CORPORATE IDENTITY MANAGEMENT

A case study of Corporate Identity within Linnaeus University

Authors: Mathias Kansbod
19901118-2517
mkava09@lnu.se

Fredrik Wang-Andresen
19890604-4832
fwawa09@lnu.se

Tutor: Sarah Philpson
Examiner: Pejvak Oghazi
Subject: Marketing
Level and semester: Bachelor Thesis
Spring 2012
Acknowledgement

This thesis is the concluding part of the Bachelors program in Marketing at Linnaeus University, Växjö, Sweden. The work was conducted during the spring semester 2012.

We wish to thank everybody that contributed in some way valuable information to our thesis. It is with immense gratitude that we especially want to acknowledge the support and help from our tutor Sarah Philipson and from everyone who took the time to be a part of this thesis.


Fredrik Wang-Andresen
Fredrik.Wang@hotmail.com

Mathias Kansbod
Kansbod@hotmail.com
Abstract

Linnaeus University was created January first, 2010 and set step in to a market where the competition between universities is increasing. It’s in fact increasing to a degree where universities might be forced to shut down as a result of the competition. As the competition is growing, schools marketing efforts is getting more professional. Many universities now have a well thought out strategy for attracting students and to get a competitive advantage. In order to accomplish this it’s essential for organizations to acquire and retain some uniqueness that cannot be imitated by competitors and in the last two decades there has been an increasing attention paid to corporate identity management as a source of competitive advantage. Most researchers perceive corporate identity as an organization’s presentation of itself to its various stakeholders and the way it distinguishes itself from similar and/or competitive organizations.

Using a qualitative research method we studied the case of Linnaeus University. The purpose of this research was to study how Linnaeus University is using their corporate identity in their communication against students and employers. After analyzing the results of our empirical study and reflecting on the theoretical framework we concluded that Linnaeus University places great emphasis in their identity, that it is of great importance to them and that they have put a lot of effort in their corporate identity and how they mediate it in their communication. They have a clear picture of they see the university and how they want to communicate the identity, the basis for this is clarity and a strong internal communication strategy. In accordance with the theoretical framework Linnaeus University has a good corporate identity management and the university is so far a success.

We believe that there is further research that should be carried out in the field of corporate identity and image in the world of academics. More qualitative as well as quantitative empirical research would be interesting, especially to use a comparative research design investigating both several universities and potential students.

Keywords: Corporate Identity, Corporate communication, Image, Corporate Identity Management, branding
# Index

## Introduction

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

1. Preface .................................................................................................................. 7

1.1 Background ............................................................................................................ 7

1.2 Problematization ................................................................................................. 8

1.2.1 Purpose .................................................................................................................... 9

## Literature review

<table>
<thead>
<tr>
<th>2.1 Corporate identity</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Corporate identity management</td>
<td>13</td>
</tr>
<tr>
<td>2.3 Corporate communication</td>
<td>14</td>
</tr>
<tr>
<td>2.4 Branding</td>
<td>15</td>
</tr>
<tr>
<td>2.5 Corporate Image</td>
<td>15</td>
</tr>
<tr>
<td>2.7 Hypothesis and Research Model</td>
<td>17</td>
</tr>
<tr>
<td>2.7.1 Establishment of research Model</td>
<td>17</td>
</tr>
<tr>
<td>2.7.2 Research Hypothesis</td>
<td>18</td>
</tr>
<tr>
<td>2.8 Research question</td>
<td>18</td>
</tr>
</tbody>
</table>

## Methodology

<table>
<thead>
<tr>
<th>3.1 Research approach</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Inductive vs Deductive Research</td>
<td>20</td>
</tr>
<tr>
<td>3.1.2 Qualitative vs. Quantitative research</td>
<td>21</td>
</tr>
<tr>
<td>3.2 Research design</td>
<td>21</td>
</tr>
<tr>
<td>3.3 Data sources</td>
<td>22</td>
</tr>
<tr>
<td>3.4 Research strategy</td>
<td>23</td>
</tr>
<tr>
<td>3.4.1 Case study</td>
<td>24</td>
</tr>
<tr>
<td>3.5 Data collection method</td>
<td>25</td>
</tr>
<tr>
<td>3.5.1 Focus groups</td>
<td>25</td>
</tr>
<tr>
<td>3.5.2 Observations</td>
<td>26</td>
</tr>
<tr>
<td>3.5.3 In-depth interviews</td>
<td>26</td>
</tr>
</tbody>
</table>
3.5.4 Qualitative content analysis .................................................. 27
3.6 Data Collection Instrument ...................................................... 28
  3.6.1 Operationalization and measurement of variables .................... 28
  3.6.2 Operationalization .......................................................... 28
  3.6.3 Interview guide/questionnaire design ................................... 31
  3.6.4 Semi-structured interviewing ............................................ 31
3.7 Sampling .................................................................................. 32
  3.7.1 Sampling frame ............................................................... 32
  3.7.2 Sample selection .............................................................. 32
3.8 Data analysis method .............................................................. 33
  3.8.1 Analytic induction ............................................................ 33
  3.8.2 Grounded theory .............................................................. 33
  3.8.3 Data reduction & pattern matching ...................................... 33
3.9 Quality criteria ........................................................................ 35
  3.9.1 Content validity/face validity ............................................. 35
  3.9.2 Construct validity ............................................................. 35
  3.9.3 External validity ............................................................... 36
  3.9.4 Reliability ........................................................................ 36

Empirical investigation

4.1 Interviewee guide ................................................................. 37
4.2 Presentation of Linnaeus University .......................................... 38
4.3 Secondary data ................................................................. 38
4.4 Keyword identification ........................................................ 38
  4.4.1 Keyword crystallization .................................................... 38
  4.4.2 Pattern visualization ......................................................... 42
4.5 Summary of empirical data .................................................... 44
  4.5.1 Definition of LNU: s corporate identity ............................... 45
Carl Von Linné ........................................................ .................. 46
The graphic profile ..................................................................... 47
  4.5.2 Development of Corporate Identity ..................................... 47
  4.5.3 Corporate Communication ............................................... 48
4.5.4 Internal communication .................................................................................. 48
4.5.5 Importance of Corporate Identity ................................................................. 49
4.5.6 Image ............................................................................................................... 49

Analysis

5.1 Corporate Identity ........................................................................................... 51
5.2 Internal Communication .................................................................................... 52
5.3 Corporate Communication ............................................................................... 52
5.4 Visibility ............................................................................................................ 53
5.5 Image ................................................................................................................ 54
5.6 How has Linnaeus University managed their corporate identity in the environmental change that has occurred in the business climate? .................................................................................. 55
5.7 Are LNU considering corporate identity to be more important than it used to be a decade ago? .................................................................................................................. 56

Conclusions

6.1 Implications ...................................................................................................... 57
6.1.2 Implications for theory ................................................................................... 57
6.1.3 Implications for managers ............................................................................. 58
6.2 Limitations of the study .................................................................................... 58
6.3 Future research .................................................................................................. 59

Literature .................................................................................................................. 60
List of tables ............................................................................................................ 63

Appendix 1 English transcription ........................................................................... 62
Appendix 2 Transcript Malin Blom .......................................................................... 79
Appendix 3 Transcript Magnus Källström ................................................................. 85
Appendix 4 Transcript Susanne Håkansson .............................................................. 91
Appendix 5 Transcript Anna Strömblad ................................................................... 97
Appendix 6 Brochure “Linnaeus University, a new and strong brand is launched” .................................................................................................................. 101
Introduction

The introduction chapter is intended to give the reader an overall view of the topic that this paper is investigating. It comprises a motivation for the chosen subject and a problematization that will be sharpened down to a purpose. This will serve as the basis for the future theoretical perspective.

1. Preface

Competition between universities is increasing and the “reputation race” is on (Universityworldnews). As competition amongst universities grows, schools marketing efforts is getting more professional. Many universities now have a well thought out strategy for attracting students. This competition is fairly new and started in juncture with the 1993 university reform which made the education providers more independent and each institution the admission authority (Uppsalanytt.se). The fact that the competition is rising and that colleges who can’t keep up are as a result risking dire consequences (Kristianstadsbladet.se) makes this a very interesting market to study. Linnaeus University is a newly formed university and is the result of a merger between Växjö University and Kalmar Högskola. The results of the new university are exceeding all predictions (appendix 6) and the university is seemingly able to endure the competition.

The authors are interested in understanding how it is possible to compete in a market using corporate identity and communication to differentiate from competitors. This study could also be of interest for actors in other high competitive markets where the use of corporate identity is beneficial.

1.1 Background

To get a competitive advantage, it’s essential for organizations to acquire and retain some uniqueness that cannot be imitated by competitors (Janonis & Virvilaité, 2007). In the last two decades there has been an increasing attention paid to corporate identity management as a source of competitive advantage (Lauring & Thomsen, 2009). However, one of the main hurdles in this area of research is the lack of consensus about the basic conceptualization and
definition of corporate identity. Most researchers perceive corporate identity as an organization’s presentation of itself to its various stakeholders and the way it distinguishes itself from similar and/or competitive organizations. These presentations would include the activities of designing logos, training the employees, and decorating interior, even corporate culture (Kiriakidou & Millward, 2000).

Balmer (1995) on the other hand, states that corporate identity is more than just the symbol or a mark of recognition of an organization, it denotes the specific way an organization conducts their business. How an organization behaves and interfaces with the external world outside the organization with the help of its employees (Kiriakidou & Millward, 2000).

From the unique perspective of facilities management, Lambert (1989) stressed the importance of incorporating the organizations corporate identity in all aspects of their presentation. He presented two generalizations of corporate identity - "all those manifestations of an organization that enables it to be distinctive" and "projecting who you are, what you do and how you do it". In other words, Lambert (1989) says that corporate identity should be integrated in every element of an organization, even including the building’s interior and architecture.

The corporate name, logo and tagline are, as written above, collectively typically referred to as a part of an organization’s corporate identity. The regular exposures of this corporate identity in all forms of marketing and advertising are believed to contribute to the public’s learning about the organization. Over time, the corporate identity affects the public's perception of the organization (Alessandri, 2001). A corporate identity should be “lived” in order to be successful. It should be meaningful and understandable by employees and other stakeholders. Employees should understand and adopt the corporate identity in such ways that makes it possible to bring it to life for them and by them for those they encounter. In other words, stakeholders should find it easy to recognize the organization, to know it and to identify with it (Topalian, 2003).

1.2 Problematization

Environmental changes has modified and changed how people construct their image of an organization. This is the main reason for why organizations today have to build a clear
corporate identity and a strategy for a strong corporate communication. The importance of corporate communication cannot be neglected since it forms the conjunction between an organization’s corporate identity and the image in the minds of people (Balmer & Gray, 2000).

Organizations in maturing markets needs to work on their uniqueness, something that cannot be imitated, which would give organizations an opportunity to find advantages compared to competitors (Janonis & Virvilaité, 2007). According to Balmer & Gray (2000) the need for a strong identity has increased the past decades, because of strong environmental forces that affect the competition. Meenaghan (1995) writes that it is more and more important for organizations to be aware of their image as markets are maturing. The attention is shifting from physical and functional benefits to symbolic associations expressed from the brand and the corporate identity (Meenaghan, 1995).

A recently published study, by analyst firm Care of Haus, has stated that the increased competition between Universities in Sweden can force some Universities to close down there business. The underlying reason for this is due to poor and inadequate marketing and communication. This is mainly a problem for Universities with a lower amount of students but the result is a clear indicator of how the fierce competition over students in the future could force some educational institutions to shut down their business (Leifsson, A, 2012).

As a result of increased national and international competition within higher education it has been increasingly important for universities to evolve a strong and clear identity (Parameswaran & Glowacka, 1995). The need to differentiate is essential for the progress of an organization (as such as Universities are) and those organizations have to offer additional value in order to attract people from other options (Pine & Gilmore, 2009).

1.2.1 Purpose

The purpose of this paper is to study how Linnaeus University is using their corporate identity in their communication against students and employers.
2. Literature review

This chapter intends to give the reader a deeper understanding in the concepts that are contributing with value for this investigation. The review comprises existing literature by authors with different opinions and from different perspectives. The central concept in this chapter is corporate identity and corporate identity is the fundamental part for all sub-headings. The final purpose of this chapter is to provide a State-Of-The-Art theory that will be the foundation for the upcoming analysis.

2.1 Corporate identity

There is still confusion around the term “corporate identity”, even though much has been written about the subject for decades (Topalian, 2003). Topalian (2003) states that corporate identity is the articulation of what an organization is, what it stands for, what it does and how it goes about its business. A successful identity need to be “lived”, it should be meaningful for leaders as well as employees and to other stakeholders. Employees understand and adopt the organizations identity in such ways as to bring it to life for themselves and those they serve and they will make it easy for others to recognize the organization and identify with it (Topalian, 2003).

Corporate identity has become more and more important and is essential for organizations that intend to strengthen their communication against the market. However, it is difficult to really put a finger on what it really is (Kiriakidou & Millward, 2000). According to Markwick & Fill (1997) “most” authors perceive the concept of corporate identity to be the organization’s presentation, towards stakeholders, and the key by which it distinguish the organizations from similar organizations.

Most authors agree that corporate identity characterizes the organization and expresses its uniqueness, which is something that corporations can turn in to an advantage by using it correctly (Gray & Balmer, 1998). The concept of corporate identity isn’t a distinct area that organizations should work with, it includes concepts that have to work in harmony to create this possible competitive advantage. They are mainly corporate communication, image and reputation. One is part of the other (Kiriakidou & Millward, 2000).
Allesandri (2001) discusses the concept of corporate identity from a general point of view and takes into consideration a lot of different opinions and states two general definitions of corporate identity, one conceptual and one operational.

The **conceptual** definition of corporate identity is “a firm’s strategically planned and purposeful presentation of itself in order to gain a positive corporate image in the minds of the public. A corporate identity is established in order to gain a favorable corporate reputation over time” (Allesandri, 2001).

The **operational** definition of corporate identity is: ”all of the observable and measurable elements of a firm’s identity manifest in its comprehensive visual presentation of itself, including its name, logo, tagline, color palette and architecture. Corporate identity also includes the firm’s public behavior, including its reception of employees, customers, shareholders and suppliers (Allesandri, 2001).”

Balmer & Gray (2000) state that due to a bunch of environmental forces over the past decades the need has increased for strategically managing corporate identity. These environmental forces have changed the business climate and, by that, the view by which people create their image of an organization (Christensen and Askegaard, 2001). Kiriakidou and Millward (2000) take this into account and state that the climate today (2000) is shifting a lot and that the need for a clear actual identity is crucial for organizations that want to be successful. The shifting business climate can do the picture between the actual identity (what the organization really is) and the ideal identity (what the organization desire to be) a bit foggy (Kiriakidou & Millward, 2000).

Hence the foundation of corporate identity is certain characteristics that distinguish an organization from others (Albert, Ashforth, and Dukerich 2000) (Balmer & Gray, 2000). Allesandri presents a model that intends to visualize the whole “process” of corporate identity from start to end station (the customer). It starts with corporate mission which is the values and vision the organization intends to communicate towards people. Allesandri (2001), claims that the corporate mission includes corporate behavior and visual presentation (logo, tagline, architecture etc.), which then forms the corporate identity. This on the other hand is questioned by Balmer & Gray (2000), Cornelissen, Haslam, Balmer (2007) and Kiriakidou & Millward (2000), who argue; that corporate behavior and the visual presentation are meant to
reflect corporate identity. Corporate Image and Corporate Reputation is defined as how the organization is perceived by the public and it can’t be formed by the organization. But it can be affected by the organization; their corporate communication can affect the image and reputation of the organization (Markwick & Fill, 1997).

Corporate identity used to be considered on an artifactual level where the visibility of the organization (logos, annual reports etc.) was what defined the corporate identity. Some authors gather around the idea that corporate identity is a set of symbolic representations, graphic designs and sometimes organizational behavior (Christensen & Askegaard, 2001). As Abratt (1989) says, corporate identity is the way by which stakeholders recognize the organization and distinguish it from others and which can be used to symbolize the organization. This has changed over time and corporate identity is now considered to be a much more complex and abstract concept (Christensen & Askegaard, 2001). In this time and day corporate identity is seen to relate to a general meaning of a corporate unit that resides in the values, beliefs, roles and behavior of its members as well as the visual symbols and artifact that is a caused of branding through the corporate identity (Cornelissen, Haslam, Balmer, 2007; Kiriakidou & Millward, 2000; Schroeder & Salzer-Mörling, 2006). Corporate identity today is a way of expressing intrinsic characteristics that gives the organization its specificity, stability and coherence (Moingeon & Ramanantsoa, 1997).

