perspective. Other constructs applied in evaluating the study are *triangulation* (e.g., Patton 2002), *credibility*, *dependability*, *transferability* and *confirmability* (Guba 1981 in Shenton 2004). It should be noted that these constructs are partly overlapping, as discussed below, but my aim is to produce a comprehensive and detailed evaluation.

Gummesson (2000) relates validity to the degree to which scholars are able to use their method to study what they had pursued to study rather than studying something else (see also Yin 2003). This was ensured in this study by consulting existing theoretical frameworks in designing the interview protocols and conducting the analyses (de Chernatony 1999; Hampden-Turner & Trompenaars 2000; Vidaver-Cohen 2007), as recommended (Yin 2003). The author's participant observation gave a unique insight into a real-world setting (Iacano et al. 2009), which would not have been obtained otherwise. In-depth and long-term examination in close proximity to the programme in question (Miles & Huberman 1994; Dubois & Gadde 2002) facilitated understanding of the complex process of building and managing a brand identity and reputation.

Further on the subject of validity, Silverman (2001) mentions *respondent validation* in qualitative research, suggesting that scholars may wish to validate their results by "taking them back to the people you have studied to see whether they conform to their experience" (Silverman 2001, 235, see also Yin 2003). Respondent validation is present in this article-based thesis, at least to some degree. Immediately upon publication the original articles were disseminated among the group of people responsible for marketing and planning a new Master's degree programme starting in autumn 2014 at the School of Economics. This was done to put the research findings into practice without delay on the one hand, and on the other hand to elicit comments. The group included some of the interviewees. In addition, other informants who had, at some point, expressed an interest in reading the findings of the study were provided with the articles as soon as they were published. This and numerous discussions with colleagues whose work was also related to the Master's degree programme under study convinced the author that the interpretations drawn from the data were relevant and justifiable.

Patton (2002) identifies four kinds of *triangulation* that can be used to validate qualitative analysis, all of which apply to the present study: sources, methods, theories/perspectives and analysts (Patton 2002; see also Yin 2003). Data

triangulation featured in all the articles in that interview data were complemented with data from other sources (see Table 8). The use of interviews, survey and observation ensured methodological triangulation. In terms of theory/perspective triangulation the articles applied different theories (see de Chernatony 1999, Hampden-Turner & Trompenaars 2000, Vidaver-Cohen 2007) in order to capture the empirical world. Finally, different degrees of researcher/analyst triangulation featured in all except Article 2, as described above.

Shenton (2004), referring to Guba (1981), suggests that *credibility* assessment is particularly suited to qualitative research. Credibility can be enhanced by means of triangulation, debriefing sessions between the researcher and his or her supervisors, the adoption of appropriate and well-recognised research methods, thick description of the phenomenon under study, and the scrutiny of previous studies to frame the findings. All these methods have been carefully considered and applied in this thesis, as reported in the articles and in this synthesis.

One way of ensuring *reliability* in qualitative research is through systematic data collection and record keeping (Silverman 2001). As mentioned above, the researcher tape-recorded and accurately transcribed all the interviews (Patton 2002), the aim being to enhance the reliability of the study and to make it possible to present authentic extracts from the data. Notes written in the research diary and in the margins of meeting agendas and memos ensured the reliability of the participant observation.

According to Creswell (2003, 182) on the subject of reliability, “one cannot escape the personal interpretation” in qualitative research, thus it is worth pointing out that the role of interpretation in this study is substantial. The author’s personal biography has shaped the work (Creswell 2003), particularly because she has been working at the School of Economics as one of the organisers of the programme. Thus the “personal-self” becomes inseparable from the researcher-self (Creswell 2003, 182). Indeed, it has to be acknowledged that participant observation as a method is subjective, and observations made in this study are likely to be selective. As is characteristic of the method, the researcher’s own beliefs influenced what she considered relevant and worth writing up. Moreover, record keeping was not totally systematic because, as mentioned, observational notes were written in a research diary but also in the margins of reports and memos of meetings. Furthermore, the researcher’s previous experiences, moods and activity levels are also likely to have influenced the observation, the analysis and the interpretations. However, in the current study researcher triangulation in the observation, as well as the multiple data-collection methods minimised the bias (e.g., Saaranen-Kauppinen & Puusniekka 2006).

Emphasising the unique characteristics of qualitative research, Shenton (2004), referring to Guba (1981), suggests that instead of reliability one could well use the construct of *dependability*, which refers to in-depth methodological description to

allow a study to be repeated. In this thesis, the author paid particular attention to giving a detailed description of her methodological choices and their implementation.

Furthermore, in underlining uniqueness and authenticity, qualitative methods abandon *replicability* in its traditional meaning (e.g., Janesick 1994; Silverman 2001; Gummesson 2005). According to Shenton (2004), Guba's (1981) construct of *transferability* is a suitable alternative in qualitative contexts. This refers to the provision of background data to establish the context of the study, and a comprehensive description of the phenomenon in question to allow comparisons to be made (Shenton 2004). In the current thesis I have enhanced transferability by writing this synthesis part in as a detailed a manner as possible.

According to Shenton (2004), Guba's (1981) construct of *confirmability* corresponds to the qualitative researcher's concern with objectivity. It refers to issues such as the degree to which the researcher acknowledges the decisions made and the methods adopted, and admits his or her own predispositions. The key principle in this process is detailed and comprehensive reporting.

Finally, some scholars consider it a weakness if a study is based on a single case. Yin (2003), for example, recommends a multiple-case design whenever possible in order to increase the rigour of the findings. However, this view is not uncontested, and Dubois and Gadde (2002, 554), for example, favour the single case because "Learning from a particular case (conditioned by the environmental context) should be considered a strength rather than a weakness. The interaction between a phenomenon and its context is best understood through in-depth case studies". Indeed, adding one or more cases to the current study might have given incremental information on managing brand identity and reputation in higher education on the one hand, but on the other the chosen case enabled the author to explore the phenomenon in-depth in its real context (e.g., Miles & Huberman 1994), and to examine naturally occurring data (Silverman 2001), both of which should be considered strengths. In addition, the case in question provided a rare opportunity to explore a programme from beginning to end, and adding more cases might have given a broader but a thinner picture. In sum, Eisenhardt and Graebner (2007, 29) aptly demonstrate how a story captured by a single-case study evolves: "the story is then intertwined with the theory to demonstrate the close connection between empirical evidence and emergent theory". The final chapter discusses how this case study develops existing theory.

5 SUMMARIES OF THE ORIGINAL ARTICLES

This chapter summarises the original articles. The articles are not presented in chronological order according to the time of writing or the time of publication. They were written in iterative and largely parallel processes, thus arranging them chronologically would be difficult. The author thus arranged them in the way that she considered the most logical in order to give the reader a holistic picture of the phenomena under study. Articles 1 and 2 concerning *building a brand identity and reputation* are summarised first in section 5.1, and Articles 3 and 4 on the subject of *managing reputation risks* are summarised in section 5.2. Each article is an independent entity and was written in an iterative process through several review rounds. The following sections focus on the sub-objectives each article addresses. The reported results are further discussed in Chapter 6.

5.1 Articles 1 & 2: Building a brand identity and reputation in higher education

5.1.1 Article 1: *The tension between a distinct brand identity and harmonisation – Findings from Finnish higher education*

Article 1 was co-authored with Arja Lemmetyinen and Frank Go. It addresses sub-objective 1 in conceptualising the building of a brand identity in higher education. The study is based on de Chernatony's (1999) conceptualisation: "The components of Brand Identity". The theoretical background lies in the literature on brand identity and branding in the HE context. The 11 informants interviewed for this qualitative case study were the key people responsible for devising and implementing the Master's degree programme under scrutiny. The interviews conducted by K. Suomi and the participant observation carried out by A. Lemmetyinen, as the leader of the programme at the School of Economics, constitute the primary data.

According to the findings of the study, the programme needed to establish a distinct brand identity on the one hand, and to seek harmony in its brand architecture with the parent universities and the University Consortium on the other. Harmonisation here refers to clear and well-managed brand architecture that forms a logical entity such that all related brands and sub-brands are in harmony.

De Chernatony's (1999) model appears to suit the HE context, with the addition of place as a new component. Thus the suggested components of brand identity in higher education are the following:

- Vision
- Culture
- Positioning
- Personality
- Relationships
- Presentation
- *Place*

The article contributes to the theoretical discussion on brand identity, specifically in the HE context, in recognising a new component: *place* (see also (Ali-Choudhury et al. 2009)). The findings illustrate the embedded nature of location (place) in particular. The old cotton-factory buildings were considered more than a seat of learning in that they represented the symbolic value of the creative industry as a fountain of inspiration for the personnel of the organising units of the programme. The results also imply that the programme's uniqueness and competitive edge were attributable to the integrated, innovative and multidisciplinary teaching and the novel combination of business and the arts.

It is clear from the results that the programme has its own brand identity, which combines elements of the identities of the organising universities. The results show how local stakeholders on the regional level sowed the seeds many years before the programme planning started. Having staff from different disciplines and organisational cultures was considered advantageous in terms of motivation and heterogeneity. However, the radical merger of the two cultures resulted in shock and conflict.

The Master's degree programme is the product of two separate universities operating in a third city. The internal stakeholders appeared to support the innovative combination of offerings. However, the pressure to aim at bigger programmes prevented further cooperation.

5.1.2 Article 2: Exploring the dimensions of brand reputation in higher education – a case study of a Finnish Master's degree programme

The focus in Article 2 is on the quality dimensions of brand reputation in higher education. Thus it addresses sub-objective 2 in conceptualising the building of a brand reputation in higher education

The theoretical background of the article lies in the academic literature on reputation management in higher education. Its contribution is in extending Vidaver-Cohen's (2007) categorisation of "Business school quality dimensions

and reputational attributes” to the programme level and thereby adding to the literature on reputation, particularly in higher education.

The primary data comprised a student survey as well as 28 semi-structured interviews with other internal and external stakeholders of the multidisciplinary programme under investigation, and the author’s participant observation.

The dimensions of Vidaver-Cohen’s model relate to performance, products, service, leadership, governance, the workplace climate, citizenship and innovation. However, the emphasis is on business schools and their reputation, whereas Article 2 concentrates on the programme level, referred to as brand reputation.

The final categorisation comprises 11 dimensions (see Table 9).

Table 9 Quality dimensions of brand reputation in higher education
(modified from Article 2)

Quality dimensions of brand reputation	Content
Teaching	Quality Variety in terms of the courses on offer Academic research as a basis
Research	Competence as researchers and success in publishing Outcome visibility Membership of international researcher communities
Services and support	One-on-one student counselling Open and extensive communication
Leadership and governance	Strong key figures Ambitious yet achievable aims A clear focus on future development
Financial resources	Sufficient to fund teaching and other and the services of key contributors Sufficient to fund a varied course programme
Relations and co-branding	Focus on developing teamwork skills among students Encourage student networking Exploit local, national and international business contacts Cultivate relations with potential employers
Workplace climate	Open, regular communication Minimal sick leave A good social climate A realistic workload Conflict management
Interaction with society	Promotes new solutions and innovations Promotes new research Promotes engagement in regional issues Promotes the training professionals for business
Students	Competent scholars Graduates with a good career potential Graduates with value set against the loss of income incurred during studies Graduates who will disseminate word-of-mouth
Uniqueness	In the curriculum content In the teaching methods In the multidisciplinary
Visibility	Stakeholder awareness Media publicity

The empirical results revealed one new dimension, visibility, and many of the existing dimensions were re-labelled, divided or amalgamated following abductive

logic (Dubois & Gadde 2002). Article 2 shows how the case programme and its content were planned and implemented in close collaboration with local and national stakeholders. The need to understand the power of networks and word-of-mouth cannot be over-emphasised.

5.2 Articles 3 & 4: Managing reputation risks in higher education

5.2.1 Article 3: Tracing reputation risks in retailing and higher education services

Article 3 was co-authored with Raija Järvinen. Together with Article 4 it addresses sub-objective 3 in conceptualising the managing of reputation risks in higher education. In line with Rayner's (2003, 20) definition, reputation risk comprised any action, event, or circumstance that could adversely or beneficially impact a brand's reputation.

The new theoretical framework and the empirical findings presented improve understanding of reputation risks in higher education on both the theoretical and the practical level. The primary data comprised 10 interviews conducted in 2011, the student survey and the first author's participant observation.

Reputation risks are categorised as internal or external, and as either positive or negative. Internal risks are related to people, processes and systems inside the organisation that affect its capability to satisfy stakeholders' expectations, and external risks to external conditions and failings of external actors that can reflect negatively on the organisation in the eyes of stakeholders (O'Callaghan 2007). Reputation risk typically has a negative association, but in many cases such risks can lead to positive opportunities and success if identified early and handled properly. In such cases they could be considered positive reputation risks. Table 10 demonstrates this categorisation.

Table 10 Categories of reputation risks in higher education (summarised from Article 3)

	Internal	External
Positive	Student network Services for students and staff Uniqueness of the programme Duration of the programme	Publicity for the programme Location of the programme Informal communication between stakeholders Co-branding Employment of students
Negative	Quality of the programme Services for students and staff Gaps between stakeholders' expectations and experiences Leadership of the programme Fraud Strategies of the organising schools Conflicts Uniqueness of the programme Uncertainty about the future Provinciality Lack of internationality	Resources Informal communication Duration of the programme Publicity for the programme Location of the programme Employment of students

The Article also identifies reputation risks in the retailing context, which produced a different picture compared to that of higher education. There were similarities but the main contents of the risks varied considerably. Reputation risks in the retailing context related in particular to the location of stores in shopping centres and the location of shopping centres, and secondly to changes in society in terms of loitering groups and professional gangs, for example: they were thus external in nature. The major risks in the HE context were internal, linked to the content of the programme, students' expectations and the quality of teaching, for instance.

The tendency in higher education was more towards negative risks than in retailing. Many of the HE risks had both positive and negative aspects, whereas in retailing the positive and the negative risks were distinct, and the respondents tended to identify more positive risks. Thus it seems that the retailing sector is more capable of turning negative threats into positive opportunities. The implication is that reputation risks are context-specific and unique to the service sector in question.

The empirical contribution of Article 3 is in identifying the real risks threatening the reputation of HE institutions. Programme managers should ensure that students' expectations are realistic, and are met. There is an evident need for continuous, effective evaluation and auditing.

5.2.2 Article 4: Focusing on dilemmas challenging reputation management in higher education

Article 4 was co-authored with Päivikki Kuoppakangas, Ulla Hytti, Charles Hampden-Turner and Jukka Kangaslahti. It explores managerial dilemmas that arise in the HE setting and may turn into reputation risks if not identified and managed in the early stages. Together with Article 3 it addresses sub-objective 3 in conceptualising the managing of reputation risks in higher education. The novel contribution of Article 4 is the juxtaposition of the dilemma approach with reputation theories.

The primary data for this article comprises twenty-eight interviews with internal and external stakeholders of the Master's degree programme under scrutiny, a student survey, and the first author's participant observation.

Four distinct management dilemmas and potential reconciliation processes were identified.

Dilemma 1. Maintaining your organisational culture vs. changing by developing mutuality

Staff motivation in both departments was very high when the programme was being planned. There was a strong belief in the project, and in its potential benefits. However, the shock of bringing together two organisational cultures had strong repercussions. Both teams wanted to hold on to their traditions, and conflicts arose. Awareness of the infighting spread to students and some of the other stakeholders, which may have negatively affected the reputation of the programme. The inherent heterogeneity of the combined staff was potentially positive, but both sides needed time to adjust to the new environment, and stronger support from their respective managers. This would require management commitment on both sides, and the willingness to give time, develop tolerance and accept the inherent differences. Both organising universities have relatively strong brands. Creative synthesis could strengthen the reputation of the programme and resolve the dilemma. This reconciliation process was labelled "Towards a brand-new organisational culture incorporating the best practices of business and art."

Dilemma 2. Excelling as a teacher vs. excelling as a researcher

The students had high expectations of the programme and of the teachers. However, the staff of both departments seemed to be struggling to reconcile the demands of teaching and the need for research, which seems to be typical in the HE context (e.g., Chapleo 2004). From the standpoint of reputation management the objective is to satisfy all relevant stakeholders, and programme managers should be aware of this. Applying the knowledge gained and the findings obtained from research projects more comprehensively in the teaching would facilitate synergy. The graduate students on this multidisciplinary programme have varying work backgrounds in product development, media production, design, marketing and banking. This should be exploited in the curriculum by encouraging participants to learn from each other in multidisciplinary teams. Teaching tends to be locally valued whereas research is globally valued. Research into teaching excellence could benefit all stakeholders, and attract international students. This reconciliation process was labelled “Bringing research into teaching”.

Dilemma 3. Strengthening the status of the University Consortium vs. staying “under the wing” of a parent university.

From the perspective of brand management, the third dilemma concerns meeting the management and marketing expectations of the University Consortium and the parent universities. The complexity of the programme, the shared responsibility between two separate departments and their respective universities, and the involvement of the University Consortium in the marketing added to the challenges. The findings exemplify the problem of sub-branding in reputation management (Chapleo 2009).

The programme organisers should discuss their branding strategies and their brand architecture in much more detail with all relevant stakeholders, and all involved should be ready to exchange ideas and determined to find solutions. This reconciliation process was labelled “Harmonisation of the brand architecture” (see also Hemsley-Brown & Goonawardana 2007).

Dilemma 4. Promoting regional development vs. getting on an international / national track

The European Regional Development Fund (ERDF) allocated substantial financial resources to the new programme through the Regional Council. ERDF projects, which are not necessarily research based, target regional development, which the council promotes in collaboration with municipalities and other public and private actors. The programme personnel were therefore expected to

contribute on the local level by maintaining contact with the press, initiating public discussion and promoting research aimed at regional development. Conversely, as researchers they had to prove their academic competence through publishing in renowned scientific journals, presenting papers at international conferences, and initiating international contacts and joint research projects. Projects should thus be planned to meet both sets of criteria. At best, after local reporting of the outcomes the project reports could be developed into scientific publications. This reconciliation process was labelled “International dissemination of local research findings and best practices”.

The concrete solutions offered could help in resolving reputation-threatening managerial dilemmas in the HE context.

NB: The University Consortium was labelled a *regional university* in the original article because the term University Consortium appeared to be unfamiliar to international reviewers.

6 A DISCUSSION OF THE RESULTS

This chapter discusses the results of the study. Sections 6.1, 6.2 and 6.3 cover sub-objectives 1, 2 and 3, respectively. Finally, section 6.4 introduces the “empirically grounded framework for managing brand identity and reputation in higher education”, and thus covers the overall objective of the study.

6.1 Building a brand identity in higher education

Sub-objective 1 was to conceptualise the building of a brand identity in higher education. Article 1 identifies the components by applying de Chernatony’s (1999) model. Place is identified as a new component (see also Ali-Choudhury et al. 2009). The seven components are briefly discussed, the emphasis being on the discussion on the newly identified component.

Thus far models suggesting components of brand identity widely disregard *place* (e.g., de Chernatony 1999; Aaker & Joachimsthaler 2002). Kapferer (2000) specifies physique as one facet in his brand-identity prism, which might also refer to place, although he relates it to packaging and other tangible elements. Place was considered important in this study in terms of the authenticity of the educational brand. Clearly, it is not only the location of the education, it also concretely demonstrates the symbolic value of the creative industry as the source of inspiration for the personnel in the organising units, as well as the regional identity intertwined with a strong local event-management heritage. Clearly, the programme would not be the same if were arranged elsewhere.

Article 1 charts the building of a brand identity for the programme, beginning many years before it began (see also Lemmetyinen & Go 2010), with local stakeholders representing cultural and educational areas as well as an institution developing art and education in Finland (see also Aspara et al. 2014), and drawing from the local cultural identity (see also Kantanen 2012). Drawing upon its strong event-management history, the city aims at being both “The city of creative cultures” and among the top three Finnish festival and congress cities by 2025. Close and rather informal collaboration between representatives of the University Consortium and local stakeholders provided a platform on which to build a unique Master’s degree programme. The shared location of the University Consortium and the office of the jazz festival in the old cotton-factory buildings paved the way for informal conversations and value creation.

An example of close collaboration and value creation between the programme personnel and the jazz festival is a supplementary education programme that the Creative Leadership 1 project developed: a summer seminar entitled “Pori Jazz for Professionals”. The seminar also served as pilot education for the Master’s degree programme when it was still in the planning phase. It focuses on culture management and is targeted at professionals specialised in the creative economy. It was held for the first time in 2007. Students took care of the arrangements in 2011 as an assignment. The seminar takes place in July to coincide with the jazz festival (Creative Leadership 2011). The programme includes keynote presentations, workshops, a researchers’ meeting, and a “clinic” in which selected events and the challenges associated with them are discussed as cases under the leadership of well-known event experts. Students on the programme who are interested in event organisation and help to market and produce the summer seminar can earn ECTS credits and thus progress in their studies. The jazz festival is closely connected with the summer seminar. Both the senior advisor and the former director have given keynote addresses, and the senior advisor has evaluated events and given feedback to their organisers during the “clinic” as one of the experts. In addition, all participants have the opportunity to attend the festival as part of the seminar programme. Collaboration has been so close that the name of the festival, which is one of the biggest music festivals in Europe, is incorporated into the name of the seminar without charge (see Suomi, Hakala & Lemmetyinen 2012).

The notion of place as a component of brand identity in higher education is an interesting phenomenon. On the one hand, the brands and programmes of universities located in big reputable cities are likely to be positively influenced by a respective city brand (see also Chapleo 2005). The brands of HE institutions and programmes operating in lesser known cities and towns, on the other hand, may gain plenty of awareness and positive associations through close collaboration with local stakeholders, as they may enjoy strong support from them. Compared with HE institutions operating in bigger cities with several universities, they do not have to compete for business contacts, collaboration and support to the same degree.

With regard to *vision*, Article 1 shows how a group of key persons from cultural and educational areas shared a common vision of a higher-education programme that combined business and art in a novel way. A series of fruitful discussions paved the way for the concrete programme planning in the University Consortium. Indeed, one of the informants referred to these as moments of “serendipity”, when the right people meet at the right time (see also de Chernatony 1999). This finding reflects the notion of brand co-creation, which according to Roper and Fill (2012, 128) is about recognising that: “consumers (or other stakeholders) by their actions and involvement contribute to creating the brand”. In the HE context, Pinar et al. (2011) refer to a brand ecosystem, meaning co-creation in designing branding

strategies for universities, but concentrate on the role of students and faculty members thereby not really acknowledging other potentially important stakeholders.

Resulting from a vision, *culture* was reflected in the creativity, the multidisciplinary approach and the student orientation in the programme design, but conflicts between the personnel and management of the two organising schools resulted in difficulties. However, a clearly mutual strong belief in the relevance of the programme kept them going and gave them direction.

In terms of *positioning* the programme could be considered particularly successful: from the beginning it was clearly differentiated from other programmes by its multidisciplinary nature and its position at the interface of business and art. These unique characteristics ensured that it did not fall into a trap that is common in higher education (e.g., Chapleo 2005; Jevons 2006): struggling to find a real and convincing differentiator.

Personality refers to the "human characteristics" of the brand. As one of the informants put it (Article 1): if the Master's degree programme were human it would be "brave and unprejudiced" (see also de Chernatony 1999). *Relationships* cover various relations between personnel, customers and other stakeholders (de Chernatony 1999), and seemingly provided the best opportunities but also posed the threats to the programme. Whereas close relationships with external stakeholders apparently brought many advantages and paved the way for initiating the programme, inter-personal and inter-departmental relationships among the programme personnel and management were characterised as difficult, particularly in the planning phase: the interviewees said they could not stop arguments from escalating into conflicts.

Presentation refers to issues such as the style of visual and verbal communication of the brand adopted to appeal to stakeholders' aspired characteristics (de Chernatony 1999). The programme personnel had come up with a name that reflected its multidisciplinary nature. However, they faced an apparently common problem in higher education: complex brand architecture in the proper sense of the word. This resulted from the fact that there were two organising schools and parent universities, and the venue was the University Consortium. In addition, because the programme was developed within an EU project, the project's name and other EU identifiers had to be visible in the advertising materials. This apparently resulted in incoherence and a distorted brand identity.

The above-mentioned components should be carefully considered when building a brand identity in higher education, and efforts should be made to narrow the potential gaps between them (see de Chernatony 1999; de Chernatony & Harris 2000).

6.2 Building a brand reputation in higher education

Sub-objective 2 was to conceptualise the building of a brand reputation in higher education. Article 2 concerns the quality dimensions, highlighting collaboration and interaction with stakeholders in terms of financial and information flows, services and communication (see also Jones 2005), and knowledge sharing, for example (see also Payne et al. 2009).

The starting point in Article 2 is Vidaver-Cohen's (2007) categorisation with its eight quality dimensions. Eleven quality dimensions of brand reputation were depicted in the current study. They paint quite a different picture than that of Vidaver-Cohen after re-labelling, amalgamating and adding dimensions to match the empirical findings. It appears that the close and informal collaboration with local stakeholders was one of the programme's most distinctive characteristics and its greatest source of value creation. Indeed, an emergent and common theme in all 11 dimensions is the building of relationships and close cooperation with stakeholders. The notable role of stakeholders in building brand reputation is a phenomenon that may be pertinent to the broader context of knowledge-intensive organisations (Alvesson 2004), which universities represent (see Chapter 7.2). The academic literature mentions "relational assets", arguing that interaction and relationships are the key assets of knowledge-intensive organisations (Käpylä, Laihonen, Lönnqvist & Carlucci 2011). Given that the collaboration theme clearly emerged from the data, it is briefly discussed next in relation to each quality dimension.

Collaboration with stakeholders on the *teaching* dimension refers to the active engagement of lecturers from outside the university such as from business and cultural life, and active collaboration in the form of industry projects and assignments in firms. Moreover, given that the student participants in this multidisciplinary programme had work experience in areas such as media production, marketing, product development, design and banking, as well as a Bachelor's degree, they could learn from each other in multidisciplinary teams and share their expertise with their peers and teachers. Consequently, students and teachers could be considered co-creators of the learning experience, and students' feedback and responding to it should be acknowledged as a form of co-creation (see also Ng & Forbes 2009; Mäläskä, Saraniemi & Tähtinen 2010; Ngueyn et al. 2012).

The results clearly demonstrate that students highly value the relationships they form with their peers, and also expect to form relationships with potential future employers. This is in line with the findings of Bruce and Edgington (2008), who highlight the importance of being given the opportunity to network and form relationships of long-standing value, and suggest that employees in universities should facilitate such relationship building.

On the *research* dimension, establishing relationships with other researchers is an inherent requirement on the local, national and international level in contemporary academia. University employers emphasise the importance of national and international collaboration in research projects and in publishing. The provision of *services and support* for students involves extensive collaboration among providers of student accommodation and healthcare in the host city, for example. *Leadership and governance, financial resources* and even the *workplace climate* also involve rather complex formal and informal relationships given that the programme in question is multidisciplinary, and is organised by two university departments and their parent universities. The fact that the programme was developed within an EU project and in the University Consortium added to the complexity, but brought in resources, new ideas, and outside consultancy and expertise.