In the 1970s corporate identity emerged as a design concept and lead to eventually being regarded as a strategic tool and a source for competitive advantage (Bickerton, 1999; Downey, 1987). Melewar (2010) states that corporate definition is the set of meanings by which an organization allows itself to be known and though which it allows stakeholders to remember describe and relate to it.

One of the several advantages of corporate identity is that it can act as a central force that helps to motivate employees. If the staff can clearly understand the direction, purpose and specialty of their own organization they will show greater support for it (Downey, 1987). Kiriakidou & Millward (2000) brings up this issue and how problems may occur when there are incongruences between an organization’s ideal (desired) identity and the actual identity (perceived by the employees). The desired identity is mainly communicated through organizational symbolism and corporate communications to promote competitive advantage. This may on the other hand not be the genuine expression of the organization and the actual
identity. The actual identity is recognized out of the behavior of an organization and how it interfaces with people via the employees. Employees that feel that there is discrepancy between the actual and ideal identity are significantly less willing to commit, and realize corporate goals (Kiriakidou & Millward, 2000). Corporate identity can help organizations to recruit sought after executives (Grey & Smeltzer, 1985; Melewar & Saunders, 1998). By the reflection, of an organization’s identity, stakeholders can become aware of its business capabilities, management strengths and competitive distinction (Melewar, 2010).

Even though there have been various definitions of corporate identity, with the contributions of consultants and academics the concept has grown to include culture, behavior and other communication means. More recently is has been commonly agreed that corporate identity is a multidimensional concept that includes corporate culture, business strategy, philosophy of key executives and behavior (Melewar, 2010). All these various aspects of corporate identity interact with each other and result in distinguishing one organization from another.

2.2 Corporate identity management

One possible reason why organizations express ideals that are not truly enacted in practice could be that corporate identity management has a tendency to become communicated from top to bottom (Lauring & Thomsen, 2009). This leaves little room for dialogue and according to Cheney et al. (2004), managers tend to assume that everyone will automatically share everything that they express officially.

If employees feel that corporate identities are imposed on them by top management without any dialogue, they might feel disconnected from the process and not feel any ownership of the identity (Lauring & Thomsen, 2009). Lauring & Thomsen (2009) also declares that to understand corporate identity management it is necessary to understand how employees enact the identity communicated to them.

Corporate identity management is of crucial importance for an organization that strives to achieve success. By clear and structured management, organizations are able to create an adaptable corporate identity, which in this case means an identity that can manage to survive the environmental changes that has been going on the past decades (Balmer & Gray, 2000). Kiriakidou & Millward (2000) express the same kind of need for corporate identity management. They argue that clear and good management will erase the discrepancy that may
occur within an organization, when employees’ doesn’t support the desired corporate identity. This is mostly a cause of poor communication within the organization, which creates uncertainty about the identity (Kiriakidou & Millward, 2000).

2.3 Corporate communication

Corporate communication is the process by which stakeholders perceive the organization’s identity and by that form their image and the upcoming reputation. Balmer & Gray (2000) states that due to environmental changes in the past decades the need has increased for strategically managing corporate identity. Corporate communication is the channel by which a corporate identity is made known to internal as well as external stakeholders. Over time this can result into the acquisition of a corporate reputation (Balmer, 2001). Van Riel’s (1995) corporate communication mix includes management, organizational and marketing communications. Aberg (1990) broadened Van Riel’s corporate communication mix and added elements such as organizations’ products and behavior.

Organizations can communicate their activities through their logo (e.g. golfing by a golf ball) and destination or locale by name. (Chech-Teck & Lowe, 1999) Corporate communication is-based on the premise that everything an organization does, make and say will be communicated in some way (Baker and Balmer, 1997). Bernstein (1984) points out that an organization has to embrace a holistic view of communication since you are communicating to your stakeholders all the time. The communication could be planned or unplanned, it is still creating impressions and as a result an image is being formed. This view is shared by Haynes (1990) who states that corporate communication is every form, manner and medium by which an organization communicates with its stakeholders. Balmer & Soenen (1998) state that corporate communication includes what they call uncontrolled communication, controllable communication, behavior of employees, indirect communications and visual identity.

Balmer & Gray (2000) argues for that corporate communication must be expanded in a bigger perspective since they categorize corporate communication as primary, secondary and tertiary. Primary communication is expressed through different kinds of behavior, both towards the organization, but also towards the market. Secondary is the visual expression an organization sends out to people in form of advertising, graphic design, brand, logo etc. The
tertiary communication is an abstract expression that comes in form of Word-Of-Mouth and reputation spinoffs (Balmer & Gray, 2000).

2.4 Branding

Branding is the process by which the corporate identity is mediated and the process includes the transition from branding to image. The branding process is a way of communicating with people and a way to communicate the values and core of the corporate identity. This is done with the purpose of affecting the corporate image (Alessandri, 2001).

At a corporate level, image and identity are often used to mean the same thing while marketers will use the terms interchangeably. Essentially identity is the sum of all the ways an organization chooses to identify itself to its stakeholders. Image is the perception of the organization by stakeholders. Organizations will focus on the one element they can control in the seeking to manage the image development process, its identity (Meenaghan, 1995).

A wide variety of elements of the identity are needed in trying to influence the corporate image. Olins (1989) defines corporate identity in terms of four elements, product/service, information, staff behavior and physical environment. Topalian (2003) agrees with the concept of essential elements of corporate identity, but he only classifies them in three categories- physical, human characteristics and operational.

Product features are generally central to the brand image creation process since they have the ability to satisfy the needs of the buyers which are at the core of image formation. If there is little or no difference between competing products the weight of the image creation falls more on to other aspects of identity. In these cases marketing communication and advertising provides the basis for discrimination by the audience (Meenaghan, 1995).

2.5 Corporate Image

“The corporate image may be defined as a composite of knowledge, feelings, ideals and beliefs associated with an organization as a result of the totality of its activities” (Gunther, 1959 p. 62).

Image is a concept that is of great importance for organizations. People may have a general definition of image in mind but in the literature it could be difficult to find a clear distinct explanation of it.
Corporate image is the sum of expectations and impressions stakeholders have built up in their minds. The visual design of outputs is only one of several factors contributing to an organization's corporate image. Corporate identity is mainly under the control of the host organization, corporate image on the other hand is formed within the minds of target audiences as a result of different received messages. Images can only be influenced by host organizations; it’s very difficult to control focus an image (Topalian, 2003).

Hatch & Schultz (1997) discusses the image and how it is related to identity and culture of the organization. According to them image is a holistic and vivid impression created by individuals/groups towards a certain organization and is a result of customer senses but also of communication from the organization that is intended to exhibit a projected picture of the organization (Balmer & Stotvig, 1997; Hatch & Schultz, 1997).

Christensen and Askegaard (2001) find corporate image typically conceptualized as the total impression an organization makes on its stakeholders; it describes how an organization is received in its surroundings. Stuart (1999) declares the importance of employees in the process of corporate image formation.

It’s not easy to differentiate products of similar performance and appearance and it’s especially hard in overcrowded markets. In circumstances like this the performance and nature of the producers assumes greater significance. It’s not unusual for people to resist buying from those whose values differ from their own. Hence, the corporate identity ought to be reflected in the interactions between organizations and different stakeholders, which will produce an image that is a good reflection of the corporate identity (Topalian, 2003).

Corporate image is the sum of a stakeholder’s perception of the way an organization presents itself, deliberately (for example, through planned commercials) and accidentally (for example, through comments made by staff). Through encounters of this type images are formed with the characteristics of an organization, the result of the interaction of all the beliefs, experiences, knowledge and feelings that each stakeholder has about an organization (Bernstein, 1984; Spector, 1961; Topalian, 1984) Organizations have several stakeholders that come from a variety of backgrounds and have different objectives, therefore it cannot be expected that there will be a single consistent image. Theses stakeholders will have different
images of the same organization based on their distinct exposures to the identity communicated (Markwick & Fill, 1997).

One way in which these different images can be formed is through the employees of the organization. If the expectations and views of different employee groups are fragmented this could lead to confusion among stakeholders since it’s likely that several identities will be formed. Hence the importance of establishing a consistent and sustainable internal image among all employees. Image, therefore, exists only in the mind of stakeholders and cannot be managed directly by organizations. Managers seeking to influence the images held of their organization can only do so by managing their corporate identity (Markwick & Fill, 1997).

2.7 Hypothesis and Research Model

2.7.1 Establishment of research Model

Based on the literature review, earlier in this chapter, it is clear that corporate identity as a concept can have big impact on an organization's communication, depending on how they use it. With this in mind it becomes clear that the primary aim for this thesis is to investigate how Linnaeus University uses their corporate identity in their communication. The below model 2.7 guides the reader in the different concepts that are of value in this thesis and how they connect:

This model represents the relationship between each concept and how they relate to each other, based on the literature review. This is the ground foundation for this thesis and acts as a bridge for the hypothesis that will be narrowed down to our theoretical research approach: research questions.
2.7.2 Research Hypothesis

Balmer & Gray (2000) discusses, as Kiriakidou & Millward (2000), how corporate identity has increased in importance for organizations the past decades. The business climate today is creating uncertainty for organizations, since the market is rapidly developing and forces them to adapt. The environmental changes has forced organizations to reassess their thoughts about how corporate identity is managed and that they have to develop a distinct and clear corporate identity in order to have a strong foundation to work on (Balmer & Gray, 2000; Kiriakidou & Millward, 2000; Christensen and Askegaard, 2001).

Corporate identity used to be defined as a set of symbolic representations on an artifactual level where the visibility of the organization (logos, annual reports etc.) defined the corporate identity (Christensen & Askegaard, 2001; Abratt, 1989; Downey, 1987; Bickerton, 1999). This have changed over time and today it’s in addition to the visual symbols and artifacts also values, beliefs and behavior that is included in the corporate identity (Schroeder & Salzer-Mörling, 2006; Kiriakidou &Millward, 2000; Cornelissen, Haslam, Balmer, 2007). Corporate identity has also grown to include culture and other communication means (Melewar, 2010; Kiriakidou &Millward, 2000).

In our research we intend to apply these above thoughts on Linnaeus University and see whether they believe that the importance of corporate identity has increased the last couple of decades. We are interested in seeing how this “new” perspective of corporate identity has occurred within the Linnaeus University and to see how the corporate identity of Linnaeus University has evolved the last decade. With this in mind, it is important to remember that Linnaeus University is a fairly young organization, so what we will look into is based on two organizations that has become one.

2.8 Research question

- How has the corporate identity of Linnaeus University evolved the last couple of years?
- Is LNU considering corporate identity to be more important today than it used to be a decade ago?
3. Methodology

This chapter presents this papers research methodology in detail. It also motives and argues for the chosen approaches in this study. It includes research approach, research design, data sources, research strategy, data collection methods, survey design, sampling collection, data analysis method. The ending of this chapter contains quality criteria, validity and reliability.

3.1 Research approach

3.1.1 Inductive vs Deductive Research

An inductive approach is collecting data unconditionally and observes the researched objects. Based on the data collection a theory is written from the basis of what’s been observed (Bryman & Bell, 2011). This means that this method is a theory building approach and looks for a generalization about the investigated phenomenon (Kenneth, 2000).

A deductive approach is based on already written theory, based on which data is collected. A deductive approach is generally much more specific, since it departs from existing theory with a purpose for either supporting or rejecting the theory. A deductive research approach appears very linear, which means that one step follows the other in a clear and logical sequence (Bryman & Bell, 2011).

The process of a deductive research approach is written theory that becomes a hypothesis or research question (what the researchers wants to investigate). Based on the hypothesis data is collected translating it into findings that are of relevance for the hypothesis, which can either be confirmed (accepted) or rejected. This confirmation or rejection is the foundation for a revision of the theory (Bryman & Bell, 2011).

This thesis intends to use a deductive research approach since this field is quite well exploited and provides useful information that are of relevance for this investigation. The deductive theory is based on earlier research in the field and forms the foundation for the purpose and research question(s).
3.1.2 Qualitative vs. Quantitative research

A research approach can either use qualitative or quantitative data. A qualitative research provides the researchers with more insight based on a small sample. This approach is recommended when the research intends to give more detailed information about a specific subject, rather than a generalization of it (Malhotra, 2010). Qualitative research can also be seen as a less formalized approach and the conclusions are generally based on respondents’ attitudes and beliefs and note quantified (Bryman & Bell, 2011).

A quantitative research is on the other hand based on large samples, which intends to be quantified and analyzed statistically. This approach gives results that are more generalizable, since gets a large amount of respondents, but is not as deep and insightful as qualitative study (Malhotra, 2010). Quantitative research is measured and presentable in form of numbers and statistics. Since this type of research is targeted to a large amount of respondents, the research is “forced” to be more formalized and structured so that a general conclusion can be drawn (Bryman & Bell, 2011).

The results of quantitative research is, in opposite of qualitative, never subjective of nature, since it is a statistical summary of a sample that represents a specific group of the population. A qualitative research, on the other hand, puts the investigators at a stage where they have to evaluate the collected data and interpret what the respondents said (find patterns in their words) which might be affected by the judgment of the researchers (Bryman & Bell, 2011).

This thesis intends to do a qualitative case study on Linnaeus University and the reason for why a qualitative research is applied is because to answer the research question it requires a deep knowledge about the companies studied. The authors believe that a qualitative study, will as opposed to a quantitative study provide better and more relevant results, since the study is oriented towards a subject that is more consolidated at the executive level. So the reason for why a qualitative study is preferred is because the authors search insight information about the organization and not information to do a generalization about it.

3.2 Research design

Descriptive research is a type of research that describes data and characteristics about a phenomenon of investigation. Descriptive research is of nature limited, since it cannot create a
causal relationship, where one variable affects another. This research design is about identifying and describing a problem and giving it a solution. This design answers the questions who, what, when, where and how, and is useful in measuring opinions (Yin, 2007).

**Exploratory research** is a research conducted for a problem that hasn’t been clearly defined. Exploratory research often relies on secondary data, which means that it investigates already existing data of the subject, or on qualitative research approaches, such as interviews with customers, employees, executors; simply those who can present a more insight picture of the researched subject (Yin, 2009). A good metaphor, about an exploratory research design, is to suppose a detective that gets a case on his table, he can see what has happened, but not who did it and not how it was conducted. This is something that becomes evident during the working process and its progress (Ghauri & Gröhaug, 2005).

**Causal design** is the third research design. These studies examine whether one variable causes or determines the value of another variable. It is simple in the sense that it evaluates how a change in an organization (let’s say they change color on the logo) may affect the profitability. One thing affects the other (Yin, 2009).

This thesis intends to have a descriptive research design. Since this paper doesn’t intend to answer if and how variable affect another a casual design was precluded. Since there is previous research on our subject there is no need for an exploratory research design, leaving a descriptive design as most suitable for this paper.

### 3.3 Data sources

**Secondary data** are the data that have been collected for a purpose that isn’t clearly connected to solving the actual problem the research is based on. The advantage of using a secondary data source is that it can strengthen the primary data and provide necessary information that may help to take the case to a higher level. Secondary data sees the problem from different angle and may provide new alternatives for the primary data collection and a good secondary data source will also help to validate to actual results (Bryman & Bell, 2011).

Secondary data, on the other hand, isn’t as specific and clear as primary data which may indicate on lack of relevance for the data. Secondary data can also be insufficient and inaccurate (Bryman & Bell, 2011).
Primary data, in opposition to secondary data, is conducted for the purpose of the study, which gives it is more valid than secondary data. Primary data consists of sources that can give more insightful information and are more personal, since it comes from a primary source. Primary research is much more specific and it gives researchers a chance to control and steer it in the right direction to be relevant for the study (Bryman & Bell, 2011).

This thesis intends to use both types of data sources, since the authors believe that relevant and useful information can be provided from both primary and secondary data. The foundation for the study will lay on a primary set of data provided from the researched companies and secondary data will be gathered in purpose of either strengthening the primary data or question it.