On the level of *relations and co-branding*, the organisers of the International Pori Jazz Festival and the programme personnel collaborated both formally and informally. Indeed, it appears that a potentially fruitful approach to branding in higher education would be to work with stakeholders that could bring synergy to the service in the form of co-branding (see Suomi, Hakala & Lemmetyinen 2012). Thus the findings of this study could further be discussed in relation to the academic literature on co-branding. Simonin and Ruth (1998) refer to the potential spill-over effects of a co-branded product or service, suggesting that lesser known brands probably gain the most. The Master's degree programme is the lesser-known brand in this case as the jazz festival has been running for almost fifty years. Hence the small marketing budget is not necessarily a problem for the programme as other forms of marketing are in place (Suomi et al. 2012). It is suggested in the literature that co-branding may be the ultimate form of collaboration between stakeholders because it makes the relationship visible and the partners stake their reputations on the outcome. The potential benefits should therefore be considered carefully in conjunction with the possible risks (Park, Jun & Shocker 1996; Suomi et al. 2012). In order to maximise the benefits and minimise the disadvantages and thereby ensure success, the collaborating brands must have a logical fit (Kotler, Keller, Brady, Goodman & Hansen 2009; Suomi et al. 2012). Suomi et al. (2012) argue that the crucial role of the festival's senior adviser and his contacts in building the programme brand could have entailed an underlying risk in terms of depending too heavily on one person. However, at best, co-branding is a good way for public organisations such as universities to augment their core services, create brand equity, differentiate the HE offering, and exploit media publicity (Suomi et al. 2012).

Interaction with society occurs within formal and informal networks involving the host city, the State, the media, other educational institutions, and cultural and business communities. The programme clearly attracted much positive media

attention in the leading local newspaper, one apparent reason being the close relationships and the seamless flow of information between the newspaper and the representatives of the programme and the University Consortium.

On the *student* dimension, students form networks during their studies, and naturally belong to other networks beyond the programme. Those on this multidisciplinary programme collaborated both in their studies and during their leisure time. They initiated joint business ideas, for example, and published a book in a multidisciplinary group in which arts students were responsible for the writing and students of economics and business administration took care of the administration and marketing. The power of student networks should not be underestimated in relation to the programme's brand reputation, particularly in this digital era with the rapid sharing of experiences via social media. This reflects the findings of Bruce and Edgington (2008) that word-of-mouth (WOM) endorsements from current students had a vital influence on potential MBA students' choice of school.

The *uniqueness* of the programme apparently lies in its collaborative nature: multidisciplinary teaching and content originating from a strong local event-management heritage.

On the level of *visibility*, it appears that a new programme in the context of public education operating with rather limited marketing resources requires a proactive approach to awareness enhancement. Traditional forms of marketing such as radio and print advertisements are of minor significance and are often considered too expensive. They thus give way to more innovative forms of promotion such as by stakeholders who act as references and create publicity (see also Mäläskä et al. 2010).

Finally, the findings discussed above could further be discussed in relation to the literature on stakeholder management (Freeman 2011), according to which stakeholders should be carefully identified and prioritised according to their importance. Key stakeholders in particular should be fully engaged and the priority should be to satisfy these people. Efforts should also be made to understand stakeholders and what they feel about the organisation, and how best to engage and communicate with them (e.g., Freeman 2011). As far as the Master's degree programme is concerned, it is necessary to focus time and other resources optimally with regard to the importance of specific stakeholders/stakeholder groups.

When it comes to building a brand reputation in the HE context, the above-mentioned quality dimensions should be carefully developed, maintained and evaluated so as to echo the essence of the brand, in other words its identity. Moreover, possible gaps between the quality dimensions should be narrowed.

6.3 Managing reputation risks in higher education

Sub-objective 3 was to conceptualise the managing of reputation risks in higher education. The author refers to the reputation risks identified in Article 3 in italics.

Article 3 identifies various risks, categorised as internal or external, and further as positive or negative. The aim was to facilitate identification and preparedness, with a view to improving reputation risk management. However, many of the reputation risks turned out to have both positive and negative connotations (see Article 3). *Location* is one example of this kind of risk identified in this study. Some of the informants described the location as somewhat boring. However, determined work and the identification of local attractions and possibilities for *co-branding*, for example, would make it possible to exploit the strengths without over-emphasising the *provincial* aspects. Indeed, co-branding is identified in Article 3 as a positive reputation risk, particularly in terms of obtaining synergy from collaboration with stronger brands.

Negative reputation risks such as *conflicts* between the personnel and a lack of *resources* obviously have more negative connotations. The interviewees did not consider *fraud* in the form of isolated incidents of student plagiarism, for instance, a serious risk, however. Conflicts and fraud also constitute internal reputation risks, as do the *quality* of teaching, research and student *services*, for example. Negative external reputation risks relate to situations such as being in the focus of negative *publicity* or negative word-of-mouth produced by stakeholders.

The most serious reputation risks in the HE context were internal in nature, and differed in terms of content from those in the retailing context. This confirms the relevance of exploring reputation risks in higher education because they are seemingly context-specific. Some of the interviewees mentioned that the most detrimental risk would be losing the main thread of the programme, which could be juxtaposed against the fading of the brand identity - in this case a truly multidisciplinary curriculum.

Given the clear tendency in higher education to incur internal reputation risks, the findings raise the interesting question of whether theories and tools related to internal branding could help educational managers in communicating to employees and engaging them in delivering the brand promise, and optimally in “living the brand” (Ind, 2007; Punjaisri & Wilson 2007; Hytti et al. 2014). Indeed, the results of this study could be further scrutinised via the literature on internal branding, defined as “the use of internal communication techniques and training programmes to educate employees about the brand promise” (Punjaisri, Wilson & Evanschitzky 2009, 567; see also Chapleo 2011b). The best way to succeed, scholars suggest, would be to integrate external and internal branding (see e.g., Simmons 2009; Hytti et al. 2014), and it seems that this is particularly the case in higher education given the significant internal resistance to branding programmes

(see e.g., Chapleo 2004; Judson et al. 2006; 2009; Wæraas & Solbakk 2009; Whisman 2009; Aspara et al. 2014). In addition, in the context of this multidisciplinary programme in which, at some point, one party was building a railway while the other one was building a road, as one of the informants vividly described it, it seems that internal branding should be considered a precondition for successful external branding (see also Hytti et al. 2014).

However, the multidisciplinary nature of the programme and its position at the interface of business and art were unique aspects, reflecting Chapleo's (2005) suggestion to find "real differentiators" in the HE market as a precondition for successful branding. Indeed, one of the informants quoted in Article 2 talked about a Singaporean applicant living in New York City who related how she had searched the Internet for Master's degree programmes combining art and design with business and entrepreneurship. She found two, one in New York City and the other in Pori. This demonstrates the uniqueness of the programme in question at the time of its launch. However, according to the students, insufficient *internationality* and a lack of courses in English were among the weaknesses.

Article 3 identifies the shortage of financial resources in general as a reputation risk. However, the challenges have only grown since the article was written, and appear to relate in particular to the type of funding. Thus, one of the underlying reasons for downgrading the programme relates to the problem of finding new sources of funding, which is particularly difficult given the tough economic circumstances and limited public money. The School of Economics replaced the programme with a bigger one, merging the Master's degree in Creative Business Management with one concentrating on Welfare Economics. The Department of Art was also obliged to withdraw from the collaboration. In practice this meant that the brand building in relation to the new programme had to start from the beginning at the School of Economics.

The support of the host city and the Province of Satakunta was apparent in that the Master's degree in Creative Business Management was the only educational programme mentioned by name in the Programme of the Province of Satakunta 2011–2014. However, this did not guarantee the programme's future in the area. From the branding perspective, funding obtained from The European Regional Development Fund (ERDF), which could be considered start-up funding the basic purpose of which is to promote continuous development and new innovations, may not benefit the establishment of HE brands of which continuity and a concise message are among the most important cornerstones (e.g., Aaker 1996). Furthermore, as the secondary data of this study (e.g., strategy papers of the Turku School of Economics Pori unit and reports of the Creative Leadership project) clearly indicate, the organising schools and their parent universities would have benefited from longer-term *strategies* in developing their educational brands. Indeed, as Chapleo's (2010) findings from the UK university sector indicate,

leadership support and a clear vision seem to be preconditions for developing successful university brands. A clear vision is also essential given the findings of this study related to the challenge of managing the programme's brand portfolio. As Hemsley-Brown and Goonawardana (2007) note, the careful design of the architecture should be one of the key tasks of branding in higher education.

Uncertainty about the future of the key persons and the whole programme was a continuing reputation risk throughout its lifecycle, which the students noticed and felt concerned about. It also seems that the students considered the short *duration* a weakness. Building a favourable brand reputation takes time, although the interviewees also considered the novelty of the programme a positive reputation risk as it allowed much to be done in terms of marketing, particularly in collaboration with stakeholders and via *informal communication* and non-traditional channels.

Leaders in higher education should note the results of this study indicating that divided programme leadership is a challenge from the branding perspective. It appears that an educational programme operating with limited marketing resources should have one charismatic leader who would personify the brand in the eyes of stakeholders and the media (see also Wæraas & Byrkjeflot 2012), and thus attract resources and publicity.

As mentioned earlier in this study, both students and interviewees emphasised the positive impact of a strong and multidisciplinary *student network* on the programme's brand reputation.

The interviewees were also aware that it would damage the reputation of the programme if its graduates had weak *employment* prospects, and conversely that good career prospects and employability would strengthen the reputation of the brand. Finally, the results highlight the importance in managing reputation risks of ensuring that students' and other stakeholders' *expectations* are realistic and met, optimally even exceeded.

Article 4 introduces the dilemma approach to identifying sources of reputation risk, and further discusses dilemma reconciliation as a way of balancing opposing values and aims before they become reputation risks. Four managerial dilemmas are identified and their possible reconciliation discussed (Table 11).

Table 11 Managerial dilemmas in higher education and their potential reconciliation

No	Dilemma	Reconciliation
1	Maintaining your organisational culture vs. changing by developing mutuality.	Towards a brand-new organisational culture incorporating the best practices of business and art.
2	Excelling as a teacher vs. excelling as a researcher.	Bringing research into teaching.
3	Strengthening the status of the University Consortium vs. staying “under the wing” of a parent university.	Harmonisation of the brand architecture.
4	Promoting regional development vs. getting on an international / national track.	International dissemination of local research findings and best practices.

A closer look at the titles of these dilemmas shows that they all echo the basic assumption in the dilemma approach of two equally valid but colliding value judgements. The dilemmas and the suggested reconciliation processes are discussed briefly below, and are explained in more detail in Article 4.

Dilemma 1 clearly relates to the collision of two organisational cultures in two organising schools, but as discussed, given the well-known brands of the schools, good management and support for the personnel would probably have made it possible to avoid the reputation risks and facilitate synthesis, thereby strengthening the brand reputation and moving *towards a brand-new organisational culture incorporating the best practices of business and art*.

Dilemma 2 relates to various requirements increasingly being imposed on personnel in contemporary universities. These requirements relate to teaching on the one hand and research on the other, the aim being increased efficiency and effect. Such a dilemma is likely to be typical in higher education in general in that academic personnel deal with teaching and reputation in parallel. The suggested reconciliation action is: *bringing research into teaching*.

Dilemma 3 is linked to the tension between strengthening the role of the University Consortium and remaining under the wing of a parent university, and is likely to concern all university units operating within Finland’s six university consortia. Moreover, as noted in international academic literature, the problem of sub-branding and fragmentation into distinct units challenge branding in the university sector in general. It is suggested that Dilemma 3 could be reconciled through the *harmonisation of the brand architecture* (see also Hemsley-Brown & Goonawardana 2007).

Dilemma 4 concerns promoting regional development as opposed to getting on an international/national track. The promotion of regional development is related

to the objectives of Finnish university consortia on the one hand, and to the form of funding, from the European Regional Development Fund (ERDF), on the other. The parent universities, in turn, emphasise internationality, for example, in terms of teaching, research and funding. The “*international dissemination of local research findings and best practices*” could help to resolve the dilemma.

According to the findings of this study, the successful safeguarding of a brand reputation requires identification of the reputation risks, preparedness and proactive management. Moreover, educational managers are advised to adopt the dilemma approach, to proactively identify potential conflicting values, and to reconcile them before they constitute a reputational threat.

6.4 An empirically grounded framework for managing brand identity and reputation in higher education

The overall objective of this thesis is to develop an empirically grounded framework for managing brand identity and reputation in the HE context. The framework presented in this chapter (Figure 6) is based on the theoretical framework for managing brand identity and reputation introduced in Chapter 3. The notions of brand identity and its counterpart, brand reputation, are adapted from the work of de Chernatony (1999) and de Chernatony and Harris (2000), but defined differently to reflect more recent approaches to branding (see e.g., Saraniemi 2011; Iglesias et al. 2013; see also Lemmetyinen & Go’s 2010 model: “The evolutionary process of building the brand identity in the network of destinations”). This new approach is highly relevant to service contexts (see e.g., Pinar et al. 2011), in which consumers and other stakeholders participate in the production of the service. The framework also incorporates the quality dimensions of reputation introduced by the Reputation Institute in 2006 with its RepTrak (Reputation Institute 2014) depicting a corporate reputation, originally designed for the use of private-sector firms.