3.4 Research strategy

There are several research strategies available as a research method. These are presented in table 3.1; Research strategy alternatives, (Yin, 2009)

<table>
<thead>
<tr>
<th>Research Strategy</th>
<th>Focus on question</th>
<th>Requires control over behavioral events</th>
<th>Focus on contemporary events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>How, why</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Survey</td>
<td>Who, what, where, how many, how much</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Archival analysis</td>
<td>Who, what, where, how many, how much</td>
<td>No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>History</td>
<td>How, why</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Case study</td>
<td>How, why</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Adapted from Yin (2009, p.8)

These five strategies are all evaluated based on it features, advantages and disadvantages.
An experimental strategy is carried out with a purpose to verify, falsify or establish the validity of a hypothesis where the experiment tests causal processes. One or more independent variables are manipulated to determine their effect on another dependent variable (Yin, 2009).

Survey strategies are carried out with a purpose of sampling individuals from a population and make statistical interferences about the population using the sample. It involves using statistical surveys to gather data about people’s thoughts and behaviors (Yin, 2009).

An archival analysis is a research where accumulated documents and other information are being analyzed. So, the research is mostly based on existing references and knowledge, which is most often provided through secondary data research (Yin, 2009).

An historical research strategy consists of a process where the researchers seek to analyze the authenticity of historical documents. This research is most appropriate and suitable when the researchers seek to test a hypothesis that either occurred in the past or in those special conditions (Yin, 2009).

3.4.1 Case study
A case study entails the intensive and detailed analysis of a single case (Bryman & Bell, 2011). Stake (1995) stated that a case study research is concerned with the particular nature of the case in question and its complexity. In the field of business research the case study design is very popular and widely used (Eisenhardt & Graebner, 2007). A case could be a single organization, a single location, a person or a single event (Bryman & Bell, 2011).

It’s most common to associate the case study with a geographical location such as an organization or a workplace. The focus of a bounded situation or system, an entity with a purpose and emphasis on intensive examination, of the setting, is what distinguishes case studies from other research designs (Bryman & Bell, 2011). Stake (1995) distinguishes three types of case studies: Intrinsic cases are undertaken with the primary goal of gaining insight into the particularities of a situation, rather than to gain insight into generic issues or other cases. Instrumental case studies focus on understanding a broader issue, or allowing challenging generalizations. Lastly, multiple or collective cases are undertaken jointly to explore a general phenomenon. Stake (1995) note that the boundaries between these types of designs often are blurred.
This thesis intends to do a case study since it is most appropriate to do in this kind of investigation. The authors are interested in gaining as much insight information as possible and are therefore carrying out a multiple case study since it is most adaptable for this research and investigation. A case study design is also very suitable cause of the intensive and detailed analysis it allows, which is needed for us to fulfill our purpose (Yin, 2009).

The authors could exclude the other research strategies based on their nature. Experiment was excluded since you need control over behavioral events. Surveys/archival analysis can’t answer "why?" and history doesn’t focus on contemporary events (Yin, 2009).

3.5 Data collection method

3. 5.1 Focus groups

Focus groups are a type of group interview, a type that capitalizes on communication between and among respondents to generate data. Instead of the researcher asking each respondent to answer a question in turn, respondents are encouraged to talk amongst each other: exchanging anecdotes, asking questions and commenting on each other’s experiences and points of view. Focus groups is a particular beneficial data collection method for exploring people’s knowledge and experiences and can be used to examine what people think, how they think and why they think like that (Kitzinger, 1995). Group processes could help to explore and clarify views in ways that would be less accessible when conducting an in-depth interview, one to one. Furthermore, focus groups are well suited for when the researcher mainly has open-ended questions and it’s imperative that respondents explore the issues of importance, in their own vocabulary. In turn, this could generate new questions by the respondents and they may pursue for their own priorities, taking the research in new, and sometimes unexpected directions (Kitzinger, 1995).

Focus groups have other potential advantages as a data collection method, they can encourage contribution from respondents who feel they have nothing to say or add because of getting engaged in the discussion generated by other group members. Respondents who are reluctant to be interviewed on their own could be encouraged by this type of research (Kitzinger, 1995). The shortcomings of the group dynamic are that the articulation of group norms may silence the individual voices of dissent (Kitzinger, 1995).
3.5.2 Observations

The qualitative researcher systematically observes respondents and events in order to learn about behaviors and interactions in natural settings. In this sense, observation epitomizes the idea of the researcher as the research instrument. It involves “field duty”—describing and analyzing what has been seen. Observational methods used in social science involve the systematic, detailed observation of talk and behavior; watching and recording how people act and what they say (Bryman & Bell, 2011).

One important advantage of observations is that it can help overcome the discrepancy between what say they do and what they actually do. It circumvents the biases inherent in the accounts people give of them self and their actions, caused by factors like how they wish to present themselves in a good manner. This makes observation as method suit studies of the working of organizations and how the people within them perform their functions. Observations may also uncover routines and behaviors of the respondents that they themselves are unaware of. For example, an observation of casualty wards in Scotland indicated that, because of pressure and conflicting demands on staff, some patients, who were seen as inappropriate attenders, were labeled as “normal rubbish” and these patients were treated differently from the other patients. It’s unlikely that interviews alone would have elicited these different patterns of care (Bryman & Bell, 2011).

3.5.3 In-depth interviews

In-depth interviews are a useful qualitative data collection method, suitable for a variety of purposes: for example need assessment, program refinement, and issue identification. In-depth interviews are most appropriate for situations where open-ended questions are used that elicit depth of information from a small number of respondents (in comparison to surveys, which tend to be more quantitative and conducted with a large number of respondents) Since in-depth interviews are best suited for open-ended questions is allows the interviewer to deeply explore the respondents feelings and perspectives on a subject (Bryman & Bell, 2011)

The key characteristics of in-depth interviews are open-ended questions; questions that need to be formulated in a way to which respondents can’t answer only “yes” or “no”. Open-ended questions often begin with “how” or “why”, to give respondents freedom to answer in their own words. In a semi-structured format it’s important to pre-plan key questions, but the
interviewer should still be conversational, with questions flowing from previous answers when possible. Usually the responses are audio-recorded and complemented with written notes (i.e., field notes). The written notes should include observations of both verbal and non-verbal behaviors as they occur as well as immediate personal reflections about the interview (Bryman & Bell, 2011).

Important characteristics for an interviewer are an open mind; judging or critiquing can act as barriers to communication. If the respondent perceives that they are being judged they are less likely to openly share the opinions. Patients, allow the respondent to speak freely and at a pace that is comfortable. Being observant is also an important characteristic, being able to pick up subtle cues such as facial expressions, body language and tone of voice. (Guion et.al, 2011) The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other methods, such as surveys. Disadvantages are that they could be a time-intensive activity because of the time it takes to conduct, transcribe and analyze them. The interviewer must also be appropriately trained in interviewing techniques to provide the most detailed and rich information from a respondent (Guion et.al, 2011).

The process for conducting in-depth interviews follows the general process for research (Boyce & Neale, 2006):

- Identify the information needed and where from.
- Develop an interview protocol; instructions followed in each interview, to ensure consistency between interviews, thus increasing the reliability of the findings.
- Collect data, set up interviews with stakeholders.
- Analyze, transcribe and/or review data.

3.5.4 Qualitative content analysis

A content analysis is mostly used in quantitative research, but it can be applied in qualitative analysis as well, and it is probably the most prevalent approach for analyzing documents. Content analysis is used to make conclusions about the content in interviews, focus groups or text sources (papers, the Internet etc.). There is an emphasis on letting categories emerge from data, and on recognizing the significance for understanding the meaning of the context in which an item is analyzed (Bryman & Bell, 2011).
This thesis intends to use the in-depth-interviews as data collection method. Using focus groups would be interesting but the idea of getting our respondents together at the same time would be difficult. Observation as a method is suitable when learning about behaviors and interactions in natural settings. It is also time consuming and difficult to get access to respondents. In-depth interviews suit the purpose well since it allows the authors to deeply explore the respondents’ feelings and perspectives (Bryman & Bell, 2011).

### 3.6 Data Collection Instrument

#### 3.6.1 Operationalization and measurement of variables

*Operationalization* is the process of defining a concept and makes it distinguishable and measurable. It refers to the process of specifying a concept and extends it to describe what is/what isn’t part of a concept. Part of an operationalization is to make an *operational definition* which refers to a definition of the operations to be carried out when measuring it.

#### 3.6.2 Operationalization

The authors contacted their chosen interviewees first by e-mail informing them about our purpose and that they would be contacted over phone the next day for an opportunity to book an interview. We introduced our paper and our field of research before each interview and engaged in small talk to loosen up and find out/confirm the respondent’s role in the organization. As discussed in section 3.2 this research was conducted with semi-structured interviews and the interview guideline is illustrated in appendix 7. The interviews all started with a general open-ended question to encourage the respondent to talk freely, thus our first question: *Have you heard about the concept corporate identity?*
<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Probing question</th>
<th>Theory connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you heard about the concept corporate identity and what does it mean to you?</td>
<td></td>
<td>This question was asked in order to get an understanding of how the respondents perceive corporate identity and to see if their definition is similar to the authors (described in chapter 2.1) and the other respondents.</td>
</tr>
<tr>
<td>How would you define Linnaeus University’s organizational identity?</td>
<td>-What are your objectives as an organization?</td>
<td>This question was asked in order to see similarities and dissimilarities between the respondents perception of Linnaeus University’s organizational identity.</td>
</tr>
<tr>
<td>Has the identity evolved as the university has developed?</td>
<td>-In what ways specifically?</td>
<td>Corporate identity and how it has changed (section 2.1) the last decade.</td>
</tr>
<tr>
<td>Has the identity evolved as the university has developed?</td>
<td>-Where has the biggest change taken place?</td>
<td></td>
</tr>
<tr>
<td>How did the identity change in connection with the merger that took place between Kalmar and Växjö?</td>
<td></td>
<td>Corporate identity and how it has changed (section 2.1) the last decade.</td>
</tr>
<tr>
<td>What was important to include in the identity when the merger was carried out?</td>
<td>-What was the most important?</td>
<td>Connects to corporate identity (section 2.1) and important in order to define their identity.</td>
</tr>
<tr>
<td>How do you work to convey your identity in your communication towards potential students?</td>
<td>-Which channels do you use?</td>
<td>Relevant to the area of corporate communication and how this is used which is discussed in section 2.2.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>What is the primary purpose of your communication?</strong></td>
<td>Relevant to the area of corporate communication and its objectives which is discussed in section 2.2.</td>
<td></td>
</tr>
</tbody>
</table>
| **Is your identity important to you when building relationships with consumers?** | -How important?  
-Why is it important?  
Connects with the theory of corporate identity and the importance of it, discussed in section 2.1. |
| **Do you want your employees to represent your identity?**              | -Why?  
Corporate identity management and the importance of using it with internal communication and how it is to be used in corporate communication discussed in 2.3. |
| **How do you work internally to help employees understand and act in alignment with your identity?** | Corporate identity management and the importance of using it with internal communication and how it is to be used in corporate communication discussed in 2.3. |
| **Do you think that the importance of having a clear and strong identity has increased in recent decades?** | -Why?  
Relevant to the discussion about corporate identity and how the concept has grown to be more important with time, discussed in section 2.1. |
| **Do you do regular follow-ups on how students perceive you as a University?** | -How are these follow-ups done?  
-What issues do they concern?  
-Have you found any patterns?  
This question was asked in order to see how the respondent perceived the importance of knowledge about their image and the importance of image discussed in section 2.5. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Additional Questions</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that image is relevant to you as a University?</td>
<td>-Why?</td>
<td>Connects with the theory of image and the importance of it discussed in section 2.5.</td>
</tr>
<tr>
<td>Do you work actively to strengthen your image?</td>
<td>-What do you do in order to improve it?</td>
<td>Related to the theory of corporate image and how companies can’t change it but only try effect it.</td>
</tr>
<tr>
<td>Do you want your identity to be reflected in student’s image of you?</td>
<td>-Why?</td>
<td>Connects with theory corporate identity and the theory of image and how image shows the real picture of how a company is doing with their identity discussed in section 2.1 and 2.5.</td>
</tr>
</tbody>
</table>

### 3.6.3 Interview guide/questionnaire design

The interview guide is much less specific than the notion of a structured interview schedule. It could just be a brief list of memory prompts of areas that are important to cover during the interview. It could also be a more structured list of issues that are to be addressed during the semi-structured interview. Researchers may often provide the respondents with a copy of the interview guide to help them prepare and to be able to give better thought throw answers (Bryman & Bell, 2011). To prepare the questions in advance can also help to strengthen the dependability of the research. What’s needed in order to answer the authors research questions was considered, thus the questioning needed to cover the areas important to the authors but from the perspective of our respondents (Bryman & Bell, 2011).

The authors constructed a semi-structured interview guide (see appendix) The interview guide addresses each of our concepts, corporate identity, corporate communication, corporate identity management, branding and image. The questions are a mixture of introducing, direct/indirect and specified questions.

### 3.6.4 Semi-structured interviewing

The in-depth interview is based on a semi-structured design, which means that the authors prepared the topics and had an interview guideline to fulfill the purpose of the interview. The
respondents get much freedom in how to reply, based which the researchers could pose follow-up questions. The advantage with semi-structured rather than structured interviews is that it can give more relevant and interesting data and information that may had been omitted in a more structured interview (Bryman & Bell, 2011).

### 3.7 Sampling

All items or people with the characteristics a researcher aspires to understand can be defined as a population.

The authors have chosen to sample on the basis of the specific purpose. Purposive sampling is a kind of sampling that narrows the sample down to persons that are likely to have the ability to contribute to theoretical understanding of the subject, and also persons that has the knowledge and credibility to provide clear and strong information from within the organization (Bryman & Bell, 2011).

In this thesis the authors have interviewed people that are working/used to work with marketing/communication at Linnaeus University since they are likely to have most relevant and credible information about the specific purpose (corporate identity) for this research. The respondents were chosen on the basis of their work descriptions.

#### 3.7.1 Sampling frame

A sampling frame is the source material or device from which a sample is drawn. It’s a list of all those within our defined population that can be sampled (Särndal et.al, 2003). The sampling frame in this paper is delimited to currently and previously employed professionals working with marketing/communication at Linnaeus University.

#### 3.7.2 Sample selection

The authors identified the employees at the communication department and after evaluation of their daily work assignments the people most interesting for this paper where contacted. Malin Blom, former Chief of communication, Magnus Källström, marketer, Susanne Håkansson current Chief of communication and Anna Strömblad, former Chief of communication.
3.8 Data analysis method

Analyzing data from a qualitative research method is a complex and very time-consuming work. This is probably the most important step in the whole working process, which also highlights the importance of doing it as accurate and precise as possible. The analyzing of qualitative data is iterative, which means that it is an ongoing process throughout the whole data collection. In simple sense is the analysis starting after the first data collection and the implications of that analysis shapes the next and upcoming data collection (Bryman & Bell, 2011).

3.8.1 Analytic induction

Analytic induction is an approach that consists of a rough definition of the research question, which is then extended to a hypothetical explanation of that question. On the basis of the hypotheses the collection of data is started and if the findings indicate an inconsistency between the data and hypothesis, the researcher either redefines the hypothesis so it is consistent with the findings or reformulates the hypothesis and proceeds with further data collection (Bryman & Bell, 2011).

3.8.2 Grounded theory

Grounded theory is probably the far most used framework for analyzing qualitative data. Using a grounded theory means that the researchers puts the data collection, the analysis and the theoretical framework in close relation to each other (Strauss & Corbin, 1998). Two central functions of using a grounded theory is that it is developing theory out from the collected data and also that the approach is iterative which means that the analysis and the data collection proceeds at the same time (Bryman & Bell, 2011).

3.8.3 Data reduction & pattern matching

These two methods are well suited to use for analyzing qualitative data collected from the interviews and the content analysis. Data reduction is a process of selecting, focusing, simplifying, abstracting and transforming the data from the qualitative research and makes it easier for the researcher to analyze. Information that is conducted from an interview will probably comprise information that is both relevant and irrelevant. Doing a data reduction will emphasize the data that are most relevant and contributable to the actual research purpose. This can be done by categorizing the respondents answers and organize them in a
way that will help the analysis. On this basis the researchers can find patterns that are matching together and based on that analyze and make conclusions (Ghauri & Grōhaug, 2005).

Bryman & Bell (2011) suggest that four specific steps are followed when analyzing the collected data:

- **Step 1**
  - Transcribe the collected interview information

- **Step 2**
  - Data reduction
    - The process when the collected data are selected, focused, simplified, abstracted and transformed

- **Step 3**
  - Data display
    - Taking the reduced data and categorize and organize it in an compressed way so that conclusions can easily be drawn

- **Step 4**
  - Pattern matching and conclusion drawing
    - Deciding what things mean
    - Noting regularities, irregularities, patterns
    - Compare to the theoretical framework (literature review) and previous research
    - Identify causal flows
    - Make propositions
    - Back up claims with empirical evidence

This thesis intends to use data reduction and pattern matching for analyzing the data. The main reason for this is because the interviews will provide a lot of information that will and will not be relevant for the specific purpose. With this in mind, the authors have chosen to do a data reduction to emphasize the relevant and credible information that will be gathered. The data collection will consist of four interviews and to get as much quality in the analysis the authors believe that a pattern matching between all interviews will provide more distinguished and clear information which will increase credibility in the analysis and the conclusion drawings (Bryman & Bell, 2011; Ghauri & Grōhaug, 2005).
3.9 Quality criteria

3.9.1 Content validity/face validity

Face validity is a kind of validation to see that a test is actually measuring what it is supposed to measure. The researchers are simply taking the validity of the test and looking at whether the test appears to measure the variable it is intended to measure (Bryman & Bell, 2011). So if the test is measuring if food makes people satisfied, the test would be considered to have face validity if it appears to actually measure if food makes people satisfied. This can be assessed by: allowing experts and potential respondents to judge the representativeness of a measure before the main data collection takes place (Bryman & Bell, 2011).

This thesis is assessing face validity since it intends to let “experts” peer review the material that is supposed to be the foundation for the data collection. This means that the interview questions and guidelines will be approved by experts before the actual interviews take place. This research is supposed to measure how Linnaeus University uses their corporate identity in their communication. So the experts in this case, approve the interview guidelines so that it really measures the corporate identity of these companies.

3.9.2 Construct validity

Construct validity refers to the extent to which an operationalization distinctly measures the concept it is supposed to measure which is assessed by using multiple sources of evidence; it can be done by triangulation (Bryman & Bell, 2011). A triangulation entails using more than one method to collect data. The main reason for doing a triangulation is that information from more than one source results in greater confidence in the findings (Seale, 1999).

Another way of assessing construct validity is to establish chain of evidence (saving original scripts, recording interview guide), or allowing key informants the possibility to review the draft of the study (Bryman & Bell, 2011).

This thesis intends to accomplish construct validity by using multiple sources of evidence and this will be made by a triangulation. The triangulation consists of primary data, collected from the interviews, but also from secondary data sources that is collected to strengthen and back up the primary data. The authors will also save original scripts and also allow the key informants to review the draft of the study to gain their support and feedback.
3.9.3 External validity

External validity refers to the possibility of whether the result of the study can be generalized beyond the specific research context (Bryman & Bell, 2011). LeCompte & Goetz (1982) argues that it is problematic to evaluate external validity in qualitative research, since it often relies on case studies and small samples. External validation can be assessed by using replication logic in multiple-case studies and see where there might be potential to make generalizations (Bryman & Bell, 2011).

This thesis uses a qualitative research method and a case study design which makes the external validity problematic to evaluate and in order to strengthen it this research should be carried out in multiple-case studies.

3.9.4 Reliability

Reliability is related to the question of whether the results of a study are repeatable. The term reliability is commonly related to whether or not the concepts are fulfilling consistency.

*External reliability* refers to the ability of replicating the study. However there are some problems in evaluating reliability of qualitative research. LeCompte & Goetz (1982) suggest that a qualitative researcher should adopt a similar social role to what was adopted in the original study. Adopting it to a similar social role is to do it the same kind of environment towards the same kind of companies. Conducting research from the similar social role will make it possible to compare with the original research (LeCompte & Goetz, 1982).

So a reliable research can be assessed by either (Bryman & Bell, 2011):

- Repeating the study at a later point in time
- Using multiple case studies
- Using case study protocols
- Keep a case study database

This thesis keeps a study database and uses study protocols to increase reliability.
4. Empirical investigation

The empirical investigation chapter will comprise the interviews conducted with the concerned organization, which allowed the researchers to answer the research questions. This chapter intends to contain the gathered information from the interviews, which were made both face-to-face and by telephone. In total, four interviews were conducted with representatives from the communication department at the investigated organization. Firstly our interviewee guide and a general presentation of Linnaeus University will be provided. This will be followed by subchapters concerning keyword identification, keyword crystallization and pattern visualization.

4.1 Interviewee guide

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>When</th>
<th>Where</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnus Källström, marketer, responsible for internal/external marketing.</td>
<td>April 26th, 2012.</td>
<td>At Linnaeus University in his office.</td>
<td>30 minutes.</td>
</tr>
<tr>
<td>Susanne Håkansson, head of communication department, responsible for branding, graphic profile and web.</td>
<td>April 30th, 2012.</td>
<td>At Linnaeus University in her office.</td>
<td>45 minutes.</td>
</tr>
<tr>
<td>Anna Strömblad, former chef of communication and responsible for branding issues during the merger.</td>
<td>April 30th, 2012.</td>
<td>By phone.</td>
<td>40 minutes.</td>
</tr>
</tbody>
</table>

These respondents were chosen since they have /used to have relevant position for this study. In their positions they are working within fields as branding and marketing. Many of them are the creators of the ideas concerning branding and communication for Linnaeus University making them interesting for our study.
4.2 Presentation of Linnaeus University

January first, 2009 was the first day of Linnaeus University, Sweden’s newest university that formed after a merger between Högskolan i Kalmar and Växjö University (Lnu.se). Linnaeus University took their name after Sweden’s most famous scientist Carl von Linné and Linnaeus University’s keywords are also inspired by the spirit of Linné: curiosity, innovation, utility and proximity (see appendix 6). Linnaeus University conducts their education and research in Kalmar and Växjö. Kalmar, being close to the shore and the Baltic Sea has strong research in the field of science. In Växjö social sciences is of main focus. Linnaeus University have 42 000 students and approximately 2000 employees (Lnu.se).

4.3 Secondary data

Secondary data was collected in order to strengthen and to validate the empirical findings from our in-depth interviews (primary data) and to provide the authors with further necessary information. The data is in form of a brochure, “Linnaeus University, a new and strong brand is launched”. The brochure was created by the communications department at Linnaeus University with the purpose of documenting the extensive branding process connected to the launch of Linnaeus University. See appendix 6 for the brochure.

4.4 Keyword identification

See appendix 1 for identified keywords contextualized. Seeing the keywords contextualized will help to understand if the keywords actually convey the meaning of the transcribed interviews.

4.4.1 Keyword crystallization

In order to simplify the process of identifying patterns in the empirical data, the questions and answered keywords is visualized in table 4.2 keyword crystallization below. The purpose of this chapter is to give the reader a possibility to interpret the similarities and dissimilarities between the different respondents answers in a more focused and accessible way. Visualized in this manner the reader should be able to see what the respondents deemed important.
<table>
<thead>
<tr>
<th>Interview questions</th>
<th>Malin Blom</th>
<th>Magnus Källström</th>
<th>Susanne Håkansson</th>
<th>Anna Sjöström</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you heard about the concept corporate identity and what does it mean to you?</td>
<td>Brands. Organizational identity.</td>
<td>The identity we want, how we want to be perceived.</td>
<td>Company's identity. How you want to be perceived.</td>
<td>Heart of an organization. Fundamental values.</td>
</tr>
<tr>
<td>Has the identity evolved as the university has developed?</td>
<td>It has evolved with time and trying to implement the thinking of Carl von Linné like curiosity.</td>
<td>Big difference. Newer and fresher today.</td>
<td>Strengthened and more consistent as well as clearer.</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the identity change in connection with the merger that took place between Kalmar and Växjö?</td>
<td>Newer and more modern.</td>
<td>A new university.</td>
<td></td>
</tr>
<tr>
<td>How do you work to convey your identity in your communication towards potential students?</td>
<td>Clarity about being something new.</td>
<td>Through visual profile. Conveying one united identity.</td>
<td>Visibility. Social medias. Film and pictures. Personal meetings.</td>
</tr>
<tr>
<td>What is the primary purpose of your communication?</td>
<td>Gain attention.</td>
<td>Attracting students, both Swedish and international students.</td>
<td>To attract students.</td>
</tr>
<tr>
<td>Is your identity important to you when building relationships with consumers? Why?</td>
<td>Yes, of course, that's a big focus of ours.</td>
<td>Yes, very. It's important since it might help students in their choice of school.</td>
<td>Yes, very important. That's what makes one to distinguish themselves from competitors.</td>
</tr>
<tr>
<td>Do you want your employees to represent your identity? Why is this important?</td>
<td>Of course, otherwise it's not an identity.</td>
<td>Yes, it's definitely important for the identity. All employees are ambassadors.</td>
<td>Yes, everybody is supposed wear it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes, that's obvious, they are ambassadors and it's important in order to have a united front.</td>
</tr>
<tr>
<td>Question</td>
<td>Linnaeus University</td>
<td>Spring 2012</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>How do you work internally to help employees understand and act in alignment with your identity?</td>
<td>Involve them in different processes. Take feedback.</td>
<td>Intranet, Linnaeus café and meetings.</td>
<td></td>
</tr>
<tr>
<td>Do you think that the importance of having a clear and strong identity has increased in recent decades?</td>
<td>Yes, not a censured concept anymore. We are more company alike now.</td>
<td>Yes, it’s more important to show what you stand for now in academia.</td>
<td>Noticed a difference cause of competition.</td>
</tr>
<tr>
<td>Do you do regular follow-ups on how students perceive you as a University? How?</td>
<td>Yes, with several different studies.</td>
<td>Survey’s every year.</td>
<td>Survey’s to all new students.</td>
</tr>
<tr>
<td>Do you think that image is relevant to you as a University? Why?</td>
<td>Yes, cause if it doesn’t reflect the identity we have failed.</td>
<td>It’s the one that counts, not the identity.</td>
<td>Yes but you can’t control it.</td>
</tr>
<tr>
<td>Do you work actively to strengthen your image? How?</td>
<td>All the time. With campaigns, exhibitions and fairs.</td>
<td>As soon as we do anything, really.</td>
<td>Yes, working with that all the time.</td>
</tr>
</tbody>
</table>
### Do you want your identity to be reflected in student’s image of you?

**Why?**

<table>
<thead>
<tr>
<th>Interview questions</th>
<th>Subheading</th>
<th>Similarities</th>
<th>Dissimilarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you heard about the concept corporate identity and what does it mean to you?</td>
<td>Corporate identity</td>
<td>Yes. The identity we want, how we want to be perceived.</td>
<td></td>
</tr>
<tr>
<td>How would you define Linnaeus University’s organizational identity?</td>
<td>Corporate identity</td>
<td>New, modern, curious and innovative with connections to Småland.</td>
<td></td>
</tr>
<tr>
<td>Has the identity evolved as the university has developed?</td>
<td>Corporate identity</td>
<td>Big difference. Stronger, newer and clearer.</td>
<td></td>
</tr>
<tr>
<td>How did the identity</td>
<td>Corporate identity</td>
<td>Younger and more</td>
<td>(1) Not that much,</td>
</tr>
</tbody>
</table>

### 4.4.2 Pattern visualization

The purpose of this sub-chapter is to present the reader with identified similarities and dissimilarities between the four respondent’s answers and to allow for identification of patterns that could be seen from the empirical data transcribed from the interviews.
<table>
<thead>
<tr>
<th>Question</th>
<th>Corporate identity management</th>
<th>The proximity and internationalization.</th>
<th>(1) Personal meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>change in connection with the merger that took place between Kalmar and Växjö?</td>
<td>management</td>
<td>modern.</td>
<td></td>
</tr>
<tr>
<td>What was important to include in the identity when the merger was carried out?</td>
<td>Corporate identity management</td>
<td>The proximity and internationalization.</td>
<td></td>
</tr>
<tr>
<td>How do you work to convey your identity in your communication towards potential students?</td>
<td>Corporate communication</td>
<td>Through visual profile. One united identity. Film and pictures. Own website.</td>
<td></td>
</tr>
<tr>
<td>What is the primary purpose of your communication?</td>
<td>Corporate communication</td>
<td>Attracting students and attention.</td>
<td></td>
</tr>
<tr>
<td>Is your identity important to you when building relationships with consumers?</td>
<td>Corporate communication</td>
<td>Yes, very. That what separates you from others.</td>
<td></td>
</tr>
<tr>
<td>Do you want your employees to represent your identity? Why is this important?</td>
<td>Corporate identity management</td>
<td>Yes, it’s important. If they don’t, we have no identity. Everyone is an ambassador.</td>
<td></td>
</tr>
<tr>
<td>How do you work internally to help employees understand and act in alignment with your identity?</td>
<td>Corporate identity management</td>
<td>Intranet, meetings and a café.</td>
<td></td>
</tr>
</tbody>
</table>
Do you think that the importance of having a clear and strong identity has increased in recent decades?

| Corporate identity management | Yes, much more important in the academic world. | (1) No, it has always been important. |

Do you do regular follow-ups on how students perceive you as a University? How?

| Image | Yes, surveys to all new students. |

Do you think that image is relevant to you as a University? Why?

| Image | Yes, very. That’s the one that really counts. |

Do you work actively to strengthen your image? How?

| Image | All the time, everything we do. |

Do you want your identity to be reflected in student’s image of you? Why?

| Image | Very, if it isn’t we have failed. |

### 4.5 Summary of empirical data

In total we conducted four interviews, which are all attached in its entirety in the back of this paper. To ease it up for us and also for the reader, of this paper, we have summarized the interviews in a stack figure, in appendix 1, where all the associated answers are presented side by side. We have done this to make our data reduction where we have identified key words/key terms and issues relevant to our inquiry, which are found above. This was also done in order to see the similarities and possible differences in each respondent’s answers. This figure can also be found in appendix 1.
We will in this chapter present the gathered empirical data under sub-headings that are of most relevance due to what´s been said during the interviews and also due to the research question and purpose of this paper.

Quotations of the respondents will be referenced to their initials:
Magnus Källström (MK)
Malin Blom (MB)
Susanne Håkansson (SH)
Anna Strömblad (AS)¹

4.5.1 Definition of LNU: s corporate identity

LNU: s corporate identity can be defined based on different branches, but no matter what branch you choose it leads back to four basic values that all was developed during the merger between Kalmar and Växjö. These four core values are called the four N: s and consists of four key foundations that will form the basis for LNU: s identity. The four N: s is:
- Curiosity (Nyfikenhet)
- Utility (Nytta)
- Proximity (Närhet)
- Innovation (Nytänkande)

These conform the base of LNU:s corporate identity, but besides those ones LNU also communicate other values that are supposed to set LNU apart from other similar organizations. In the figure 4.3 the most important aspects of the corporate identity of LNU, are presented based on the results from our empirical investigation.

¹ One or more usernames are the same. This is not a common occurrence in academic writing. It may be a typographical error.
Modern: “if you look at what sets us apart from the group it is this that we are a modern university”(MB).

Carl Von Linné: we do want to identify and be associated in the spirit of Carl Von Linné” (MB).

The four N:s: “four guiding principles. Those are Curiosity (Nyfikenhet), Utility (nytta), proximity (närhet) and innovation (nytänkande)” (MB). LNU believes that the proximity is especially important for them to communicate to their stakeholders. LNU is a new and modern university in Småland and LNU are also trying to establish their brand and build strong relation in the region of Småland. They believe that it is important to be well known in their home region and to build relationships with the business in Småland.

International: “it’s important for the university to have that international character but also for the students here to be in an international environment” (MK).

New: “we are a new and modern university in Småland” (SH).

Carl Von Linné

Carl Von Linné is well used in the corporate identity management within LNU. Carl Von Linné is at the core for how the core values was developed and have evolved for LNU. Linné was a strong proponent of innovation, curiosity and utility and LNU has the goal to be associated with those aspects.