The empirically grounded framework was produced in a process based on abductive logic in which the theoretical framework was compared and complemented with the empirical findings from the case study of the Finnish Master’s degree programme (Dubois & Gadde 2002).

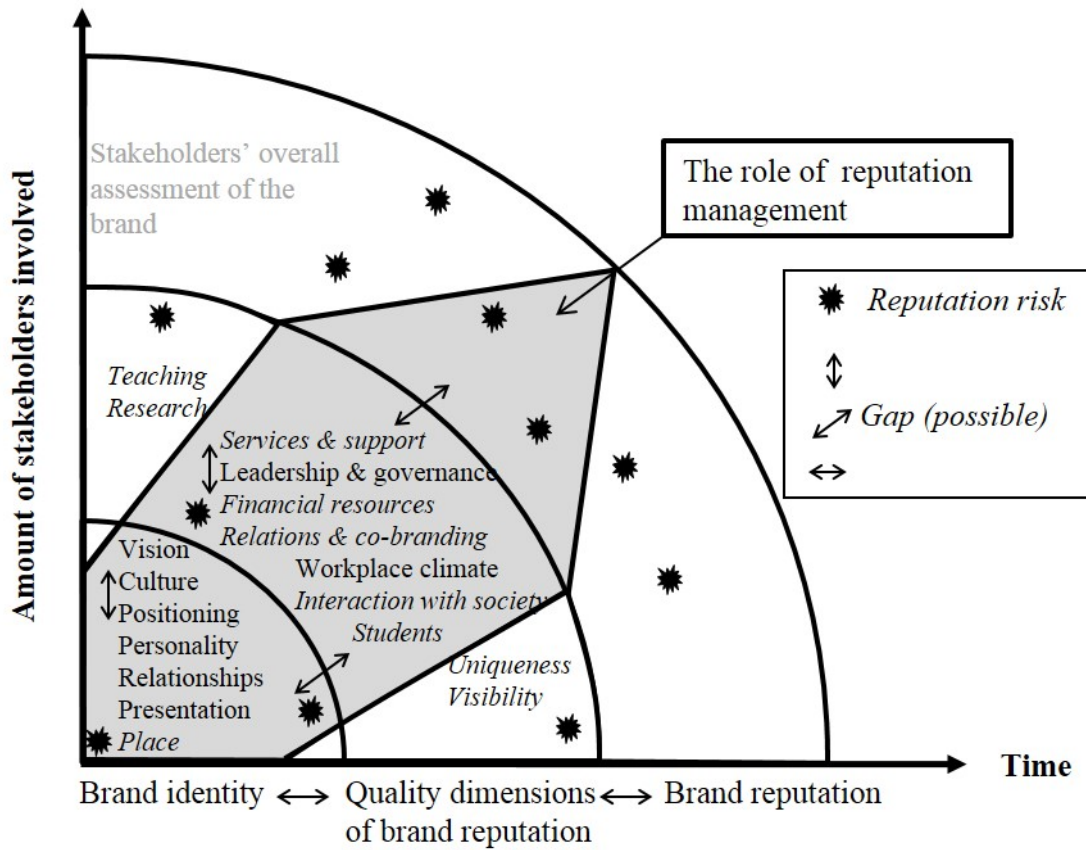


Figure 6 An empirically grounded framework for managing brand identity and reputation in higher education

With regard to the innermost level, brand identity comprises the following components: vision, culture, positioning, personality, relationships, presentation and place (see also de Chernatony 1999; Ali-Choudhury et al. 2009). Place is in italics in the framework because it is the new component identified in the current study. The role of management on this level is significant in relation to each component. Successful reputation management requires the acknowledgement and conscious building of the components of brand identity. Moreover, every effort should be made to narrow possible gaps between the components (see de Chernatony 1999; de Chernatony & Harris 2000). The vertical two-way arrow in Figure 6 signifies potential gaps in different places between the individual components. The number of stakeholders involved at this stage is limited, but people engaged in idea generation, design and the early stages of brand building represent both internal and external stakeholders.

The middle level incorporates the quality dimensions of brand reputation, which signal the quality and performance of the brand. It is proposed in this study that in the HE context they comprise teaching, research, services and support, leadership

and governance, financial resources, relations and co-branding, the workplace climate, interaction with society, students, uniqueness and visibility (see also Reputation Institute 2014; Vidaver-Cohen 2007). New or modified quality dimensions are in italics.

The framework implies the need to narrow possible gaps between the quality dimensions. The vertical two-way arrows indicate that gaps may exist in different places between distinct dimensions. Potential gaps between the innermost and the centremost levels should also be monitored given that the quality dimensions should echo and reflect the essence of the brand (brand identity), on a more concrete level (cf. de Chernatony 1999; de Chernatony & Harris 2000). No matter how creative a brand looks in terms of vision and presentation, for example, it is not strengthened if products and services on the quality level remain too traditional – rather the contrary. A gap between these components (vision and presentation) and the quality dimensions of teaching and research was identified in this study. Vision and related presentation in terms of marketing communication, for example, clearly implied strongly integrated multidisciplinary collaboration, but in reality the teaching and the research were too confined to the separate “silos” of the two units.

The role of reputation management is extensive on the level of quality dimensions in relation to each of the dimensions. For example, facilitating high-quality teaching and research is crucial in building a brand reputation. It is argued in this study that the number of stakeholders increases at this level. Services in particular are produced in collaboration with various stakeholders (e.g., Ng & Forbes 2009), which may result in increasing complexity and challenges for those responsible for reputation management. On this level the stakeholders involved may be both internal and external. Accordingly, educational decision makers should work to ensure effective stakeholder management (e.g., Freeman 2011).

On the outermost level of the framework is brand reputation, which reflects the brand identity (see also de Chernatony 1999; de Chernatony & Harris 2000), and its quality and performance signalled through the distinct quality dimensions (see also Reputation Institute 2006). As mentioned earlier, it is suggested in the literature that stakeholders’ assessments are also affected by their expectations of the brand, as well as third-party judgments (see e.g., Vidaver-Cohen 2007), in terms of positive or negative word-of-mouth, for example. Thus, a stakeholder may give a rather negatively flavoured assessment of a certain brand as a result of holding unrealistic expectations on one or more quality dimension, even if its actual performance suggests otherwise. As mentioned, the opinions of friends, relatives, colleagues and peer consumers, for example, may also play a part in how one ultimately assesses the brand. Accordingly, possible gaps between the outermost and the middle level should be identified. The role of management on this level is considered minor given the larger number of stakeholders than on the

other two levels, and the impossibility of managing stakeholders' actual assessments. It should still be possible to influence the brand reputation in some respects, however, such as by correcting false rumours that have affected stakeholder assessment. It is therefore important to work closely with stakeholders and to be aware of their perceptions related to the brand in question. As on the two inner levels, both internal and external stakeholders may be involved on the level of brand reputation. The potential overlap of stakeholders on all three levels of the framework should also be pointed out.

In sum, what changes between these three levels is the number of stakeholders concerned (y-axis). A rather limited group of people are typically involved in the initial stages of brand design (the innermost level), the numbers increasing when actual operations begin (the centremost level) and the brand has built some awareness (outermost level). Moreover, given that brand identity is considered a predecessor of brand reputation (see also de Chernatony 1999), time flows from the innermost level towards the outermost (x-axis). The role of reputation management is greater on the two inner levels, whereas management opportunities on the outer level are rather limited, as brand reputation, as a concept refers to "stakeholders' overall assessment of the brand" and thus resides in their minds. It should be noted that underpinning this study is the notion that reputation as a concept comprises past and current assessments as well as future prospects (e.g., Walker 2010).

Article 3 proposes a framework of reputation risks classifying them as internal or external, and further as positive or negative. Upon further elaboration of the results reported in the article, it is clear that reputation risks may occur on all three levels of the framework, but they differ in type. It could thus be argued that risks occurring on the level of brand identity are the most serious because they are deep in nature and threaten the essence of the brand in terms of losing its differentiation and unique market position, for example. This could result if the personnel were unable to maintain the thread of the programme and its content. The programme would then lose its position in the HE market, and thus its differentiation compared to traditional Master's degree programmes, and the students on the course would be no different from other Master's students in the arts and business. Reputation risks on this level may be both internal and external in nature. For example, the weakening uniqueness and positioning pose an internal risk, whereas the threat to change the location (place) of the University Consortium and the programme (Article 1), if so decided by the management of the host city, is an external risk.

Reputation risks on the middle level are related to the quality and performance of the brand in particular, and are thus considered rather concrete. The interviewees mentioned, among other things, the quality of teaching, challenges in increasing the number of international journal publications as well as ensuring sufficient

resources. Such risks may be internal or external. For instance, the quality of teaching reflects an internal risk, whereas negative publicity is external in nature.

Reputation risks occurring on the outermost level, that of the brand's reputation, are considered to be largely beyond the control of managers. External risks at this level include negative word-of-mouth, such as a rumour that one stakeholder spreads about the brand. Internal risks are clearly fewer than on the other two levels, but may relate to an employee's unfulfilled expectations in relation to the salary or the length of the employment contract, for example, when frustration may result in negative word-of-mouth.

The framework thus implies that reputation risks on all levels may result in reputational damage and be detrimental to the brand. However, the early detection and proper management of risks on the two inner levels should decrease the risks on the outermost level. The relevance of identifying gaps between the distinct levels cannot be overestimated.

The results indicate that dilemma reconciliation is particularly useful on the two inner levels ("brand identity" and "quality dimensions of brand reputation"), but not on the "brand reputation" level in which the manageability generally decreases. The above discussion clearly demonstrates that managing brand reputation is a strategic issue encompassing different functions, and thus should not be left entirely to the marketing department.

Finally, it is worth pointing out that the aim in this study was not to build a normative framework as such, in other words to state how brand management ought to be done in higher education, it was rather to reveal essential characteristics of the phenomenon under study (e.g., Saaranen-Kauppinen & Puusniekka 2006). However, the ideas depicted in the framework have managerial relevance and should be useful to those responsible for planning the activities of educational organisations (see Chapter 7.3).

7 CONCLUSIONS

This chapter briefly summarises the study and sets out the theoretical contributions. Following a discussion of the pragmatic implications, the synthesis ends with suggestions for potential avenues for future study.

7.1 A brief summary of the study and the findings

This article-based dissertation comprises four journal articles and this synthesis. The study contributes to three bodies of academic literature, namely the marketing of higher education, brand management and reputation management.

The overall objective of this thesis is to develop an empirically grounded framework for managing brand identity and reputation in the HE context. The interrelated sub-objectives are: 1. To conceptualise the building of a brand identity in higher education; 2. To conceptualise the building of a brand reputation in higher education and 3. To conceptualise the managing of reputation risks in higher education.

The theoretical concepts of brand identity, brand reputation and reputation risk were adopted in the study. Brand identity is considered the essence of the brand, which is built with stakeholders, whereas brand reputation represents the stakeholders' overall assessment of the brand. Further, reputation risk, slightly modifying Rayner's (2003, 20) definition, is seen as any action, event, or circumstance that could adversely or beneficially impact a brand's reputation. Once the key concepts had been defined the "Theoretical framework for managing brand identity and reputation" was introduced, in which brand identity, brand reputation and reputation risks are considered key foci of reputation management.

This qualitative single-case study was conducted in the context of Finnish higher education. The case in question is a new multidisciplinary Master's degree programme in Creative Business Management, arranged by two university departments: the School of Economics and the Department of Art in a Finnish University Consortium. The primary data comprised 28 qualitative interviews with internal and external stakeholders of the programme, a qualitative survey of students on the course as well as participant observation.

According to the findings, the following components should be carefully considered in building a brand identity: vision, culture, positioning, personality, relationships, presentation and place. After that, educational managers should

make every effort to narrow possible gaps between them (see also de Chernatony 1999; de Chernatony & Harris 2000).

In the HE context, it appears from the findings that the quality dimensions (i.e. predictors) of brand reputation that signal the quality and performance of a brand on a concrete level comprise teaching, research, services and support, leadership and governance, financial resources, relations and co-branding, the workplace climate, interaction with society, students, uniqueness and visibility. All these dimensions should be carefully built and maintained so as to resonate with the brand identity. Possible gaps between the dimensions should be narrowed. It is suggested that as brand reputation comprises the stakeholders' overall assessment of the brand it cannot be fully managed.

Nevertheless, much can be done. In order to manage brand reputation it is necessary, first, to identify and consistently build the components of brand identity and the quality dimensions of brand reputation, and to narrow the possible gaps within the components and the dimensions, as well as between the three levels of a brand (brand identity, the quality dimensions and brand reputation). Second, it is necessary to identify and prepare for reputation risks so as to be able to manage them proactively. Furthermore, educational managers in universities are advised to accept the dilemma approach, to detect potential conflicting aims and values in the early stages, and to attempt to reconcile them before they actually threaten the brand reputation. As a main contribution, this study introduces an empirically grounded framework for managing brand identity and reputation in higher education.

7.2 Theoretical implications

This study contributes to three bodies of academic literature on marketing. The main contribution is to the literature on the *marketing of higher education*. Further contributions are to the literature on *brand management* and *reputation management*. These contributions are discussed next.

This study was conducted on the level of a Master's degree programme, it being clear from the literature review that there was inadequate understanding about brand and reputation management on the programme level. Further, given that Master's degree programmes are considered key products of universities (see also Nicholls et al. 1995), there seemed to be an evident need for more knowledge in this area. These products should be actively promoted to prospective students and, particularly as universities are aiming at internationalisation, also to the parents of prospective students. It is essential for business schools seeking accreditation to attract international students, and in such pursuits, the brand and reputation of individual Master's degree programmes play a key role (see also Juusola, Kettunen

& Alajoutsijärvi 2015). Identifying and prioritising stakeholders is complex in the context of higher education, however, and the answer to the question of who are the customers of an HE offering is not straightforward.