LNU has worked really hard to continue their work in the spirit of Linné, which also forms the basis of the graphical profile that LNU operates. The graphical profile is supposed to
highlight the curiosity and usefulness of Linné’s way of thinking. It was important to include the “innovative Linné and not the traditional one. “We do not want to be identified with an 18th century old hubby, but we do want to be identified and associated with the spirit of Carl von Linné” (Blom, 2012).

When it was decided that Linné was going to be the core for the whole university LNU chose three of the four N:s; Innovation, curiosity and utility. The fourth N was chosen due to the logotype they use which consists of four dots which all represents the four N: s. And due to the design of the logo they had to choose an additional value which was decided to be proximity. The first three are all part of the spirit of Carl von Linné and the fourth is chosen since it represents what the university intends to communicate.

The graphic profile

LNU: s brand management has always been based on the idea that the organization will use the same identity and underlying message. This is a difficult work, but unlike the past (in Växjö and Kalmar), when they worked with several underlying brands, LNU are working towards that all institutions is being represented under one brand identity. LNU is also one of very few universities that doesn´t have a geographical extension in the university name. When the university was new they used the city name as an under-logotype in order to convey the university’s location and also to take advantage of the earlier brands of Växjö and Kalmar.

4.5.2 Development of Corporate Identity

LNU have only been around for a couple of years so the identity hasn´t really developed that much during this time. Instead, they have focused on working internally to gather the whole university around the new identity so that everyone acts as good ambassadors for it. On the other hand, the interviewees do believe that there has been a significant change between Växjö University and LNU. Växjö was, at the end, a little identity dissolved and which had been the case more or less since they got university status. As written above, the new identity is much about to incorporate and include the thoughts of Linné and to build the new identity around that.

Furthermore, LNU has worked extensively to build on that LNU is the newest and most modern University and that it is a university with strong international linkages. This is combined with a new and much fresher graphic profile that LNU got during the merger. The
university wants to express a new and modern feeling, as mentioned, but they do also emphasize that they have the ground foundation for higher education since they are a new university but they aren’t founded recently, they have extensive experience from higher education.

In addition to the above LNU did also feel that the attractiveness for the university increased due to that they went from 15th biggest university to the 6th biggest universities in Sweden.

4.5.3 Corporate Communication

For LNU, it is important to work with the visibility of the brand and its identity. When LNU was right in the middle of the merger process they worked a lot to convey and mediate the modern and the new LNU, and also as SH says “It is difficult to convey an identity without having a personal meeting.” With this in mind LNU tried to be in a lot of places where they could meet prospective students and they do also try to work on the visibility in a lot of different ways and to expose their brand in places where a lot of people can see their marketing, e.g. busses, subway etc. LNU focused their communications towards the big urban regions, Stockholm, Göteborg and Malmö.

LNU tries to be where the students are. LNU arrange different events not just to interact with students and future students but also to strengthen their position in the regional area. For example LNU arrange a “beach tour” during the summers and this is a good way to have these personal meeting that they intend to have with people.

4.5.4 Internal communication

It is important for LNU that employees are good representatives of the identity. “All employees are ambassadors for the university, whether you are a teacher, marketer or janitor” (MK). It is important for the university to work internally to make employees aware of the “new” identity.

To get employees engaged in the identity, LNU is working with internal communication in a way that will convey what the university stands for. LNU has made an “intranet” where all employees can take advantage of what’s happening within the university, all comprehensive information management is presented there. Via this intranet the employees are encouraged to provide criticism and feedback. This is simply made to give them an opportunity to influence the university.
4.5.5 Importance of Corporate Identity

The interviewees do agree that the importance of having a strong and clear corporate identity has increased the last couple of decades. MB and SH believe that the competition in the academic world has forced the universities to rearrange their thoughts about how to communicate and market against target groups (students). “Marketing was a censured concept 20 years ago” (MB). “It’s no longer harshly to talk about Marketing” (SH).

The number of courses increases more and more and the competition comes from far more directions than earlier, such as professional training courses, and the exposure towards customers (students) has increased; “it has gone from monologue to dialogue due to Facebook and Twitter’s rampage” (SH).

The respondents’ see’s marketing, communication and the identity work as more company alike than earlier and also that competition and corporate identity to be more important in general in the business world. “We don’t want to be seen as unserious, we aren’t marketing Coca Cola” “SH). But to convey and mediate the identity has been much more important and the respondents’ says that the identity reflects the right things. “it is not possible to plan that much, sometimes it come pure spontaneously” (SH).

LNU refers to the huge identity work they did due to the merger in 2009, during which they had to work towards one united identity and engage the employees in this: “it is important that it’s not like it used to be because we have a new identity” (MK).

4.5.6 Image

LNU consider image to be of great importance for the university. The reason is because the image is the reflection of their identity. It is important that the identity is reflected in the image and that it is a measurement of how they have succeeded to communicate the identity to students. “Image is the one who counts, not the identity. We can have the identity we want but as long as the image says otherwise people won’t see us the way we want them to” (MK).

LNU do work actively to strengthen their image and they do it more or less all the time they express themselves, regardless if it comes from their employees or in their marketing. “As soon as the teacher steps in to his class, it’s a part of our identity. Everyone is an ambassador” (MK).
As mentioned earlier in this chapter, LNU are out on different exhibitions and fairs, including the “beach tour”, and this is one part of how they try to strengthen their place in their stakeholders eyes. “We want to be were our students are” (MB).

LNU are doing regular follow ups on how students (most often new students) perceive the university, their image. They are doing a survey with the new students to find out how they found the university and what their general perception is. The results they receive from these inquiries are most often very similar to what they hope it to be. They are also doing a more qualitative study where they approach high school students (potential future students) to see how they perceive the university in conjunction with their future application for higher education.
5. Analysis

The analysis chapter will contain the comparison between the literature review and the empirical investigation, the gathered information from the interviews. Statements from the respondents will be related to associated theories with the purpose of either supporting or neglecting them. The primary purpose for the analysis will be to answer the research question, stated in the literature review and to act as a bridge for the conclusion chapter.

5.1 Corporate Identity

LNU's corporate identity is a combination of visual expressions and abstract expressions, such as behavior from employees etc. LNU seems to be aware of that both of these aspects are important when they communicate towards their potential students and make recruitments. It is like Christensen & Askegaard (2001) claims that the visual expression is important for organizations but that organizational behavior is equally important. LNU enables to do this by, e.g. incorporating the values of Carl Von Linné in their corporate communication. They use his values, what he stood for, and use his work (the tree, his structure of work) as a graphical expression in their logotype and in their visit card. This is, as Abratt (1989) writes, a good way of working for making recognition for stakeholders and a way of distinguish the organization from others.

This can also be dragged several steps further and made even deeper and more complex. Moingeon & Ramanatsoa (1997) writes that corporate identity is the intrinsic characteristics that give the organization specificity, stability and coherence. This for LNU can be related to the four N:s that is supposed to permeate the whole new identity. Curiosity, Utility, Proximity and Innovation is the ground foundation for what LNU intends to communicate and depending on how well they communicate it, it will be the intrinsic characteristics that gives the university its specificity, stability and coherence, the unique and distinguished identity.

Melewar (2010) states that corporate identity is a multi-dimensional concept that includes corporate culture, business strategy, philosophy of key executives and behavior, and it is the interaction of those that results in the distinguishing of an organization. LNU incorporate all of these aspects when they are managing their corporate identity. They work internally with
their culture and how they wish their employees to be for being good representatives for the corporate identity. They have a strategy that is based on their core values of the four Ns (Proximity, Utility, Innovation and Curiosity) and the thoughts of Carl Von Linné.

5.2 Internal Communication

Corporate Identity can act as a central force that helps to motivate employees, employees that clearly understand the direction, purpose and specialty of the corporate identity will show greater support to it (Downey, 1987). LNU understand these issues and they put a lot of effort in their internal communication to make sure that all employees are well understood in the corporate identity. They have an “intranät” where everyone can get part of what’s happening within the university and they do also communicate their values through this. This is important since there might be incongruences between their ideal identity and their actual identity, how employees at LNU perceive the identity (Kiriakidou & Millward, 2000).

Everyone on the university is an ambassador of the identity and it’s important that they give a genuine expression of it.

Lauring & Thomsen (2009) emphasize the importance of strong internal communication from top to bottom and states that this is a common problem, internally, because executives believes that what they express automatically will be shared by everyone. If this is a problem or not within LNU is unclear, but LNU do leave room for their employees to respond feedback and have a chance to influence the direction of the university. This is something they do through the “intranät” where everything is published and this is a good way for LNU to make sure that all information gets out to their employees to avoid confusion in the corporate identity management.

5.3 Corporate Communication

LNU is aware of the graphic design and the graphic expression they send out towards students. Balmer (2001) writes about the importance of corporate communication both internally and externally. LNU implicates these thoughts in their identity management and they understand the crucial importance of doing this. They work with internal communication and Baker & Balmer (1997) writes that internal communication is important since all you do can be considered to be communicating towards stakeholders. This is something LNU is
aware of and they emphasize the importance of that every employee is a representative of the identity.

Balmer and Gray (2000) writes about a three part divided communication; primary, secondary and tertiary.

LNU uses them in this sense:

**Primary**: is the behavior of the organization (LNU), from employees which effect the impression of both other employees but also other stakeholders that has an interest in the organization.

**Secondary**: is the visual expression LNU sends out to people in form of advertising, graphic design, brand, logo. LNU works hard on the visibility of the brand and its identity and they try to advertise and visualize the brand in places where they reach a large amount of potential students e.g. in the subway, on busses.

**Tertiary**: is the abstract expression that comes in form of Word-Of-Mouth and reputation spinoffs. This tertiary expression isn’t something that comes from LNU directly, but they can affect the expression stakeholders get by being good ambassadors for the corporate identity. This is, as discussed earlier, something that LNU emphasize in their communication and they puts a lot of effort in the internal communication to make sure that everyone is good representatives of the Corporate Identity.

LNU are well aware of how to communicate their message to stakeholders in all forms. Balmer & Soenen (1998) states that corporate communication includes what they call uncontrolled communication, controllable communication, behavior of employees, indirect communications and visual identity. LNU are, as mentioned well aware of all such communication and work with both prevention and preparation for it. All form of communication isn’t controllable, such as word-of-mouth and reputation, but as mentioned above; LNU work internally to make every employee good representatives for the corporate identity.

### 5.4 Visibility

Organizations can communicate their activities through their logo and destination or locale by name (Chech-Teck & Lowe, 1999). For LNU it was important to implement these thoughts in
their brand communication towards stakeholders. LNU is one of very few universities that
doesn’t have a geographical extension in their university name and this is why they have to
use their brand in more aspects than just mediating their corporate identity and also
communicate their location. So in addition of communicating their activities (e.g. golfing by a
gold ball) they had to communicate their location as well to show where the university
belongs (Chech-Teck & Lowe, 1999).

Gray & Balmer (1998) states that the corporate identity is a way of characterizing an
organization and express its uniqueness, which if done correctly can turn in to an advantage
for the organization. LNU as a new organization, with a new corporate identity and with a
new brand are depending on successful communication to establish their message in the mind
of their stakeholders (Hatch & Schultz, 1997). To achieve this LNU emphasized their
marketing communication in the primary important areas. LNU talks about visibility,
communicate their brand in areas where they want to build a strong foundation for the future.
That is why they have put a lot of effort in the local region so that people near is familiar with
the university brand and its identity, but also in the big urban areas so that they has the
possibility to communicate with a large amount of prospective students. This is good due to
the affect that brand visibility has (Melewar, 1998).

5.5 Image

As already discussed above in this chapter it is important that all employees behave and act in
accordance to the corporate identity. If different employees have different images of how the
corporate identity is, it is likely that those will mediate an image of the organization that isn’t
consistent to the actual corporate identity (Markwick & Fill, 2007). The image is important
for LNU since they believe that the image is the result of how they have succeeded to mediate
their corporate identity.

Image is the sum of expectations and impressions stakeholders have built up in their minds
about the university (Topalian, 2003). Corporate Identity is in the hands of LNU but the
image is formed as a result of different received messages from the university. This is why it
is good that LNU works a lot with their internal communication, it is important that all
employees mediate a consistent picture of the university.
LNU do work actively to improve their image towards stakeholders and since image is the result of how they have managed to communicate their identity they put a lot of effort in doing this better. As already discussed in this chapter they work internally to make sure that all employees are good ambassadors and representatives for the identity. As Downey (1987) wrote, a strong and clear identity that reaches the employees in a good way will help to motivate them to support it.

Externally they work with personal meeting with their stakeholders on different kind of exhibitions and fairs. They are also doing a “beach tour” to gain interaction with their stakeholders. This is important since stakeholders may come from different social background and have different objectives; which may lead to a different perception to the marketing from the university (Markwick & Fill, 1997). This is why it is good that LNU tries to have personal interaction with

5.6 How has Linnaeus University managed their corporate identity in the environmental change that has occurred in the business climate?

LNU agree with Balmer & Gray (2000) in their thoughts about the changing business environment and the increasing importance of developing a clear and strong corporate identity. LNU’s communication and corporate identity management has changed a lot due to this and is now much more company alike since they believe that the competition has increased between the universities. Balmer & Gray (2000) claims that markets are rapidly developing which demands that organizations follow this development. LNU applies these thoughts as well and they believe that there, with the development of internet, has gone from a monologue to a dialogue due to the blogosphere and that the university has to follow these developments to keep being attractive to students.

LNU is a government institution and as a government institution it has been censured to use the concept of marketing but this has changed over time and is no crucial for the institutional survivor. With this in mind and in relation to corporate identity those two concepts have developed parallel. Corporate Identity 20 years ago was a rather unexplored concept which has now reached full approval. LNU mentions the increased competition on all different kind of markets and this is the reason why marketing has been an important part of the university and also a reason for why corporate identity has developed its importance in company eyes.
As LNU says, corporate identity is an important part of their marketing and communication towards prospective students and this is due to the increased competition and the rapidly changes on markets.

5.7 Are LNU considering corporate identity to be more important than it used to be a decade ago?

As already discussed above, the representatives of LNU do consider corporate identity to be more important due to the fierce competition that have aroused in the industry of higher education. This confirms, what is stated in the problem discussion, that universities suffer due to this increased competition. As Leifsson (2012) writes, the underlying reason for this is because of poor and inadequate marketing and communication.

As discussed above, marketing in these days are an important aspect for universities to implement in their communication work. The exposure of brands has increased and it is important to be exposed in a good sense (Parameswaran & Glowacka, 1995). LNU are satisfied with their communication towards prospective students since they believe that other universities are watching at their model of communication. Even though they consider it to be more company alike in this industry they fall back on their governmental position they have and that it is important not to get unserious since they aren’t marketing Coca Cola.
6. Conclusion

The conclusion concludes the whole paper and makes sure that the purpose of this paper will be met. The purpose of this paper was to investigate how Linnaeus University uses their corporate identity in their communication.

LNU places great emphasis in their identity. It is of great importance for LNU that they are working hard with their marketing and their communication with stakeholders.

LNU has a clear picture of how they see the university and how they want to communicate the identity. The basis for this is clarity and good internal communication. LNU has since the start had a clear picture of how they want their identity to be and what is important to in conclude in it.

To sum up, LNU has good corporate identity management, they seem to understand the importance of corporate identity and that they have to put a lot of effort in it. The university is a success this far and it is the fastest growing university in Sweden. Is this due to the corporate identity? – Well, as the whole paper implies corporate identity is of great importance for organizations and it is believable that the great effort of LNU in corporate identity management have been paying off.

6.1 Implications

This chapter is divided into two subchapters, the first of which will address the implications from a theoretical perspective. The second subchapter will examine the practical implications of this study.

6.1.2 Implications for theory

It’s not unanimously defined what a valuable contribution to theory is, but researchers as Remenyi (1989 p. 20-21) states that “a contribution to the body of knowledge should include one or more of the following: extending our ability to understand phenomena, new ways of applying existing science or theories, rejecting invalid theories, and providing unifying explanations for events and circumstances.”
The research in this study mainly contributes to the body of knowledge concerning corporate identity and corporate identity management. The results and literature review of the thesis could contribute to the conceptualization of corporate identity. It also shares new findings in corporate identity management in the world of academia and strengthens the theory of need for internal communication. The empirically demonstrated data may also strengthen the theory of the increasing importance of corporate identity as a diversification tool.