A theoretical framework for managing brand identity and reputation is introduced (Figure 3). The framework clearly distinguishes between the three levels: brand identity, the quality dimensions of brand reputation (i.e. predictors) and actual brand reputation. It thus expands the work of de Chernatony (1999) and de Chernatony and Harris (2000), and links it to the quality dimensions of reputation introduced by the Reputation Institute's RepTrak (Reputation Institute 2014). In this it responds to the common criticism that measures of reputation do not make a clear distinction between the predictors and the reputation construct (see Vidaver-Cohen 2007; Ponzi et al. 2011). Moreover, it links the literature on brand management (de Chernatony 1999; de Chernatony & Harris 2000) and reputation management (Reputation Institute 2006) in a novel way.

Marketing scholars discussing brand identity have traditionally referred to the internal perspective (e.g., Balmer 2001; 2008; Nandan 2004), further suggesting that it is a product of a firm's internal and managerial activities (Nandan 2004). However, it is suggested on the basis of the current study that a brand identity can be built in conjunction with internal and external stakeholders. This reflects the body of recent academic studies on brand management that have begun to emphasise brand co-creation. These studies typically underline the co-creation of brand identity with distinct stakeholder groups, but are, as yet, limited in examining co-creation between a firm and its customers (see Muniz & O'Guinn 2001; McAlexander et al. 2002).

This study has demonstrated that stakeholders beyond customers have an essential role in establishing an HE brand. The findings suggest that the process of building a brand identity with stakeholders may begin several years before the operational activities start (Article 1), which is in line with the findings of Lemmetyinen and Go (2010) from the tourism sector. Thus, in addition to acknowledging the crucial role of internal branding in the successful management of brand reputation, managers should also proactively focus on stakeholder management (Freeman 2011).

Within the HE context, this study conceptualises the components of brand identity in relation to de Chernatony's (1999) framework, and identifies place as a new component (see also Ali-Choudhury et al. 2009). The results confirm Chapleo's (2005) argument that a city and a university brand are connected to some extent (see also Kantanen 2012). Chapleo (2005) concludes his research on HE brands thus: "there is little real differentiation in the sector's brands". Indeed, it can be concluded from the results of the present study that the place and close collaboration with local organisers of cultural events may constitute valuable sources of differentiation for educational programmes. Location has been

mentioned as a possible component of a university brand (Ali-Choudhury et al. 2009), but studies thus far have largely ignored the brand synergy gained from cultural events organised in the host cities of HE institutions, and the possibilities of co-branding between these institutions and cultural events.

This study conceptualises the quality dimensions of brand reputation in higher education, thus contributing to the literature on brand and reputation management in this context. The identified dimensions form quite a different picture from earlier categorisations introduced by Vidaver-Cohen (2007) and the Reputation Institute's RepTrak (Reputation Institute 2014). Vidaver-Cohen's (2007) conceptual study inherently reflects US-based higher education and does not differ much from its predecessor RepTrak, launched in 2006 (Reputation Institute 2014), which has been tested and used in private-sector firms. Moreover, both frameworks are designed to depict organisational reputations and are thus not totally suitable for educational programmes. That being said, this study contributes new knowledge concerning the quality dimensions (predictors) of brand reputation. Furthermore, it acknowledges close collaboration with stakeholders as a source of value for a brand, and a central theme that should encompass all quality dimensions in the building of a brand reputation for a new educational programme.

As a further contribution, this study conceptualises reputation risks in higher education. As mentioned earlier, studies focusing on reputation risks are scarce, and practically non-existent in the HE context. Earlier literature focusing on such risks is typically theoretical (e.g., Scandizzo 2011). As a contribution to the literature on reputation management in general this study introduces a framework classifying reputation risks as internal or external, and additionally as positive or negative. Another way of categorising them is according to their occurrence on the levels of 1) brand identity, 2) the quality dimensions of brand reputation and 3) brand reputation. The latter categorisation in particular should help managers to be better prepared for the risks, to understand the levels of seriousness and manageability, and to prioritise their management if necessary.

As discussed in Chapter 6.4, reputation risks occurring on the level of brand identity, in terms of fading differentiation, for example, should be considered the most serious type because they threaten the essence of the brand. This theoretical notion further connects the results of this study to the contemporary body of literature on identity-based branding, in which a clear brand identity is seen as the cornerstone of brand management (e.g., Burmann 2009). Further, by way of acknowledging stakeholders' essential role in the branding process, the current study is linked to the notion of the identity-based co-creation of branding (Saraniemi 2009b). Reputation risks on the middle level are connected to more concrete operative actions, although difficult in their own way. Risks to reputation on the outermost level are considered to be largely beyond an organisation's control. Every effort should therefore be made to manage risks on the two inner

levels so as to minimise potential risks on the outermost level. In sum, reputation management clearly has more potential in terms of producing favourable results on the two inner levels.

Having identified and discussed several concrete reputation risks in higher education the study contributes to the literature on reputation management in this sector in particular.

Furthermore, this study has identified and discussed managerial dilemmas that challenge reputation management in higher education. The dilemma approach facilitates the identification of sources of reputation risk in the early stages, and can be used as a tool for managing conflicting aims and values before they become reputation risks. Its usefulness also extends beyond reputation management in contexts other than higher education. The findings contribute to the literature on reputation management in bridging it with the dilemma approach (Hampden-Turner & Trompenaars 2000), which with one exception (see Kuoppakangas, Suomi & Horton 2013) has not been done before. Kuoppakangas et al.'s (2013) study concentrates on municipal enterprises in the healthcare sector, and particularly on the link between reputation and legitimacy in these organisations.

Finally, complementing the literature on brand and reputation management in the HE sector in particular, this study introduces an empirically grounded framework for managing brand identity and reputation in higher education (Figure 6), which reflects European higher education in the public sphere on the programme level. The framework makes explicit the limits of managing brand reputation: what can potentially be managed and what is considered beyond management control? Surprisingly, this is a topic that is widely ignored in the literature, or is not discussed explicitly.

The remainder of this chapter assesses the potential for analytical generalisation (e.g., Dubois & Gadde 2002) in terms of the wider usage of the developed empirically grounded framework in a broader HE context, as well as in other contexts. The abductive logic applied in this study allows analytical generalisations to be made, particularly if the choice of a case is well justified (Flyvberg 2006; see also Chapter 4.2). Comprehensive and intensive scrutiny of a single case shows what is prominent in it, and what might be worth examination on a more general level. However, generalisations are based on interpretations of the data and not on the data itself (Saaranen-Kauppinen & Puusniekka 2006).

Although the empirically grounded framework is based on the scrutiny of a single case, the developed framework could be considered applicable in wider HE contexts given the number of commonalities that have been identified. First, a university's core product is an interactive and often unstructured education service that has many similar underpinnings regardless of the service provider (e.g., Chapleo 2007; Ng & Forbes 2009). Second, higher education in general is arguably particularly complex in terms of its stakeholder environment, thereby differing

from many other contexts (e.g., Chapleo & Simms 2010). Third, branding efforts in higher education are regularly found to be challenging because of the particularly strong internal resistance (e.g., Wæraas & Solbakk 2009; Whisman 2009; Aspara et al. 2014). Fourth, it has commonly been found that differentiating brands in the HE context is challenging (e.g., Chapleo 2005; Jevons 2006). Finally, the various sub-brands and the complex brand architecture appear to jeopardise successful branding in higher education in particular (e.g., Hemsley-Brown & Goonawardana 2007; Chapleo 2009). This study and the empirically grounded framework presented in Figure 6 cover the above-mentioned topics and offer suggestions for overcoming the challenges. This should be of use at least to managers responsible for educational programmes in the public sphere of European higher education. However, given the commonalities, the findings are also likely to prove beneficial on the business-school and university levels as well.

As mentioned, universities represent knowledge-intensive organisations (Alvesson 2004), and share common features with them. In particular, most of these organisations are dependent on knowledge workers and their expertise (e.g., Løwendahl 2005), and the workers typically enjoy a high degree of autonomy (Alvesson 2004). Moreover, many knowledge-intensive organisations are complex and multi-disciplinary (Franklin 2000). Given the common characteristics, the ideas presented in the empirically grounded framework on the general level should be of use to marketing academics conducting research on brand management in knowledge-intensive organisations despite the fact that reputation risks, the components of brand identity and the quality dimensions of brand reputation are likely to be context-specific, at least to some extent.

Further, given that higher education in Finland is publicly managed, the results of this study reflect the characteristics of public-sector organisations. Wæraas (2008) identified particular challenges related to the branding of these organisations: distinct units and multiple identities resulting from that, as well as inconsistent values and goals. The results of the current study clearly confirm Wæraas's (2008) findings, and the articles included in this thesis, and particularly Article 4, discuss the challenge that distinct units pose, and the underlying conflicting values and aims. For this reason, the empirically grounded framework developed in this study should be beneficial to academics conducting research on brand management focusing on public-sector organisations.

7.3 Managerial implications

The study as a whole highlights the need for educational managers responsible for branding in higher education to have a clear vision and to be truly engaged with

the programme in question. A long-term strategy is essential. Managers should also ensure that key persons do not change too much, and engage more effectively with the personnel in knowledge-intensive organisations such as universities. Employees should be given time to adjust to and “live the brand”, particularly when it is a question of fusing two or more disciplines. Educational managers are further advised to develop tools that facilitate successful internal branding, which is considered a precondition for successful external branding.

Among the main responsibilities of educational and marketing managers employed in universities is to ensure clarity and consistency in brand architecture throughout the specific university, its programmes, units and schools. They should also bear in mind that reputation management is not simply a matter of producing advertising campaigns.

It is crucial for those in reputation management to identify all relevant stakeholders and engage in continuous dialogue with them in order to facilitate the early detection of conflicting organisational aims and values. Reconciliation may be difficult, but it is essential in paving the way for the organisation to build a favourable reputation for the brand and reconcile dilemmas before they become threats. It would be beneficial to facilitate both informal and formal relations and dialogue with stakeholders from the business, cultural and educational sectors. It is necessary to work closely with stakeholders, and this calls for proactive stakeholder management.

Given the unpredictable nature of reputation risks, organisations need to be aware of and ready for them. Professors and teachers would do well to put more effort into ensuring that individual students’ expectations of the programme are realistic. One way of achieving this would be to have face-to-face discussions with the new intake at the start. Managers are also advised to engage in on-going, effective evaluation throughout the lifecycle of the programme.

Educational managers should also explore the possibilities of co-branding, particularly when programmes are at the planning or initial stage, and if marketing budgets are limited. Those on a small budget should start by asking certain questions: Who are we? What do we know? Who do we know? How can we engage our stakeholders in the search for mutual goals? (see Sarasvathy 2008). Planners of educational programmes could well draw on the region’s identity, taking care not to fall into the trap of projecting a too provincial image with negative connotations. The personnel should take every opportunity to network and forge relationships that carry enduring value. In the HE context, a charismatic leader should be assigned to each new programme to give it a “face” and personify it among stakeholders and the media. Students should be acknowledged and engaged as co-creators of the education service (see also Bowden & D’Alessandro 2011). Moreover, educational managers should recognise both multidisciplinary

and brand co-creation with stakeholders as ways of building clear differentiation into an HE programme.

Finally, the findings underline the difficulty for institutions dependent on external sources of funding to build a consistent brand identity and reputation in the long term. Brand building should always be a core assigned strategic task in an organisation.

7.4 Limitations and future research potential

This final section discusses the limitations of the study and the potential avenues for further study. The study context was European higher education in the public sphere, which following the literature review was clearly identified as still lacking this kind of research. Although the single-case design has its advantages (e.g., Dubois & Gadde 2002; Eisenhardt & Graebner 2007), the fact that this study focuses on one Finnish Master's degree programme could be considered a limitation (e.g., Yin 2003). However, this has been taken into account and efforts to minimise it are described in detail in Chapter 4.6.

The educational system and the nation are likely to have influenced the results and thus there is clearly a need for both qualitative and quantitative research covering various HE programmes in other countries and cultures. The study context - a new multidisciplinary programme - differs in certain respects from many other academic courses of study, which could also be considered a limitation. For example, a new programme in a university consortium does not benefit from the heritage and awareness that well-established programmes offered in old and well-known universities exploit. It would thus be useful to extend the research to other types of programmes and educational institutions, and ideally also to further test the empirically grounded framework for managing brand identity and reputation in higher education (Figure 6). The fact that the current study did not take prospective students into account is a further limitation. Future studies could thus focus on these students, which would also allow comparison between brand identity and actual brand reputation.

It would be useful to investigate how internal branding could help to improve branding strategies. Scholars stress its importance in higher education (see e.g., Chapleo 2007; Whisman 2009; Chapleo 2011b), but it appears that only a few empirical studies have been conducted (see Judson et al. 2006; Judson et al. 2009). Studies enhancing understanding of stakeholder-management strategies and practices would be particularly useful in the HE context, in which the stakeholder environment is highly multifaceted (e.g., Chapleo & Simms 2010).

The articles included in this thesis mention co-branding as a possibility in higher education, but do not focus on the theme as such. There is a lack of research on

this topic, particularly in relation to cultural events. Thus further studies could bring new knowledge and identify new forms and ways of co-branding.