### 6.1.3 Implications for managers

Other than theoretical contributions this thesis is supposed to make a contribution to practitioners. Meaning that the findings of this thesis should be of use to managers and practitioners in the world of academia since it suggest benefits of corporate identity management since it relates to an organizations image and attractiveness.

The findings of this thesis have a few implications for managers. Firstly, this case study shows a newly launched and a successful brand and the high importance they have given corporate identity and corporate identity management. The empirical investigation indicates that the need for a strong corporate identity is higher today within the world of academics than a decade ago and Linnaeus University have had that as a basis when working with corporate identity. As a result of this they have been putting great emphasis on being able to have a clear picture of how they see the university and how they want to communicate the identity.

Secondly, it highlights the importance of internal communication within the organization with the purpose of getting all employees to understand and act in accordance with the corporate identity to give a cohesive picture. As stated in our empirical investigation “If our employees don’t represent our identity, we don’t have an identity. Everybody is an ambassador”.

### 6.2 Limitations of the study

The authors took measures to minimize weaknesses in our design and execution but every thesis will still have flaws due to, for example, time limits. This chapter will discuss this thesis limitation.

The biggest limitation of this study is that it is only pointed towards one specific organization. We weren’t able to make any general conclusions since we cannot for sure state that there is
the same conditions on similar organizations. We didn´t make a comparable research, we putted our focus on one specific organization.

A further limitation could be that we only investigated persons with general responsibility of communication and marketing and by that would be more knowledgeable about the subject in question.

6.3 Future research

This sup-chapter is to discuss suggestions for further research in corporate identity based on the limitations of this thesis as well as its conclusions.

For future researchers we would suggest them to apply this subject on similar organizations, e.g. other universities so that they would be able to see how organizations in this model generally work with corporate identity in their communication.

An additional suggestion for future research is to investigate employees in the whole organization. That would give a much more representative picture of the organizations entire corporate identity work. As we have stated in a lot of places in this thesis it is important to make sure that everyone within an organization is good ambassadors for the corporate identity. Based on this it would be interesting to get opinions from employees that doesn´t work with communication and marketing on a daily basis.
Reference list

Literature


Public Relations Quarterly, Volume 31, Issue 4, pp. 7–12.


Kapferer, J N. (2008), The new strategic Brand Management, Dawson, United Kingdom


Lauring, J. and Thomsen, C. (2009), Collective ideals and practices in sustainable
development: managing corporate identity. Corporate Social Responsibility and
Environmental Management, 16: 38–47. doi: 10.1002/csr.181


Research, Review of Educational Research, 52: 31-60

Lewis, S. (2001), Measuring Corporate Reputation, Corporate Communications, Volume 6, Issue 1, pp. 31-35

Saddle River, N.J.; London: Pearson Education

Meenaghan, T. (1995), The role of advertising in brand image development, Journal of
Product and Brand Management, Volume 4, Issue 4, pp. 23-34

literature T.C. Melewar Journal of Marketing Communications Vol. 9, Iss. 4, pp. 195-220

Melewar, T.C. and Saunders, J. (1998) Global corporate visual identity systems:

Melewar T.C., Adrian R. Wooldridge, (2001) "The dynamics of corporate identity: A
review of a process model", Journal of Communication Management, Vol. 5 Iss: 4, pp.327 -
340


Nigel Markwick, Chris Fill. (1997) "Towards a framework for managing corporate identity",
European Journal of Marketing, Vol. 31 Iss: 5/6, pp.396 – 409


Wei-He, H. Mukherjee, A. (2009), Corporate identity and consumer marketing: A process model and research agenda, Journal of Marketing Communications, Volume 15, Issue 1, pp. 1-16

Internet sources


http://www.uppsalanytt.se/news.asp?newsID=1851

http://www.kristianstadsbladet.se/kristianstad/article1607649/Hogskolan-hotas-av-konkurrensen.html

List of tables

Table 3.1: Research strategy alternatives s.22.
Table 3.2: Operationalization s.28.
Table 4.1: Interviewee guides s.36.
Table 4.2: Pattern finding s.38.

List of figures

Figure 4.3: Most important factors in LNU:s corporate identity s.42.
## Appendix 1 ENGLISH TRANSCRIPTION

<table>
<thead>
<tr>
<th>Respondent A Malin Blom</th>
<th>Respondent B Magnus Källström</th>
<th>Respondent C Susanne Håkansson</th>
<th>Respondent D Anna Sjöström</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have you heard of the concept “corporate identity” before?</strong></td>
<td><strong>Yes I have.</strong> I have studied marketing here myself, so this topic has recurred before. I would say that it is the identity we want, how want to be perceived externally.</td>
<td><strong>Yes and when I hear it I think of a company’s identity.</strong> It’s much about the identity and the people who work there and then it’s the visual, the visual may be what you think of first. People and values as well, the soft stuff. It is about how you want to be perceived, that’s what brand building really is, the graphic profile. In the identity there could be different things, here for example we are a new and modern university in Småland. You can also develop your identity depending on which target group you are targeting. But you always have the same core, the identity stays the same.</td>
<td><strong>Yes, I absolutely have.</strong> Basically as I see it, it is an issue concerning brands. What is the soul and what is the heart of an organization and what does it stand for, fundamental values. Values that take their expressions in the identity-bearing tone and speech. How you act, different ways of expressing what companies are and what they stand for. If you were to compare corporate identity with humans I guess that it would be some sort of personality.</td>
</tr>
</tbody>
</table>

| **How would you define Linnaeus University’s corporate identity?** | We have our strategy based on four strategic areas with four guiding principles. Those are Curiosity, Utility, proximity and innovation. This is a part on this work with the brand, then you can say that we as an organization is a university which carries with a big part of our identity, that we are a new, modern university and that we are international with research. | On the internet we focus a lot on being seen as a new and modern university in Småland. To be innovative and creative in our education. Above all, we’re a young university. Lund for example has 350 years of history, and we | I can only do so from the point of view of my previous position, the one I had when I was working, there might have happened new things since then but do I’ll keep the picture of how it was when I did work was there. Since I was so heavily |


special type of organization that exists in both Sweden but also in other countries. But if you look at what sets us apart from the group it is this that we are a modern university in Småland. We have two. So we can be really young and brave and then is of course our international side a huge part of us and something we value very highly. All staff should also be carrying and carriers of this. And even though you might not always understand everything external, that doesn’t matter that much. This whole business of us being related to Småland is also very important; it’s not just Växjö or Kalmar its Småland, this region and we are working very with closely with the businesses here. I’m also thinking of IKEA who is investing heavily in us which makes us become even more entrenched in the region. Not just an international university. To be able to connect both Kalmar and Växjö to Linnaeus University was most important, that’s why we always used both the names Kalmar and Växjö below our logo. That’s a part of the proximity we represent. Växjö University and Kalmar Högskola have both been around for a long time so it’s not like we started from scratch, this was a merger, 1+1=3. We partly kept both brands.

involved with these issues they somehow stick around with you. We worked with the how the new university would be seen and created through communication. A modern, new university located in Småland. Actually, th core was the name itself, Linnaeus University, that’s where we decided that Linnaeus would be a core in the entire identity. I was responsible for the branding group and it was my job to explain why we choose Linnaeus University. That’s when I picked up three words innovative, curiosity and utility. That was the three basic words that all represented Linnaeus and his personality and the core of vision was to be associated with that. We really worked hard to continue in Linnaeus spirit. This is also what laid the ground for our graphic character; it was supposed to somehow create the visual picture of curiosity and the usefulness of Linnaeus way of thinking. But it wasn’t supposed to be Carl von Linné, not the traditional but the innovative. When we started working with the profile we were
| Developm**ent of CI within the university** | If we talk about Linnaeus University, it has two years on the neck. It is a very new organization and of course it will evolve during time. But this with brand, we do have tried to find a kind of foundation with Linné. Carl von Linné is in the background, in our work, how he used to work this with **curiosity, explore things and work on an international area**. This is something that we intend to bring into the identity in the future. | I think that you can see a big difference between Växjö University and Linnaeus University. Växjö University’s identity was much more traditional, more classical, if you look at the onion with different layers that was used before, it felt **very old fashioned**. So if you just look just at our logo and it’s colors you can really see that there is something **newer there today**. | We've got more perspectives; you could say that we have used the full palette of marketing. We have made films and used many different types of media. The graphic profile **has been** developed but it is mostly the application of it. We have also become stronger as we really work hard with sending our message and are consistent for example with the yellow color. We also have different target groups and depending on which ones we are targeting the message might be a little bit different but we are still given the logo with the four dots and the tree from the marketing firm we were working with. At that stage we had four dots so then we added another word to our original four, proximity it was. It was a little extra special because it was part of the identity since even before the merger. The entire expression must wear the basic idea, this must be an expression of corporate identity. The parkour thing sort of became a big part of everything and it was important that we were to be seen in our own facilities and that’s also how it was done. |
very harsh about everyone being on the same track. As mentioned, I believe that has been strengthened but probably not changed that much.

<table>
<thead>
<tr>
<th>Development with the fusion</th>
<th>I believe that quite a lot has changed; I think that Växjö lost some of its identity and was kind of identity dissolved. During some years, especially in the 80s and 90s, we were pretty strong with internationalization, wherever you got and told that you were from Växjö Högskola they said “Oh yeah, it is you who are so international”, and this was quite well spread. Then it slowed down in relation to that we became a university in 1999, because when you are a university you are by definition international. One cannot be a national university in Sweden, since a University with research and everything is based very much on international relations and so. And then was there that we have the most student exchanges in Sweden, and we are therefor international, that swells down with the university status and I think that we got identity dissolved in the early 00s. Then, we have been working much more strategically with the brand and identity, it was necessary when we got together and mad this merger. Both the brand and the graphic profile were very fragmented, they found 15-20scs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I think, just as I said before, this with the whole graphic profile. It feels much newer, much fresher. They've started working more with the name of Linnaeus and to mention his research all the time, which seems to get very good results abroad, not just nationally. Växjö used to be just a name with strange dots while Linnaeus is a researcher who many know of abroad.</td>
</tr>
<tr>
<td></td>
<td>I actually feel when I talked about this with a proximity that that was most important, well it wasn’t something everybody liked, some thought that we should have a much more sophisticated brand while most of us who was actually working with the matter was convinced that the proximity part was good for us. The feeling that “it’s not too difficult”, the tonality of ourselves and our students and potential students, it was probably what we are focused most on. We of course also tried to keep the sense of sophistication that came from Växjö University and that was important as well.</td>
</tr>
</tbody>
</table>
different types of logos and that had flipped from the original so it was rather patchy there.

| How did the identity changed during the merger between Växjö and Kalmar in 2009-2010? | I think that the actual university stamp is important. You can be a new university in Sweden but internationally, most of the time, they want the tradition and safety that a university with history brings. We have tried to keep the university stamp from Växjö University to Linnaeus University and I think that’s important, because it has to do with identity. We are a new university but we aren’t really that traditional and has houndreds of years of history and it isn’t a good idea to embellish to be like them. But we had to try and create something completely new and I believe this has been quite a rewarding tower in the work that was done during the merger. Trying to be something different, stand for something of our own and to be more modern than others. | It changed a lot, the difference is huge. Much of the change is due to us getting so much bigger, we went from being two very regional universities to become a huge one and all of a sudden be 35 000students and our attractiveness also increased hugely. Our own attractiveness really changed in a way we never could have dreamed of, we were of course really anxious prior to seeing the numbers. Those who applied the first time really applied to a university that didn’t yet exist, that’s really weird. And when we got so much bigger we were suddenly playing in a different league, now we are together with Stockholm, Lund and Gothenburg. When we we’re working on this prior to the merger, we talked all about our goals and such, at the time we were placed 15th I think and the goal was to be up there among the largest. I mean the really big institutions are not really likely to beat but never the less be up there in the same league at least. That we were | In a sense, if I may be straight forward, it was all a game of shadows, I mean we kept the exact same identities but put a new label on it, content wise we were still the same schools. Same programs and same teachers. So in a sense there was no difference at all, we still had the same products. The other part is that people in the organization were affected, there were many who attended, many meetings, and this gave birth to new ideas, such that it should only be a single business degree instead of several. And the identity itself that was a rebranded. Växjö was firmly traditional, a proper university. While Kalmar was going for the young approach, the popular and very young approach. We couldn’t really do one or the other, we needed to find something new. |
During the merger we had half a year were we work with both Växjö, Kalmar and Linnaeus University at the same time. We felt that we had to be marketing Linnaeus University at the same time as we recruited to the old institutions, but we did say that there soon will be something new, soon it will be LNU. You lead them into that track and was clear with that you will start at Växjö or Kalmar but you will graduate from LNU.

We do this course. We convey part of our identity through our visual profile. If you look at our ads, it does not really matter who on the university that did it because everyone should have a similar look and this is because we want to convey a united identity. You should get recognition. We as an institution get instructions from our management that we are to follow. We have a graphic profile that is determined from a central location that we should use.

Well, visibility and to appear in many different ways. We have used film a lot, it feels really good to work with moving media both on the web and on other places. And then of course our own website is very central, it’s a great project that will be our front externally. I also thought about this with openness and how that’s a key word and that you are able to have an opinion on the website and show what you like and don’t like. These expressions are largely taking place in form of pictures and images like the parkour and in particular this concerning that here at Linnaeus University people grow and it’s all about believing in your own ability, you are able to, and you are able to do even more. That was the foundation for the whole thing. We focused a
about the school. We are also on Facebook and other social media also where everything is open and we are interactive with the audience so we are not only sending a message and say "take it" without talking to them. We also work a lot with personal meetings and to be there in different contexts, so does the majority of universities but still, to book events and go high schools and stuff. A large portion of our budget and effort goes into this, in the summer it's even more due to all the events and other big days, like Hultsfred festival for example. We also have a beach tour since there are many beaches here. It's difficult to convey an identity without having a personal meeting. It is really all about being seen, perhaps not only students but also for example a grandma or grandpa can see us and when they later on talk about their day they will have a positive picture of us. I can experience that show universities are difficult to access, they're a little closed it's difficult to get an appointment. We have worked a lot with this, to be able to reach out in totally relaxed environments like downtown. In terms of communication with employers it's really our interaction department (samvärkansavdelning).
n) that has that mandate; we have a department that solely works with that part. On the other hand we obviously have communication that reaches them (employers) too even if they are not the primary goal, but they are of course also reached by the communication and our home page and stuff like that. Those relations are of course also very important. Our head of communications also takes a big part of this in working outwards towards our society.

Följd fråga

I think that the proximity was most important. And students have also confirmed this that a sense of proximity is still there, feeling close to teachers and such. The University is large but because it is divided in two locations, it becomes a little smaller and more personal. We do think of this as a very important advantage for us. Then we have our old programs with their own history which also basically is an advantage, of course.
What channels do you use in your communication?

We did use a lot of different channels, but we thought that the recruitment of students was the most important, since we as a university is dependent on having students. So we had students in the age of 19-22 as a prioritized target group. There is a lot of different education catalogues on the internet but besides that we did put a lot of effort in the big urban regions, Stockholm, Göteborg and Malmö with marketing on buses, subways, where people in large amounts did move.

It's really everything, printed as in catalogues and usual ads. We don't have much outdoor ads and stuff but there are some in the subway. We also have banners online and they are also following our style with colors and everything else. But even material for fairs and sweaters should really convey all of this when we are to be seen by the public.

Well, visibility and to appear in many different ways. We have used film a lot, it feels really good to work with moving media both on the web and on other places. And then of course our own website is very central, it's a great project that will be our front externally. I also thought about this with openness and how that's a key word and that you are able to have an opinion on the website and show what you like and don't like about the school. We are also on Facebook and other social media also where everything is open and we are interactive with the audience so we are not only sending a message and say “take it” without talking to them. We also work a lot with personal meetings and to be there in different contexts, so does the majority of universities but still, to book events and go high schools and stuff. A large portion of our budget and effort goes into this, in the summer it’s even more due to all the events and other big days, like Hultsfred festival for example. We also have a beach tour since there are many beaches here. It's difficult to convey an identity without having a personal meeting. It is really all about being seen, perhaps not only students but also for example a grandma or grandpa can see us and
when they later on talk about their day they will have a positive picture of us. I can experience that show universities are difficult to access, they're a little closed it’s difficult to get an appointment. We have worked a lot with this, to be able to reach out in totally relaxed environments like downtown.

Do you do any communication towards employers?

| Do you do any communication towards employers? | No special campaign against employers, it is quite hard since everyone mainly is employers. | Yes we do. We try to interact with employers, both around our region but also larger. I, for example, when I create adds I sometimes think that even if I make an ad to recruit students I can imagine that if I put the ad in a paper that we can get results from both students applying to Linnaeus University but also that employers gets reminded that there are good students from LNU. So when students apply for jobs the employers don’t think “LNU, what’s this?” they remember who we are. The number of ads is of course bigger closing up to April 15th but we are in some other newspapers year around just to make sure we are recognized by employers. This makes it easier for students to apply for jobs in the future. The way you are directing your communication towards employers, are those |

In terms of communication with employers it's really our interaction department (samvärrkansavdelning) that has that mandate; we have a department that solely works with that part. On the other hand we obviously have communication that reaches them (employers) too even if they are not the primary goal, but they are of course also reached by the communication and our home page and stuff like that. Those relations are of course also very important. Our head of communications also takes a big part of this in working outwards towards our society.
What is the primary purpose with the communication?  

| What is the primary purpose with the communication? | direction from your management?  
Well no, but I’m sure others think about it just like me. It’s just something we work with because we want to work  
First and for most, it's about attracting students. Because they are our customers and they are our target group. We spend a lot on them. But then as I said before, its important that the students that starts here also gets some added value. For example, as I said, we can advertise and make it easier for them to get jobs. It is also about communicating with them while they are studying. Internal communication is also an important part. The next stop is to advertise internationally to attract international students and as many of them as possible. Since it’s important for the university to have that international character but also for the students here to be in an international environment.  
Is the international character important for your identity?  
Yes it is and I think this is important for most universities here in Sweden. It’s not often that you come across a university saying "we are not international".  
To attract students, externally that’s what matters. Secondarily it’s also all our relationships, it's really important with donations and stuff like that. Also important in terms recruitment of personnel, it is so important for the identity to get good teachers and researchers, and on this area we have some work to do.  
Well, that’s what visualizes and embodies the feeling you want to communicate. That’s what makes you have something extra lean on when trying to separate yourself from others. When we finally got a Linnaeus University home page we also got new opportunities, it wasn’t just the mass of folders and documents anymore. When the website was created so was suddenly also Linnaeus University, before that all we had done was to create an illusion of a school, before this it was nothing else than plans. Through the visual expression we gave the illusion a real identity. I mean, students had to believe that we were a real school. At the time we had two schools but were recreating for three schools. |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the identity</td>
<td>Well, of course it is. This was a big focus for us and I think it is very important. It's all about</td>
<td>Yes, very important. We have</td>
</tr>
</tbody>
</table>
important for you when building relationships with students?

<table>
<thead>
<tr>
<th>we got help from a marketing bureau that developed the whole concept for the first student recruitment campaign where we focused on parkour in film and picture. This was something that felt new and fresh, to do the impossible possible was kind of the theme for this campaign that was mainly focused on the younger target group. We don’t do parkour when we try to recruit 40 year olds that wants to proceed there education</th>
</tr>
</thead>
<tbody>
<tr>
<td>This parkour theme was it founded based on the keywords you mentioned or was it reversed?</td>
</tr>
<tr>
<td>IT was reverse, the keywords was already decided. To recruit students was crucial for us at the same time as we did a lot of marketing in the close regions since it was important to strengthen the identity local and regional, since if we do not recognize our own identity it is really hard to communicate it more far, so we did this parallel to the big urban areas campaign.</td>
</tr>
</tbody>
</table>

us being quite a few today that markets and informs from different directions. All institutions have their own informers and marketers that work with recruiting. Then you have the central management who does part of the recruiting. If the university has a common identity, it gets like we are gathered around it. If we take the ads as an example, all the ads look the same. Is the communication from the LNU it will be yellow with the tree and everything looking pretty much the same and it makes everyone understand it. If I make an ad from LNU for a person who will study to become a teacher he is going to see that this is an ad from LNU creating a reminder. But also ensuring that there is a fellowship around it all, this is ONE university and not several small ones.

When students are deciding what school to attend, how important are the schools identities?

I think there is many different things that influence that decision. But I absolutely believe that identity is one of them. Then we have the physical aspects, you may not be able to leave home or you don’t want to move so far from home the first time you move. Well, there is also the reputation that is quite a large part of the decision and that has quite a bit talked about this before but all the university has its own thing and its own qualities with research and so on but its the identity that allows one to distinguish themselve s from each other and color the personality. Values and attitudes really.
to do with identity. Those who have high reputation is building a lot of their identity around that. For example, Stockholm School of Economics is very well known. They can really build on that "we are very exclusive, it is difficult to get accepted to our school". So later they built their entire identity around it.

Why is the identity important for you as a university? Well, it is because it gets more easy to work with communication when you have already decided you core values and I do believe, after I've been working as Chief of Communication a couple of year, that it has guided us very much in our work. Because it has been many times when we discussed our communication that we have said; “think of who we are, we are supposed to be innovative and modern”. In the world of higher education a lot is about history, the old traditions, but we do not try to emphasize this in our marketing. E.g. we do not use Carl Von Linné in our marketing because we do not want to be associated and identified with a 1700 century man. But we do want to identify and be associated in the spirit of Carl Von Linné.

I believe in that we covered before, we must show that we are one university and not several schools under one name. Then that there are various schools that work in different ways does not really matter because you are not applying to EHVS or the social institution, you are applying for LNU. The fact that we have an identity makes us become one school. I also believe that if we would have an unclear identity or no identity at all and just started advertising and say what we want, it will feel quite sprawling. You won’t know what we stand for. But if you have a set goal, that this is we stand for and really work after that, both this being a new and modern university but also international. We usually also talk about småland, småland has an identity too and we as a university is inheriting some of that.

Do you want your employees to

| Why is the identity important for you as a university? | Well, it is because it gets more easy to work with communication when you have already decided you core values and I do believe, after I’ve been working as Chief of Communication a couple of year, that it has guided us very much in our work. Because it has been many times when we discussed our communication that we have said; “think of who we are, we are supposed to be innovative and modern”. In the world of higher education a lot is about history, the old traditions, but we do not try to emphasize this in our marketing. E.g. we do not use Carl Von Linné in our marketing because we do not want to be associated and identified with a 1700 century man. But we do want to identify and be associated in the spirit of Carl Von Linné. | I believe in that we covered before, we must show that we are one university and not several schools under one name. Then that there are various schools that work in different ways does not really matter because you are not applying to EHVS or the social institution, you are applying for LNU. The fact that we have an identity makes us become one school. I also believe that if we would have an unclear identity or no identity at all and just started advertising and say what we want, it will feel quite sprawling. You won’t know what we stand for. But if you have a set goal, that this is we stand for and really work after that, both this being a new and modern university but also international. We usually also talk about småland, småland has an identity too and we as a university is inheriting some of that. | Do you want your employees to |
### Employers to Represent Your Identity?

Identity, that is why it is important to mediate this internally, that it comes from our employers and from the university, and that it wasn’t someone else who made it up. This, we worked with during a long time with different workshops and groups. When it was finished, many were happy with our results and what we want to stand for.

<table>
<thead>
<tr>
<th>How do you engage employees to understand and behave in agreement with the university?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We involve them in the process, referral work, we communicated our key words, we brought in comments and feedback from them and let them have the opportunity to influence the University.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We have “intranät” that we work with to get information out and in that information we also try to follow our set guidelines. If we do something it should not only reach the press, but also internally so people</th>
</tr>
</thead>
<tbody>
<tr>
<td>When we started out we built an online intranät that we called “new university” that was not just for Växjö and Kalmar but completely neutral and running, where</td>
</tr>
</tbody>
</table>

The students there weren’t really happy with everything surrounding the fusion. “Rip Växjö” was a group on facebook created by students with the goal acquiring more members than there were students at the school. Where many different forces that went against us.

That’s a whole chapter on its own but we worked very much internally, it was of course very important. We worked a lot with “intranät” and meetings, cafes and

### Ambassadors for the University, Whether You are a Teacher, Marketer or Janitor

If you are going to have an identity, which I think every company has, whether they know it or not, then it’s important to make sure everybody understands it and communicates it.

It. All students and all hired persons, every single one. I mean, we do return to the same stuff all the time but all employees have their own network that reaches out and it’s really important for us that that is a good and positive relationship regarding our university, that’s the core. We do start with a basic strategy in this strategy how teachers are to conduct their teaching is included and that’s make it very important for every teacher to understand that. Everybody need to understand how things are done, that you should be able to be an intern, have connections with businesses and the possibility to study abroad.

This, we worked with during a long time with different workshops and groups. When it was finished, many were happy with our results and what we want to stand for.
| identity? | knowledge going on. You also have to write in a way that others want you to write in order to invigorate each other. I also believe for example that such a classical thing as the PowerPoints during classes should look the same, especially if you are doing presentations outside of the school. | in the same way we tried to find some different channels to get everyone on board. Lots of different ways rather than just a thing, but the managers were important. We are informed and told what was going on stuff like that. All employees could go in there and follow the news and see how everything goes and like that. Then we even had a “Linnaeus cafe”, where staff and students were invited and management informed of any current issues or at least selected current issues. Well, what can I say more, we have just built an intranet which is open to anyone and everyone can that can read and you can see everything everybody does except does who choose to make the hidden groups but they are not very many. Any general information that comes from management is in it and when it comes to strategy it’s not only the communication department that does it or that everything relies on cause that occurs very much in the business of teachers and researchers. Then you need to recognize that this has been a difficult internal journey, there were still teachers in December before the merger who denied that there would be a merger, not |
| Do you believe that the importance of having a clear and strong corporate identity has increased the last couple of decades? | Yes I believe that it has. If you think about our industry, education, academic, it has been a huge shift from being an institution that handled with information. Marketing was a censored concept 20 years ago, you couldn’t you use the concept if you worked for a government institution. We have become more company alike when it comes to communication and | Yes, I think so. Not only in academia but in the corporate world in general. You really have to show what you stand for. It may well be the environmental issue, a huge example. It suddenly becomes important to show that you are a company who cares about the environment. It has certainly been important in the past as well but now it’s more | I think that in the world of universities that you certainly notice a difference and that they market themselves much harder today. That’s the way it is, competition increases and it’s harder, it is a little in time also to talk about that. It is not ugly anymore to talk about marketing | No, I do not. I really don’t know. Always important perhaps, people are just paying it more attention now on then earlier. My first reaction is to answer your question with a yes but really, what do I know, I think that it has been important all the time but I guess people haven’t really worked with it |

everybody wanted this. People are so strongly connected to their old corporate identity and some think of “the good old days”, since people are coming from two different schools they don’t have quite the same culture. Kalmar was the smaller one and some decisions, for example, was very easy and quick and taken in a way we weren’t used to. Växjö University had connections to Lund and in a way more noble history which contributed to a small culture crash. But it’s different today after we have worked together with this. We also used to be competitors before and competed perhaps over the same students and that’s really a switch. Some stuff was so different that the other one wondered “can you really do like that?”. Do you believe that the importance of having a clear and strong corporate identity has increased the last couple of decades?
| marketing because there is much tougher competition when it comes to students today so “yeah I would say that it has changed a lot”. | important that it’s reflected in your identity. | itself, for a while; you could not talk about it because as a part of the public sector you weren’t supposed to. But everybody doesn’t work the same way as us, we have been away some together and met other universities and some of them glances in our direction and then I feel that it is a little different and they have a million questions about how we work, so I think we’re a little forward, there are several of us also, for example Lindköping who have worked a little in this way. Everyone doesn’t it, some do not need it or they do not think they need it, until now anyway. A few years ago, it was obvious that people applied for Lund, Gothenburg and Stockholm then everyone else came after. Then there are other competitors today as KY so it's just more and more. But I still think this has always been important to include, information departments used to be called communication departments, and you worked in a different way, not with as many different channels. We've expanded a lot. You do not want to be thought of as un | a lot in earlier days. I think that’s the way it is, it have always been important but it’s only recently people have really understood it and started to work accordingly. |
serious, it's not coca cola that we are selling, it’s an investment. Then it has gone a long way with this from monologue to dialogue with facebook and twitter and everything to be so immediately, in the case identity one big difference is that you can’t always plan everything, you have to improvise.

How have you changed your view of corporate identity?

Our view of Identity, I believe, is that it was a survival strategy when we created something, everyone didn’t believe it would be succeeded but everyone surely hoped so and that’s why we thought it would be good to work with this question. But this increased competition and the marketing way of thing reaches trough at least the 00s and probably also the 90s.

Hard to say after that I have not been around for so long. I can’t say that it has changed that much while I’ve been here. They’d probably had an identity in Kalmar and Växjö in the past, but I think it is more important now after the merger since there are now two academic institutions that will have the same identity. I believe that it’s very important to be able to reach teachers and other employees with your identity. There are some who think “I’ll just do it the old way, like I did in Kalmar”, but it’s important that it’s not like it used to be because we have a new identity. That’s what matters now.

Are you doing regular follow-ups on how students perceive you as an University, Yes, actually we do quite of lot of different studies, we have some people on our department that handles these questions and the interview students and how done it every year and yes I believe that those people

Yes, we do a survey every year, right at the beginning of the semester for all new students. Many questions about how they found us, which media they saw us in and stuff like that. There are some questions

Yes, we do by surveys to all new students, all new students starting in the fall. Then even high school students at the same time but there we use in-depth interviews with high
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you believe that image is important for you?</td>
<td>Yes and we do hope that it reflects our identity. Otherwise we have failed in our communication work. If we believe that we are something that we don’t perceived to be we have failed on that part of the work.</td>
</tr>
<tr>
<td>Do you work actively to strengthen your image?</td>
<td>Yes, we do that all the time, with all the campaigns we got, we are out on different exhibitions and fairs where we communicate our identity. We try to be close to our students and is besides this I mentioned earlier with subways out on the beaches and makes an “beachtour” which also is a way to strengthen and show that we are our students are.</td>
</tr>
<tr>
<td>Is it important that the image is handled well?</td>
<td>That’s important, of course, that’s the goal. We have established an about how they perceive us but not very many. These follow-ups, do they concern image? They concerned image more than identity because identity is what we want to convey and the image is how the audience sees us. So what is reflected there’s not our identity, but it’s our image, how we were perceived.</td>
</tr>
<tr>
<td>Is it important that the identity is important for you?</td>
<td>Yes, of course. I mean that’s how we are perceived and that helps a newly graduated student to make his decision of new which schools to apply for. It is clearly essential.</td>
</tr>
<tr>
<td>Do you work actively to strengthen your image?</td>
<td>Yes we do all the time, with all the campaigns we got, we are out on different exhibitions and fairs where we communicate our identity. We try to be close to our students and is besides this I mentioned earlier with subways out on the beaches and makes an “beachtour” which also is a way to strengthen and show that we are our students are.</td>
</tr>
<tr>
<td>Do you work actively to strengthen your image?</td>
<td>Yes, we do, actually as soon as we do anything, write a press release for example or an ad. We actually do it as soon as we have a seminar or a course. As soon as the teacher steps in to his class it’s a part of our identity. Everyone is an ambassador. If a student here constantly feels that he’s teachers are rude he’s not going to talk well about LNU in the future. If everyone is nice, good and competent those things will spread instead.</td>
</tr>
<tr>
<td>Is it important that the identity is important for you?</td>
<td>Yes we do of course, that’s really just the other side of the identity so we do of course. Hopefully it works; you might see us as very old and reactionary. These answers one can always get from the focus groups what they think about us and respect and like. Often it is also strikingly similar to when we do these investigations, it’s almost scary. In all cases, the quantitative investigations show what we hope they will.</td>
</tr>
</tbody>
</table>
| Is it important that the image is handled well?                        | Yes that’s what you want to achieve, if not, much of it might
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>identity is reflected in your image?</td>
<td>identity but if the students don’t see us in that way all that work was for nothing. This is something we work with continuously and it’s not only about doing it towards the students but also towards society and government. There are many with interests in a university, both regional, national and international.</td>
</tr>
<tr>
<td>When you do marketing towards students, who are your competitors? Is it alla universities in Sweden?</td>
<td>Well, yes it is. Universities compete with other universities. Some economic institutions compete more with other economic institutions and most often the one of similar size is most interesting. For us, maybe Linköping. Lund and Uppsala is of a completely different size, they are like cities. We do of course compete with them as well, we take their students and they take ours but they aren’t our main competitors</td>
</tr>
<tr>
<td>have been difficult to grasp perhaps in their communication and it has not really been able to grasp it or understand it.</td>
<td></td>
</tr>
</tbody>
</table>
1. **Har du hört talas om konceptet corporate identity?**

   Nej, det har jag nog inte…

2. **Har du någon uppfattning om termen när jag säger begreppet corporate identity eller organisations identitet?**

   Jag antar att det har med det här, varumärken att göra, organisationsidentitet är ju varumärket. Jag förstår ju vad det handlar om även om begreppet inte är något speciellt som jag har använt mig av tidigare.