The results of this study demonstrate the important role of stakeholders in building a brand identity and reputation. This finding reflects contemporary academic literature on brand co-creation as a way of creating an identity and value for a brand. As mentioned, this literature focuses on brand communities, and typically concentrates on the co-creation of value for strong, well-established brands in the private sector (e.g., Muniz & O'Guinn 2001; McAlexander et al. 2002; Mertz et. al 2009; Payne et al. 2009; Vallaster & von Wallpach 2013), although some exceptionally focus on SMEs (e.g., Mäläskä, Saraniemi & Tähtinen 2011), start-ups (Juntunen 2012) and military forces (Juntunen, Juntunen & Autere 2002). Investigating the potential for brand co-creation in the public sector would thus be a fruitful avenue for further study. In sum, research on brand co-creation should extend beyond relationships between firms and consumers because brands (Brown, Kozinets & Sherry 2003, 31): “belong to and are created in concert with groups of communities”.

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APPENDIX 1: The study informants and the dates and locations of the data gathering

DATA SET 1		
Informants	Date	Place
A representative of an institution developing the arts and education in Finland	May 19, 2010	Helsinki, Finland
Planning officer	May 19, 2010	Helsinki, Finland
Professor (this informant was interviewed again in 2011)	Feb 3, 2010	Pori, Finland
Professor (this informant was interviewed again in 2011)	Feb 4, 2010	Pori, Finland
Professor	Feb 9, 2010	Pori, Finland
Researcher	April 30, 2010	Pori, Finland
Researcher	May 3, 2010	Pori, Finland
Researcher	Feb 24, 2010	Pori, Finland
Researcher	Feb 28, 2010	Tampere, Finland
The director of the School of Economics	Feb 15, 2010	Pori, Finland
The former director of the local music event	Feb 18, 2010	Pori, Finland
DATA SET 2		
Informants	Date	Place
Student respondents (S 1-32)	Dec 1, 2010	Pori, Finland
DATA SET 3		
Informants	Date	Place
A representative of a regional development agency	Sept 21, 2011	Pori, Finland
Planning officer	Sept 27, 2011	Pori, Finland
Planning officer	Sept 28, 2011	Pori, Finland
Professor	Sept 15, 2011	Pori, Finland
Professor	Sept 20, 2011	Pori, Finland
Professor	Sept 27, 2011	Pori, Finland
Researcher	Oct 7, 2011	Pori, Finland
The director of the University Consortium	Sept 16, 2011	Pori, Finland
The head of development at the School of Economics	Sept 29, 2011	Pori, Finland
The marketing manager of the University Consortium	Sept 30, 2011	Pori, Finland
DATA SET 4		
Informants	Date	Place
A financial editor at the leading local newspaper	May 22, 2012	Pori, Finland
A project manager at a regional development agency	May 28, 2012	Pori, Finland
The EU coordinator at the Regional Council	June 8, 2012	Pori, Finland
The cultural director at the host city	May 22, 2012	Pori, Finland
The development manager at the host city	May 31, 2012	Pori, Finland
The head of strategy and development at the host city	May 30, 2012	Pori, Finland
The marketing manager at the regional tourism agency	June 6, 2012	Pori, Finland

APPENDIX 2: The interview protocol (February – May 2010)

Questions arranged according to the components of brand identity (de Chernatony 1999)

- Describe your own role within the programme.

Vision

- Describe how the Master's degree programme was initiated.
- Describe why and for what particular reason the programme was planned.
- What kind of vision did you have for the programme when it was being planned?

Culture

- How would you describe the working culture when you were planning the programme?
- What did you think were the background values affecting the programme?

Positioning

- What did you think would differentiate the programme from others in the higher-education market?

Presentation

- What did you think the programme would become known for?

Personality

- What kind of students did you plan this programme for?
- Do current students match the expectations you had?

Relationships

- Which stakeholders and relationships with stakeholders affected the launching of this programme?

APPENDIX 3: The interview protocol (September–October, 2011)

Questions arranged according to the quality dimensions (Vidaver-Cohen 2007)

Starting questions

- Would you please first describe your own role within the Master's degree programme?
- With which members of the programme staff do you co-operate and how would you describe these people?
- How would you describe the reputation of the Master's degree programme?

Performance

Intellectual performance

- How would you describe the research on which the programme is based?

Network performance

- How would you describe the relationship between the programme and the business community?
- How would you describe the co-operation with the local business community in the context of the programme?
- In your opinion, what kinds of students apply for a place on the programme?
- What are the programme's stakeholder groups? What should they be?
- How would you describe the co-operation between the stakeholder groups and the programme?

Financial performance

- How would you describe the financial situation of the programme?

Services

- What kind of study counselling and other support do the students get? How effective do you think it is?
- What do you think the students receive in return for their financial investment?
- Do you think the Master's programme gives its students employment opportunities?
- How is student feedback taken into consideration?

Products

- How do you think the programme takes into account the achievements and capabilities of the students?
- What you think about the employability of these students after they have graduated from the programme?
- What kind of special skills do you think students will acquire that potential employers will appreciate?
- What kind of people graduate from the programme?

Leadership & Governance

- Who are the leaders of the programme and how would you describe them and their capabilities?
- What kind of visions do the staff planning and implementing the programme have of its future?
- How would you describe the administration of the programme?

Workplace climate

- How well do you think this programme rewards its employees?
- How would you describe the job satisfaction and the amounts of sickness absence of the employees?
- How would you describe the loyalty and the staff turnover within this programme?
- Do you think that employees have equal self-development and career opportunities?

Citizenship

- How would you describe this programme's effects on local society in terms of corporate social responsibility and ethics, for example?
- What negative events do you think would harm the programme, such as if students plagiarised course assignments?

Innovation

- How would you describe the innovativeness of the programme in terms of the curriculum, the teaching methods and the ways of working?
- Do you think this programme adapts to changes easily?

University selection and preference

- When students apply for this programme, do you think it is specifically on account of the programme or because it is associated with a school of economics / a department of art and media?
- Do the students consider themselves primarily as students of the programme or as students of a school of economics / a department of media and art?

Other questions:

- How do you think the location affects the reputation of the programme? What about the reputation of the University Centre and its standing within the HE market?
- What kind of reputation-related risks might be related to this kind of programme?
- Do you have anything else to say about the reputation of the programme?

APPENDIX 4: The questionnaire (December 2010)

Questions arranged according to the quality dimensions (Vidaver-Cohen 2007)

Starting questions

- With which members of the programme staff do you co-operate and how would you describe these people?
- How would you describe the reputation of the Master's degree programme?

Performance

Intellectual performance

- How would you describe the research on which the programme is based?

Network performance

- Do you think that the Master's *programme* gives its students employment opportunities?
- Do you think your *school/department* can offer employment opportunities to its students?
- How would you describe the relationship between the *programme* and the business community?
- How would you describe the relationships between *your school/department* and the business community?
- How would you describe the relationships between *your school/department* and the alumni?
- In your opinion, what kinds of students apply for a place on the programme?
- What are the programme's stakeholder groups?
- How would you describe the co-operation between the stakeholder groups and the programme?

Financial Performance

- How do you see the financial situation of you school/department?
- Would you pay for a study trip if it added value to your studies?

Service

- Who gives you study counselling? What kind of counselling and other support do you think students get? How effective is it?

- What do you think the students receive in return for their financial investment?

Products

- What kind of people do you think graduate from the programme?
- How do you perceive your employment opportunities after graduation?
- Do you think students will acquire skills during the programme that employers will appreciate?
- How do you think the programme takes into account the achievements and capabilities of the students?

Leadership & Governance

- Who are the leaders of the programme? How would you describe them?
- How would you describe their capabilities?
- In your opinion, what kind of visions do the staff planning and implementing the programme have of its future?
- How would you describe the administration of the programme?

Workplace climate

- How do you think your school/department rewards its employees?
- How would you describe the job satisfaction and the amounts of sickness absence of the employees in your school/department?

Citizenship

- How would you describe your school/department in terms of corporate social responsibility? How does it show?
- What, negative events do you think would harm the programme, such as if students copy course assignments?

Innovation

- How would you describe the innovativeness of the curriculum?
- How would you describe the innovativeness of the way of working?
- Do you think this programme adapts to changes easily?
- Do you think your *school/department* adapts to changes easily?

University selection and preference

- Do you consider yourself primarily a student of this programme or a student of a school of economics/department of art and media?
- When you applied for this programme was it specifically on account of the programme or because it was a school of economics/ a department of art and media?

Your unit (check):

School of economics

Department of art and media

APPENDIX 5: Interview protocol (May–June, 2012)

Starting questions

- Please tell me briefly about your job and the organisation where you work.

City image and target image

- How would you describe Pori as a town?
- What image do you think Pori wants to project of itself? Why?
- What kinds of education and degree programmes do you feel support Pori's target image (e.g., the Pori 2016 strategy, Tapahtumien Pori 2025)? Why?

Pori as a student city

- How would you describe Pori as a place to study? (If they don't come up with them, mention course options, student accommodation and public transport.)
- How suitable do you think the buildings in the old cotton-factory are for university use – in terms of functionality? Architecture? Location?
- Would a different location be more suitable? Why?
- What kinds of education options do you feel should be offered in Pori? Why?

CBM programme

- Are you familiar with the CBM degree programme (Master's degree in Creative Business Management)? (Provide a brief description on paper if not familiar.)
- If so, how would you describe it? Why?
- How well do you feel the CBM degree programme suits Pori's target image as a town? Why?
- What links are there between the CBM programme and your organisation? Why?
- How could the collaboration between the CBM programme and your organisation be improved?
- What other organisations do you feel would be natural partners for the CBM programme? Why?
- To what extent does the CBM programme benefit from having Pori as a location? Why?
- In what ways does or could Pori Jazz collaborate with the CBM programme?
- Do you feel that the CBM programme and other similar programmes could help Pori to raise its profile?
- Do you feel there is enough awareness of the CBM programme outside of the university consortium?
- What kinds of people do you think the programme will bring to Pori?

- What aspects of the CBM programme should be particularly emphasised in the programme's marketing?

Co-branding and other collaboration in marketing

- Do you feel the CBM programme should have more visibility in the marketing of the City of Pori? Why? Can you identify any possible synergies?
- What about in your own organisation's marketing? (Unless the organisation is the City of Pori). If yes, what kinds of synergies could be achieved through this?
- What opportunities do you see for joint marketing in the Pori region?
- Is there anything else you'd like to mention about the CBM degree programme, Pori or anything else?

APPENDIX 6: Examples of occasions of participant observation

KS= Kati Suomi

AL= Arja Lemmetyinen

Occasion	Information	Time	Examples of comments
Pori Jazz for Professionals summer seminar for event managers	<i>KS</i> : Working and participating in the seminar	2009, 2010, 2012	<i>KS</i> : 2009; conflicts among the personnel during the seminar. Do the participants notice? <i>KS</i> : 2010; we have a new interesting concept "the event clinic". We have pre-selected event cases whose leaders now present their events' special challenges to a group of event experts and the audience. Jyrki Kangas from Pori Jazz, Angelika Meusel from Rakastajat Theatre and other well-known festival experts are giving advice related to the festival organisers' challenges.
	<i>AL</i> : Taking part in the planning process and acting as Chair on one of the seminar days	2010, 2011	<i>KS</i> : 2012; I am not working at the seminar but I participate in it and give a presentation as part of the Researchers' Day programme. I feel positive about the day and the fact that PJfP devotes one day to academic research papers. Enjoying a great keynote from Dr. Marjana Johansson from Essex University.
	<i>AL</i> : responsible for the research themes and acting as Chair on the research day.	2012, 2013	<i>AL</i> : 2010: PJfP is presented as an optional assignment for students but not too many of them showed interest. <i>AL</i> : 2011: The course became very popular and almost too many students chose PJfP as their project assignment. Consequently there were some difficulties in organising their work in a proper way <i>AL</i> : 2012: student participation remains at a moderate level and is therefore easier to manage in a satisfactory way.
Occasion for new CBM students	Introduction of the personnel	24 Aug, 2009	<i>KS</i> : Everyone is enthusiastic, both the personnel and new students.

Occasion	Information	Time	Examples of comments
	to the new CBM students		Curious to see in the coming days and weeks what kinds of people our long-awaited CBM students are. Do they match the profiles generated in 2007?
Kick-off events for the new students	At the beginning of the new academic year both units arranged a joint reception to welcome the new students, and a specific Kick-off event that was planned jointly by both units. The event in 2009–2010 was in the form of a shorter excursion to the surrounding attractions, whereas in 2011–2012 the students went “culture catching” in the city of Pori.	Autumn 2009 2010 2011 2012	<i>AL:</i> The tradition of arranging the kick-off jointly was an honest attempt to create an “us spirit” among the personnel as well as among the students. However, this kind of joint leadership, not to mention the kind of joint teaching with reps from both of the units teaching in the same classroom, did not actually take place. Teachers in both units continued to give their usual types of lectures, and the students were the ones trying to get accustomed to the culture and style of teaching in each of the units. The feel of affinity never reached the strength it could have if the teachers and leaders of both units had had more in common.
Occasion for new CBM students	Meeting of students and personnel	2 Sept, 2009	<i>KS:</i> It seems that the personnel share the opinion that the first intake of students is just right mix of people for this kind of programme.
Creative Economy and Beyond (CEB) - International Conference on the Creative Economy	Participating in the conference and presenting a conference paper. Suomi, Kati: “Image and word-of-mouth in the context of festivals”	9–10 Sept, 2009	<i>KS:</i> I get good comments on my paper. This event is “must” as regards networking. We are able to talk to many people about the CBM programme and our research, and to get great contacts.
Tutkijoiden yö (Researchers’ night)	Presenting the CL research to the local	25 Sept, 2009	<i>KS:</i> I am one of the people presenting the CL research.

Occasion	Information	Time	Examples of comments
	population with other CL researchers		Unfortunately, not too many people are in the audience.
Evaluation discussion	Meeting with students and personnel. Students' feedback on the course	2 Dec, 2009	KS: Students say that communication between the business and the arts students has been good. Positive atmosphere and students give constructive comments.
Workshops for candidates for the matriculation exam	Workshop related to the creative economy for potential students (K. Suomi was responsible for the workshops)	2009 2010	KS: Workshops go well but the participants from upper-secondary schools are not as active as I would have wished. No really good discussions.
Valentine's day at the University Consortium of Pori	Valentine's day celebration organised by the CBM personnel	12 Feb, 2010	KS: Fortunately there was a warm atmosphere at the event even though there were inter-personal conflicts before it. A short film produced by a group of CBM students is presented as part of the programme. The project also included taking care of funding, distribution and marketing. The audience appears to be very impressed with the video and in a way it is the first concrete output of the CBM students. I clean the place together with Mervi, the project manager, after the event.
Future workshop on event management	Organisers: Creative Leadership project and Posek (a regional development agency)	2 March, 2010	KS: I enjoy the good atmosphere at the event. It seems that everybody is happy with the day. I'm happy to see that so many important stakeholders came along, including representatives of the City of Pori's administrative body. Jyrki Kangas from Pori Jazz is again completely in his element, infecting others with his positive vibes.
Several planning meetings for the PJfP summer seminar for event managers	Planning content and marketing PJfP	2009 2010	KS: November 2009, it seems that the planning of the 2010 summer seminar is overshadowed by tensions between people. Not so nice e-mails have been sent.
Students' presentations of their project assignments for the "Creative Industry Project"		29 Sept, 2010	KS: Students seem to be delighted to be in the new and modern Satakunnan Kansa premises in the old cotton factory. The presentations go well and

Occasion	Information	Time	Examples of comments
course at the office of Satakunnan Kansa			everybody seems to be satisfied with the occasion.
Meetings of the Creative Organisation team in the school of economics	Planning, implementing and evaluating the CBM programme	11 May, 2009 8 June, 2009 11 Aug, 2009 7 Sept, 2009 21 Sept, 2009 5 Oct, 2009 24 Oct, 2009 2 Nov, 2009 30 Nov, 2009 14 Dec, 2009 11 Jan, 2010 29 Jan, 2010 8 Feb, 2010 22 Feb, 2010 22 March, 2010 6 April, 2010 19 April, 2010 3 May, 2010 17 May, 2010 14 June, 2010 26 Aug, 2010 20 Sep, 2010 21 Oct, 2010 18 Nov, 2010	<p><i>KS:</i> 21 Sept 2009, good discussion about developing mentoring within the CBM programme. It would be good if every student had a business mentor. We also discussed clarifying the focus in advertisements. Prof. Nancy Adler gave a lecture to the CBM students after the Creative Economy and Beyond Conference in Helsinki. Her lecture seems to have been appreciated by the students.</p> <p><i>KS:</i> 14 June, 2010; Rather melancholic atmosphere at the meeting. People are transferring one by one to other positions. I will start work as a university teacher and will no longer be in the project.</p>
Steering-group meetings in different funding coalitions (CL project, HITTI project)	Participating in the steering-group meetings as the leader of the Master's programme	<p>Starting from Sept 14, 2009 (the CL project was managed jointly by both units)</p> <p>Regular steering-group meetings 4–5 times/year, ending March 7, 2014 when the HITTI steering group met for the last time.</p>	<p><i>AL:</i> Participating in steering-group meetings that took place for the first time in September 2009, when I had just started my work. The atmosphere was rather tense among some of the university reps, seemingly also internally among the reps of both units.</p> <p><i>AL:</i> Occasionally the steering-group meetings seemed to act as arenas for conflict among the participants from both units.</p> <p><i>AL:</i> The last steering-group for the HITTI project took place in March 2014. The meetings with reps from the School of Economics were more harmonious than the earlier meetings.</p>

Occasion	Information	Time	Examples of comments
Brand Day	Keynotes, students' (Brand Management course) presentations of their course work and feedback from the keynote speakers Prof. Nicholas Adjouri and Dr. Ulla Hakala	8 Dec, 2010	<i>KS:</i> The students (Brand Management course) seem to be very satisfied with the keynote speakers. They are well prepared for presenting their team work in English. It is fascinating to see what interesting results they have come up with in their multidisciplinary teams. The package concept for the Champ mushroom brand is clever. Surprised to see the old Union gas station brand being used by a Finnish advertising agency. The keynote speakers' comments to the students are good. Unfortunately there are not enough people from firms which gave assignments to students. Two CBM students write about the day in positive way, one in her online social blog and the other in the UC Pori magazine.
Brand Day II	Keynotes: Anne Kauppi and Prof. Frank Go. Students (Brand Management course) present their course work in the afternoon and get feedback from Dr. Ulla Hakala.	8 Dec, 2011	<i>AL:</i> This year's keynotes also attract positive feedback. Surprisingly, some students from the Brand Management course are critical because some of the programme is not in English. However, they are critical on behalf of the foreign guest, who they did not realise had an interpreter by his side translating the Finnish part of the programme into English.
Brand Day – Vision Day	Keynotes: Trendsetter Magnus Lindkvist and advisor Robert Govers. Prof. Frank Go and Senior Adviser Jyrki Kangas also give presentations. The programme ends after the workshops with a panel discussion	12 Dec, 2012	<i>AL:</i> The series of Brand Days culminates on 12.12.12, the day of the Brand Day – Vision Day. Students from several marketing courses participate in planning and evaluating the event. Among the 100 participants are several students who also take part in the workshops in the afternoon.

Occasion	Information	Time	Examples of comments
Course: Brand management within the development of service concepts and place marketing	Teachers: Dr. Arja Lemmetyinen & project researcher Kati Suomi	Autumn 2010	<i>KS:</i> Throughout the course it feels as if students from the Department of Art want to challenge our expertise as regards teaching about brands and branding. Somehow they seem to think that branding can be taught in the right way only in their school.
	Teachers: Dr. Arja Lemmetyinen & Dr. Ulla Hakala	Autumn 2011	<i>AL:</i> The Brand Management course has been organised three times as a practically oriented course. For the first course in 2010 several firms and organisations gave the students their assignments. This resulted in a wider range of reports that tended to be on the surface level. <i>AL:</i> The course assignments are integrated into a larger project, Pohjanlahden Rantatie, which produces fewer reports on a deeper level.
	Teacher: Dr. Arja Lemmetyinen	Spring 2014	<i>AL:</i> The practice of integrating the course assignments continues. In 2014 the students are concentrating on developing place branding in the Factory Park area of Kauttua.
Course: Customer relationship management	Teacher: Project researcher Kati Suomi	Fall 2010	<i>KS:</i> One CBM student (at the School of Economics) on my course harshly criticises one of the courses at the Department of Art. This course seems to be problematic this autumn, particularly for business students. It seems that the 2010 intake is divided into those from the School of Economics and those from the Department of Art. Clearly, the first intake in 2009 was a more homogeneous CBM group.
Strategy day at the Turku School of Economics, Pori unit		16 Dec, 2010	<i>KS:</i> This day and a strategy paper written earlier in the spring do not support the CBM programme. Our strategic focus in future will be on welfare economics and public services and no longer on the creative economy. These are not good signs for the CBM programme.

Occasion	Information	Time	Examples of comments
Course: Creative Industry Project	<p>Teachers: Dr. Arja Lemmetyinen, project researcher Kati Suomi & Dr. Taina Rajanti</p> <p>Teachers: project researcher Mervi Luonila and Dr. Arja Lemmetyinen</p> <p>Teachers: Dr. Arja Lemmetyinen and project researcher Lenita Nieminen</p>	<p>2010 2011</p> <p>2012 2013 2014</p>	<p><i>KS:</i> 2010; Interesting teamworks from students! Good work related to Satakunnan Kansa and the Punda advertising agency, for example.</p> <p><i>AL:</i> In 2011 very many students chose organising Pori Jazz for Professionals as their creative project assignment.</p> <p><i>AL:</i> In 2012 some of the students admit that they have been able to reach a level they did not think was possible. Organising the art exhibition in cooperation with Pori Jazz was one of the most successful projects.</p> <p><i>AL:</i> In 2013 the project assignments were concentrated in a certain area, the Factory Park in Kauttua. However, they represent different enterprises and viewpoints. The idea of an event targeted at children, called Ruukin Riemu, was one of the most successful projects this year.</p> <p>In 2014 only one group of CBM students is left on this course and their course assignment continues the work of previous years' students. The students have to meet high expectations when presenting their ideas at the nationwide Alvar seminar in Eura on Sept 24, 2014.</p>
Course: Creative Business Management	<p>Teacher: Dr. Arja Lemmetyinen</p> <p>Dr. Arja Lemmetyinen and project researcher Lenita Nieminen</p> <p>Dr. Arja Lemmetyinen, project manager TVA</p>	<p>2011</p> <p>2012</p> <p>2013, 2014</p>	<p><i>AL:</i> The cultural differences in the students' attitudes came out in this course. The students from the School of Economics were more disciplined, whereas those from the Department of Art were more spontaneous. It seemed that the business students were more accustomed to reading exam books in English whereas the art students were strongly opposed to the idea.</p> <p><i>AL:</i> In 2012 the course assignment, which was integrated into an external project, aroused strong criticism among the art students. Interestingly the business students could more easily see the connection with the theory they had learned. The curriculum changed in 2013 and 2014 to meet the demands of the art students,</p>

Occasion	Information	Time	Examples of comments
	Hanna-Kaisa Aalto, Prof. Ulla Hytti and project researcher Lenita Nieminen		and also included lectures on entrepreneurship.
Planning and writing a conference paper in a multidisciplinary team for an International workshop: "Educational Challenge: Innovation in Creative Industries" in Tallinn, Estonia		2011	<i>KS:</i> Writing the paper has been a pleasure. There are no signs of the former problems in multidisciplinary collaboration. Everything seems to run smoothly. Unfortunately, I am not able to travel to Tallinn as I will be at another conference in Southampton at the same time.
Course: Candidate's seminar and thesis	Supervisor: Kati Suomi Supervisor of theses CBM students' theses	2011, 2012, 2013, 2014	
Course: Master's seminar and thesis	Supervisors: Dr. Arja Lemmetyinen & Doctoral student Kati Suomi Dr. Harri Virolainen 2011–2012 Supervisors of Master's theses of the CBM students	2011, 2012, 2013, 2014	<i>KS:</i> 2011 & 2012, The thesis topics of the CBM students are interesting: crowd sourcing, innovation, new product development, for example. Spring 2014: it seems to me that the topics suggested by the CBM students for their Master's theses come too close to those of 'basic' marketing students. In 2011–2012 the Master's seminar group was integrated, including students majoring in both management and marketing.

Occasion	Information	Time	Examples of comments
CBM- maisteriohjelma kohtaa työelämän (The CBM programme meets working life)	Event for CBM students, personnel and stakeholders. Students present their course assignments for the Creative Industry Project. Venue: Rakastajat Theatre, Pori	29 Sept, 2011	<p>KS: The day does not go very well in my opinion. There are technical problems the whole day. This is not really our fault even it feels like it. The students walk around with their personal laptops showing their presentations. Not very many of the external stakeholders who were invited are present. One group of students harshly criticises the person from one organisation who gave them their assignment. This is not good for future collaboration if he finds out! One of the teachers talks to students in the audience in a way that does not give a good impression of the collaboration between the School of Economics and the Department of Art.</p> <p>Students working on the project that is related to arranging the PJfP seminar strongly criticise the task and its difficulty. It seems that giving real-life challenges as assignments have both pros and cons!! It is not good for the reputation of the programme that we cannot yet say what the future holds after 2013. Will it continue? The most positive thing was that we could congratulate and give flowers to the first CBM graduate.</p>
Conference on Cultural Entrepreneurship	International research conference, Pori.	10 Dec, 2012	<p>KS: Unfortunately I can only be present on the first day. The atmosphere feels positive and truly international. Not too many students have participated though. The participants appreciate the Kehräämö (spinning mill) conference venue at the Rakastajat theatre in the old cotton factory. I present a paper written jointly with Arja and Frank Go.</p> <p>AL: The impact of the conference has been strong in terms of creating researcher networks, conducting research in the area and disseminating research into the courses. For example, the special issue of Place Branding and Public Diplomacy, which includes articles based on the conference presentations, is used as material in the Brand Management course.</p>

Occasion	Information	Time	Examples of comments
Online social blogs of two CBM students	The blogs that concentrate on studying within the CBM programme		<p><i>KS:</i> One student complains in his blog that he was not able to take courses in other units of the University Consortium in as flexible a way as he expected on the basis of UC advertisements. He also expresses his disappointment at having to do his candidate's thesis as part of his studies in the Master's programme. He also mentions that the candidate's seminar is too theoretical.</p> <p>It seems to me that these are questions that could well be discussed more thoroughly with new intakes at the beginning of the programme to ensure that the students' expectations in terms of the flexibility and the duration of the studies are realistic.</p>
Meeting between personnel from the School of Economics and the Department of Art.	Planning the CBM programme in Värjäämö (An old dye works at the former cotton factory)	20 Aug, 2012	<p><i>KS:</i> The atmosphere at the meeting is rather melancholic, but friendly. The Department of Art is not able to take a new CBM intake in autumn 2013. The situation in the School of Economics is still unclear. How could we possibly continue this kind of multidisciplinary programme without our partner?</p>
Optional campus move		2012–2013	<p><i>AL:</i> Almost every time two or more people working at the University Consortium met in late 2012 and at the beginning of 2013, the conversation turned to the issue of moving from the Puuvilla campus (old cotton factory) to another place in Pori. This issue united the personnel in the different units more effectively than anything else during the years the four (five before Turku School of Economics merged with the University of Turku) universities have been operating in the old factory building. The personnel at the meetings in March 2013 decided to conduct a survey in which everyone's voice could be heard. Almost all staff members opposed the move and wanted to stay at the cotton factory. The university leadership took the opinions of the personnel seriously</p>

Occasion	Information	Time	Examples of comments
			and supported them in the negotiations with the City of Pori. The administrative council reversed its earlier decision to move the campus.

APPENDIX 7: Examples of additional material

Material	Additional information	Time (of publication)
Article: Porissa tutkitaan monitieteisesti luovaa taloutta (Multidisciplinary research on the creative economy is being conducted in Pori)	Publication: Mercurius, Turku School of Economics	1/2007
Article: Tiede avaa luovuuden väyliä (Science opens the way to creativity)	Publication: Satakunnan Viikko	27 June, 2007
Column: Luovan talouden maisteriohjelma (The Master's degree programme in Creative Business Management)	Publication: Satakunnan Kansa Prof. Heli Hookana and Prof. Marjo Mäenpää	28 Sept, 2007
Article: Yliopistokeskus ja CL-täydennyskoulutusohjelma lisäävät aluevaikutavuutta Satakunnassa (The University Consortium and CL supplementary education advance the regional impact in Satakunta)	Publication: UCPori.Inside	1 Nov, 2007
Proceedings of the Creative Futures Conference	Publisher: Creative Leadership project	10–11 Oct, 2007
Editorial	Publication: Satakunnan Kansa Juha Stähle	22 Dec, 2007
Recruitment advertisements (project researchers, project manager, assistants, head of development, planning officers)	e.g., Helsingin Sanomat e.g., Satakunnan Kansa	Several dates, e.g., 1 July, 2007 22 Aug, 2008
Article: Luova työ, insinööritaidot ja johtaminen (Creative work, engineering skills and management)	Publication: TEK –Tekniikan akateemiset (Academic Engineers and Architects in Finland)	8/2007
Survey announcement: Kerro, miten luova yritys menestyy (Tell us how a company in the creative industry succeeds)	Publication: Satakunnan Kansa	14 Dec, 2007
Marketing letters of PJFP supplementary education	Customised letters for different target groups	2007
Profiles of fictive CBM students	Profiles of prospective CBM students: Jonna M., Lari T., Pihla A., Riina I., Liisa J., Calle J. and Matti T. as a part of the programme planning.	22 May, 2007
Luovaa työpäivää! (Have a creative working day!)	Publication: Sosiaalivakuutus	6/2007

Material	Additional information	Time (of publication)
Final report of the Creative Leadership1 project		2007
Memos of the meetings of the Creative Leadership project team		28 Jan, 2008 8 Feb, 2008 18 Feb, 2008 13 March, 2008 3 April, 2008 15 May, 2008 18 Aug, 2008
Speech given by Jyrki Kangas of Pori Jazz	Documented in writing afterwards	3 Feb, 2009
Memos of meetings of the Creative Organisation team at the School of Economics		11 May, 2009 8 June, 2009 11 Aug, 2009 7 Sept, 2009 21 Sep, 2009 5 Oct, 2009 24 Oct, 2009 2 Nov, 2009 30 Nov, 2009 14 Dec, 2009 11 Jan, 2010 29 Jan, 2010 8 Feb, 2010 22 Feb, 2010 22 March, 2010 6 April, 2010 19 April, 2010 3 May, 2010 17 May, 2010 14 June, 2010 26 Aug 2010 20 Sept, 2010 21 Oct, 2010 18 Nov, 2010
Press release: Kansainvälisesti merkittävä Creative Business Management -maisteriohjelma aloittaa syksyllä 2009 Porin yliopistokeskuksessa (International Master's degree programme in Creative Business Management starts at the University Consortium of Pori in autumn 2009)		8 May, 2008
Luovat alat Satakunnassa 2008 (The creative industries in the Satakunta region)	Project researcher Aarni Moisala, Professor Taina Rajanti & project researcher Saku Vähä-Santanen Saku	2008

Material	Additional information	Time (of publication)
Press release: Luovat alat Satakunnassa 2008 -selvitys valottaa luovien alojen merkitystä aluetaloudelle (The creative industries in the Satakunta Region 2008 report sheds light on the impact of the creative industries on the regional economy)		10 June, 2008
Article: Porin yliopistokeskus pärjää vain profiloitumalla (The University Consortium of Pori will succeed only by profiling itself)	Publication: Satakunnan Kansa Author: Journalist Jukka-Pekka Varjonen	20 Aug, 2008
Power Point presentation: Social Moulding	Aarni Moisala	10 Oct, 2008
Column: Porin yliopistokeskuksesta "lamalääke" maisterimarkkinoille (University Consortium of Pori provides a remedy for the higher-education market)	Publication: Satakunnan Kansa Authors: Dr. Raija Järvinen & research associate Kati Suomi	3 March, 2009
Press release: Porista festivaalituotannon living lab! (Pori will be a living laboratory of festival production)		3 March, 2009
Press release: Akateemista eukonkantoa? (Academic wife-carrying?)		3 July, 2009
Press release: Tulevaisuuden luovat johtajat aloittivat opintonsa! (Creative leaders of the future start their studies)		27 Aug, 2009
Material from an evaluation meeting with students	Students' feedback	2 Dec, 2009
Web sites	www.creativeleadership.fi (not available anymore) www.porijazz.fi www.pori.fi www.ucpori.fi www.tse.utu.fi/pori arts.aalto.fi	
Online social blogs	Online social blog about the CBM programme at the Department of Art. Two CBM-students' online blogs describing studying in the CBM programme	

Material	Additional information	Time (of publication)
Pori Jazz for Professionals - tapahtumatuotannon ammattilaisseminaari Työkirja – kokemukset kansiin. (Workbook of Pori Jazz for Professionals 2007–2009)	Creative Leadership project	2010
Press release: Tapahtumatuotannon kesäseminaari Pori Jazz for Professionals Porin yliopistokeskuksessa 20.-22.7.2010 (Summer seminar on event management: Pori Jazz for Professionals at the University Consortium of Pori 20–22 Aug 2010)		
Report: Luovan talouden opetus, tutkimus ja kehitystoiminta Turun kauppakorkeakoulun Porin yksikössä (Education, research and development in the creative economy at Turku School of Economics, Pori Unit)	Authors: Prof. Tomi Kallio & Prof. Timo Sneck	21 Oct, 2009
Advertisements, programmes, calls for papers, and participants' feedback from the Pori Jazz for Professionals summer seminars for event managers		2007, 2008, 2009, 2010, 2011, 2012, 2013
Feedback from students of the Department of Art about the CBM programme		8 Dec, 2009
Kohti hybriditalouden haastetta – Keskustelua luovasta taloudesta Suomessa. (Facing the challenge of a hybrid economy: discussion about the creative economy in Finland)	Prof. Saara Taalas Advisor to the Finnish Minister of Employment and the Economy, and Culture and Sports	10 Dec, 2009
Motivation statements of the CBM applicants	Evaluators of the motivation statements: project researcher Kati Suomi, project manager Mervi Luonila, Dr. Arja Lemmetyinen	April 2010
Several advertisements and brochures about the CBM programme	E.g., Tilaa luova tiimi! (Order a creative team!) Luova luokka palveluksessasi! A creative class at your service!	2009, 2010, 2011, 2012
CBM curricula		2009–2010 2010–2011
Mid-term report of the Creative Leadership project	Report for the funding body.	2010
Final report of the Creative Leadership project	Report for the funding body.	20 June, 2011

Material	Additional information	Time (of publication)
Column: Onni suosii rohkeaa (Fortune favours the bold)	Project manager Lenita Nieminen Magazine of Satakunta Chamber of Commerce	
Press release: Turun kauppakorkeakoulun Porin yksikössä alkaa syksyllä 2014 uusi asiantuntijaorganisaatioiden liiketoimintaosaamisen maisteriohjelma (A new Master's degree programme on knowledge-intensive organisations begins at the Pori unit of Turku School of Economics in autumn 2014)		22 Nov, 2013
News: Turun kauppakorkeakoulu rukkaa maisteriohjelmiään Porissa (Turku School of Economics revamps its Master's degree programmes in Pori)	Satakunnan Kansa	22 Nov, 2013

APPENDIX 8: Publications included in the thesis: The division of the work and the JUFO level.

Article 1	The tension between a distinct brand identity and harmonisation – Findings from Finnish higher education
Authors	K. Suomi, A. Lemmetyinen and F. Go
Year	2013
Publication	<i>Place Branding and Public Diplomacy</i> , Vol. 9 No. 3, pp. 202–215.
JUFO level*	1 (checked 10 Sept 2014)
Contribution of the individual authors	Research idea and the construction of the study: K. Suomi. Introduction and the literature review: K. Suomi; A. Lemmetyinen made some adjustments. Phase 1 of the study was based on data collected by K. Suomi for the purposes of her compilation thesis: K. Suomi carried out the data analysis and reported the results. A. Lemmetyinen conducted and reported on the participant observation in phase 2. Discussion and conclusions: K. Suomi and A. Lemmetyinen. F. Go’s contribution was to comment on the manuscript in general, and the conclusions section in particular.
Article 2	Exploring the dimensions of brand reputation in higher education – a case study of a Finnish Master’s degree programme
Author	Kati Suomi
Year	2014
Publication	<i>Journal of Higher Education Policy and Management</i> , Vol. 36 No. 6, pp. 646–660.
JUFO level	2 (checked 10 Sept 2014)
Article 3	Tracing reputation risks in retailing and higher-education services
Authors	K. Suomi and R. Järvinen
Year	2013
Publication	<i>Journal of Retailing and Consumer Services</i> , Vol. 20, No. 2, pp. 207–217.
JUFO level	1 (checked 10 Sept 2014)
Contribution of the individual authors	K. Suomi and R. Järvinen jointly came up with the research idea. K. Suomi wrote the introduction and the literature review; R. Järvinen commented on them and made adjustments, and also added references. Both authors jointly developed the proposed framework of reputation risks in retailing and higher education. In the context of higher education the study was based on data K. Suomi collected for the purposes of her doctoral thesis and the analysis and the reporting of the results were her responsibility. R. Järvinen was responsible for gathering, analysing and reporting the data in the retailing context. The authors were jointly responsible for the discussion and conclusions of the study.
Article 4	Focusing on dilemmas challenging reputation management in higher education.
Authors	K. Suomi, P. Kuoppakangas, U. Hytti, C. Hampden-Turner and J. Kangaslahti
Year	2014
Publication	<i>International Journal of Educational Management</i> , Vol. 28, No. 4
JUFO level	1 (checked 10 Sept 2014)

Contribution of the individual authors	K. Suomi and P. Kuoppakangas were jointly responsible for the research design. K. Suomi wrote the Introduction and the theoretical sections dealing with reputation, its management and stakeholders in higher education. P. Kuoppakangas and J. Kangaslahti jointly wrote the section on Dilemma Theory. The study was based on data collected by K. Suomi for the purposes of her compilation thesis. P. Kuoppakangas helped with the data analysis in this particular article in relation to the dilemma approach. K. Suomi and U. Hytti jointly wrote the methods section. K. Suomi wrote the results section of the study. C. Hampden-Turner commented on the manuscript and contributed particularly to the labelling of the dilemmas and their reconciliation processes. All the co-authors commented on the manuscript, and particularly on the Discussion and Conclusions sections, which K. Suomi compiled.
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All of the co-authors have agreed in writing with the division of research work as described above.

* The JUFO level refers to the Publication Forum Project (Julkaisuforumihanke) of the Federation of Finnish Learned Societies, which has created a system for evaluating the quality of scientific publication channels, specifically journals, publication series and book publishers. The three levels are: 1 = basic; 2 = leading; 3 = top.

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”Ketä kiinnostaa tuottaa tutkintoja ja julkaisuja
liukuhihnaperiaatteella...?”
– Suoritusmittauksen vaikutukset tulosohjattujen yliopistojen
tutkimus- ja opetushenkilökunnan työhön
- A-2:2014 Marika Parvinen
Taiteen ja liiketoiminnan välinen jännite ja sen vaikutus
organisaation ohjaukseen – Case-tutkimus taiteellisen
organisaation kokonaisohjauksesta
- A-3:2014 Terhi Tevameri
Matriisirakenteen omaksuminen sairaalaorganisaatioissa
– Rakenteeseen päätyminen, organisaatiosuunnittelu ja
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- A-4:2014 Tomi Solakivi
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performance – Evidence from multiple surveys and financial
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- A-5:2014 Salla-Tuulia Siivonen
“Holding all the cards”
The associations between management accounting,
strategy and strategic change
- A-6:2014 Sirpa Hänti
Markkinointi arvon muodostamisen prosessina ja sen yhteys
yrittäjyyden mahdollisuusprosessiin
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Understanding online game players’ post-adoption behavior: an
investigation of social network games in

- A-11:2014 Helena Rusanen
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yhteisöllisyyttä kietomassa
– Empiirinen tarkastelu jääkiekkjoukkueen kontekstissa
- A-3:2015 Kati Suomi
Managing brand identity and reputation
– A case study from Finnish higher education

All the publications can be ordered from

KY-Dealing Oy
Rehtorinpellonkatu 3
20500 Turku, Finland
Phone +358-2-333 9422
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