3. **Hur skulle du definiera Linnéuniversitets organisationsidentitet?**


4. **Har identiteten utvecklats i takt med att Universitetet har utvecklats?**

   Om vi nu pratar Linneuniversitetet så har det ju två år på nacken, det är ju ingen… det är ju en väldigt ny organisation och det är ju klart att den kommer utvecklas, det tror jag. Men det här med varumärket, vi har ju ändå försökt att hitta någon slags grund för det eftersom att vi då har Linné, Carl von Linné finns ju med i bakgrunden och så och hans sätt att jobba, det här med nyfikenhet, att upptäcka saker och att arbeta.
internationalt och så där. Det är väl något som vi hoppas kunna föra med oss en lång tid fram över.

5. Hur förändrades identiteten i samband med den fusion som genomfördes mellan Växjö och Kalmar år 2009-2010?

Ja, jag tycker att det är en hel del som har förändrats, jag tycker nog att Växjö universitet var ganska identitetslös i slutet. Under några år om man ser på 80-talet och 90-talet var vi väldigt starka när det gäller internationalisering, vart man än kom och berättade att man var från Växjö Högskola så sa dom -Ja just det, det är ju ni som är så internationella, det var något som var väldigt spritt. Sen mattades väl det där av med att vi blev ett universitet 1999, för när man är ett universitet är man per definition internationell. Man kan inte vara ett nationellt Sverige universitet liksom, utan universitetsstatus med forskning och allt bygger väldigt mycket på de internationella relationerna och så. Och då höll det inte att vi har flest studentutbyten i Sverige och att vi därför är vi internationella, då tonas väl det där ner egentligen och jag tycker väl att det var lite identitetslös i början på 2000-talet. Sen har vi ju jobbat mycket mer strategiskt just med varumärket och identitet, det var ju en nödvändighet när vi gick ihop och gjorde den här fusionen. För det var ju både i Växjö och Kalmar så var ju både varumärket och den grafiska profilen väldigt splittrad, man hittade 15-20st olika sorters logotyper som hade flippats ur från originalet så det var ganska splittrat där.

6. Vill du tillägga något som var viktigt att få med från den gamla identiteten när fusionen ägde rum?

Vad var viktigt att få med… Ja det var ju en klurig fråga men det var väl att på något sätt sticka ut och att på något sätt rida på det här att vi är Sveriges nyast och mest moderna universitet, vi kan ju alltså, våra konkurrenter är ju de riktigt gamla traditionenliga universiteten med historia flera hundra år tillbaka i tiden och det är ju inget ide att försöka vara som dom. Utan vi var tvungna att försöka skapa något helt nytt och det tror jag har varit ganska så torgivande i det arbetet som gjordes under fusionen. Försöka vara något annat, stå för något eget och var mer moderna.

7. Vad mer var viktigt att ta med sig från Växjö Universitets identitet?
Då tror jag att det är det här med närhet faktiskt, att man är närmre lärare och studenter, det är lättare att bo i en lite mindre stad. För hade vi ju det också så, alltså i marknadsföring pratade man om att här är allt samlat och här är det lätt att få kontakt, man är inte så identitetslös om man kanske är om man studerar i en storstad som Stockholm där folk är utspridda och bor lite över allt. Så det är väl en sådan sak som vi ville bära med oss.

8. **Hur arbetar ni för att förmedla identiteten i er kommunikation gentemot framtida potentiella studenter?**

Ja, alltså det jobbades ju med, man ska säga att vi under fusionen så var det ju ett halvår där vi arbetade med att både Växjö Universitet och Högskolan i Kalmar och Linne Universitetet samtidigt. Vi var ju tvungna att marknadsföra Linne Universitetet samtidigt som vi rekryterade till de gamla enheterna men man taggade liksom ifrån de gamla enheterna och visade i marknadsföringen att snart är det något nytt, snart är det Linne Universitetet. Så man ledde in dom på det spåret och var tydlig med att nu kommer du börja på Högskolan i Kalmar eller Växjö Universitet men sen kommer det att bli Linneuniversitet.

9. **Vad använde ni er av för kanaler för att kommunicera ut detta?**

Ja det var ju väldigt mycket olika kanaler, men man resonerade så här att student rekryteringen var det viktigaste, utan studenter blir det inget universitet, så studenterna och de unga studenterna i ålder 19-22 satte vi som en prioriterad målgrupp. Så att det finns ju många utbildningskataloger på webben men förutom det körde vi väldigt kraftiga satsningar på storstadsregionerna Göteborg, Stockholm och Malmö med reklam i bussar, tunnelbanor, där folk rör sig, där var det väldigt mycket marknadsföring.

10. **Riktades någon av den här kommunikationen mot arbetsgivare också?**

Ingen särskild kampanj eller vad man ska säga mot arbetsgivare, det är ganska svårt för alla är ju egentligen arbetsgivare.

11. **Vad är det primära syftet med kommunikationen?**

---

86
Det var ju att verka för ett nytt universitet, att folk skulle hitta det. Det var ju det som var farhågan lite grann, vem vill söka till ett universitet som inte finns? Det var ju den svåra frågan, tror man att det här bara är ett brevlådeuniversitet som inte finns, det beror ju också på att vi är ett av de få lärosäten som inte har staden i universitetnamnet. Linneuniversitet är ju lixom… var ligger det någonstans? Därför har vi kört ganska mycket på det här att det står Växjö och Kalmar under, det var ju tänkt mest i början för att folk ska fatta vart det är någonstans.

12. Är identiteten viktig för er när ni bygger upp relationer med konsumenterna?
Ja, det är klart att den är det. Det här körde vi ju väldigt mycket på, vi fick också hjälp av en reklambyrå som jobbade fram själva konceptet när det gäller första studenten rekryteringskampanjen och då körde vi ju det här parkour temat i film och bild. Det var något som kändes fräscht och nytt, att göra det omöjliga möjligt var ju lite temat bakom det och just den kampanjen är gjord för den yngsta målgruppen. Vi kör inte parkour när vi ska rekrytera 40åringar som ska vidareutbilda sig. Väldigt mycket när det gällde den yngre gruppen.

13. Grundade sig idén med parkour ur nyckelorden eller var det tvärt om?
Det var tvärt om, ledorden var redan bestämt. Vi har en ganska bra broschyr där det står mycket om kampanjen, den ligger på webben. Där får ni en hel del information också. Dels var det ju att rekrytera nya studenter som var så avgörande samtidigt som man köra mycket markandsföring i närregionen då det är viktigt att stärka identiteten lokalt och regionalt också, för om vi själva inte känner igen vår ideneitet så är det ännu svårare att föra det ut längre, så vi körde parallelt med storstadskampanjerna. Tryckt på mjölkpaket och på bussar i Kalmar/Växjö med omnejd.

14. Varför anser ni att identitet är viktigt för er som Universitet?
Det är väll för att det blir lättare att jobba med kommunikation när man har bestämt några grundvärden och det tycker jag faktiskt nu när jag jobbat som kommunikationschef några år att det styr oss väldigt mycket, eller leder kanske man ska säga, i arbetet. För det är många gånger vi diskuterar saker så säger man: tänk nu på vad vi är, vi ska vara nytänkande och moderana. I universitetsvärlden är det ju
mycket det här med historia och gammalt men vi försöker att inte lyfta fram det, vi har
tex aldrig Carl von Linne, själva gubben i vår markandsföring för det är inte honom,
en 1700-tals gubbe vi vill identifiera oss med. Mer hans anda som vi vill associeras med. Även om många vill sticka in bilder på honom i olika sammanhang men vi säger nej.

15. Vill ni att era anställda ska representera er identitet? Varför är det viktigt för

Ja det är klart vi vill, annars är det ju inte en identitet, det är ju därför det är så viktigt att förmedla detta internet, att det kom från personal och universitet, att det inte var någon annan som kom på det. Det här var ju något som jobbades med under en lång tid, olika workshops och grupper. När det väl var färdigt, så många som varit med
kände vi oss nöjda med vad vi kommit fram till och att det är det vi vill stå för.

16. Hur arbetar ni internt för att de anställda ska förstå och agera i samförstånd
med identiteten?

Dels involvera dom i processen, remissarbeten, skickade ut information att man kunde lämna in förslag på namn. Ledorden kommunikerades också ut. Vi tog in synpunkter av de som ville, alla som ville fick vara delaktiga, alla hade möjligheten.

17. Anser ni att betydelsen av att ha en tydlig och stark identitet har ökat de senaste
decennierna? Hur har ni ändrat ert synsätt/aktiva arbete på identitet?

Ja, jag tror det. Om man tänker på vår bransch, utbildning, akademi, så har det ju skett ett oerhört stort skifte från att vara en myndighet som sysslade med information.
Marknadsföring faktiskt var väldigt fult för 20 år sedan, man fick inte ta i det begreppet i sin mun när man jobbade i en statlig verksamhet. Till att vi blir mer och mer företagslika när det gäller kommunikation och marknadsföring för det är ju en mycket tuffare konkurrens när det gäller studenterna så det har ju ändrats väldigt mycket.

Synsättet tror jag är att det var en överlevnadsstrategi när vi startade något nytt, det var ju inte så att alla trodde på det, även om alla ville att det skulle lyckas och då fanns det
godta förutsättningar för att jobba med den här frågan. Men det här med den ökade konkurrensen och marknadsföringstänket sträcker sig långt tillbaka, i alla fall hela 2000-talet och även 90-talet.

18. Gör ni regelbundna uppföljningar på hur studenterna (och arbetsgivarna) uppfattar er som Universitet (företag)? Er Image?
Ja, det görs faktiskt en hel del studier, det är några på våran avdelning som gör studentenkäter och intervjuar studenter och har gjort det varje år. Tror det ingår frågor om image också men är lite osäker på det.

19. Anser ni att Imagen är av betydelse för er som Universitet?
Ja, och vi hoppas ju att den stämmer överens med vår identitet annars har man ju inte lyckats med sitt varumärkesarbete. Om vi tror att vi är något som vi inte uppfattas som har vi ju inte lyckats.

20. Arbetar ni aktivt för att stärka er Image?
Ja det gör vi hela tiden, absolut, med all kampanje vi har, vi är ute på mässor och vi kör jättemycket. Vi försöker vara nära där våra studenter är och förutom det här som jag nämnde innan med tunnelbanorna så har vi också sommarkampanjer där vi har unga människor som är ute på stränderna och gör ”beachturne” som också är ett sätt att stärka och visa att vi finns där våra studenter finns.
Appendix 3 Transcript

Magnus Källström, marknadsförare på kommunikationsavdelningen på LNU!

Hat du hört talas om konceptet corporate identity tidigare?
Ja det har jag. Jag har själv läst marknadsföring här, så det kommer ju upp där i det hela. Jag skulle säga att det är den identiteten som vi vill ha, som vi vill bli uppfattade utåt.

Hur skulle du definiera Linnéuniversitets organisations identitet/Corporate Identity?
Nya, alltså att vi är ett nytt universitet, tror jag det synd. Jag tycker man ser det att vi försöker förmedla det i annonsspråket och bildspråket i annonsen också och att vi är ett nytt, modernt universitet och att det är ett internationellt universitet med forskning.

Under den tiden du har varit här, och även tiden innan, hur känner du att universitetet har förändrats?
Jag tycker man ser en stor skillnad från VXU till LNU, där VXUs identitet kändes mycket mer traditionell, mycket mer klassisk, om man tittar på den här löken som var innan med dom olika lagren, den kändes väldigt gammalmodig. Så tittar man bara på logotype och färger så ser man ju verkligen att det är nät nyare idag.

Vad hände med identiteten under och efter fusionen?

Vad tror du var viktigt att få med från VXUs identitet till LNU?
Själva universitets stämpeln tror jag är viktigt. Ett nytt universitet, det kan man vara i Sverige men internationellt sätt vill man oftast ha de gamla traditionella universiteten som har en säkerhet bakom sig. Men man har försökt lyfta med sig då VXUs universitet stämpel in i LNU och det tror jag också är viktigt, för det har med identiteten att göra. Vi är ett nytt universitet men vi är inte nystaratade men det finns ju två gamla traditioner. Den tror jag man har
förssökt få med sig och man har lyckats med för man pratar om även om Univeristetet bara är något år gammalt, kan program ha en lång historia bakom sig.

**Hur arbetar ni för att förmedla identiteten i er kommunikation gentemot studenter?**
Det gör vi ju. En del i identiteten förmedlar du ju i din grafiska profil och att vi har ett samlat bilddsärkåk. Om man tittar på våra annonser, spelar det egentligen ingen roll vem det är på universitetet som gör det eftersom alla ska se ungefär likadana ut och det är ju för att vi ska förmedla identiteten i det hela. Man ska få igenkännelse. Folk ska uppfatta att det är ett universitet fast flera olika högskolor under. Vi som institution får spelreglerna uppifrån och dom ska vi följa. Vi har en grafisk profil som bestäms från centralt håll som vi ska använda.

**Vad använder ni för kanaler då i denna kommunikationen?**
Egentligen är det ju precis allt, trycksaker som kataloger, det är vanliga printannonser. Vi har inte så mycket utomhusannonser och sånt men det finns i tunnelbanan och liknande. Även på webben har vi vissa banners och då ska dom ju också följa den stilen med färger och alltihopa. Men även mässmaterial, veper och tröjor egentligen ska allt gå igenom det när vi ska synas utåt.

**Riktar ni någon av denna kommunikationen mot arbetsgivare?**
Ja det gör vi. Vi försöker samverka med arbetsgivare, både runt om i regionen men även större. Jag till exempel när jag gör annonser ibland kan tänka att även om jag gör en annons som ska rekrytera studenter hit kan jag tänka att om jag lägger annonsen i en tidning som jag vet att vi både kan få resultat genom studenter som söker hit så vet jag också att det finns arbetsgivare som läser tidningen. På så sätt görer en påminnelse att det finns andra studenter från LNU. Så när dom söker jobb tänker dom inte, LNU vad är det utan istället tänka ”aa just det är ju dom”. Vår annonsmatta är såkallt färgt inför den 15e april men det finns mer i lite andra tidningar hela året just för att skapa en igenkännelse för vårt varumärke som arbetsgivare. Göra det lättare för studenterna att söka jobb sen i framtiden.

**Ditt tänk att rikta kommunikation, även mot arbetsgivare, är det någonting som kommer ovanifrån?**
Nej alltså det görs säkert så men det är någonting som vi jobbar med för att vi vill jobba med det.
Vad skulle du säga är det primära syftet för kommunikationen?

Är den internationella prägeln viktig för er identitet?
Ja det är den absolut och det tror jag är viktigt för dom flesta univeristet här i Sverige. Det är itne ofta man stöter på ett universitet som säger att ”vi är inte internationella”.

När ni bygger upp relationer med studenter, hur viktig är identiteten för er då?

Ifall man skulle använda identiteten från att urskilja sig från andra universitet, hur skulle du säga att den är då?
Jag tror att det finns många olika saker som påverkar det beslutet. Men jag tror absolut att identiteten är en av dom. Sen har man ju dom här fysiska aspektern, du kanske inte kan flytta hemifrån eller vill flytta så långt hemifrån första gången du flyttar. Sen finns det ju också då rykte som är rätt stort och det har ju en del med identiteten att göra och dom som har bra rykte
bygger mycket kring det i sin identitet. Till exempel Handels i STHLM som är jätte känt. Dom kan verkligen bygga på det att ”vi är väldigt exklusiva, det är svårt att komma in hos oss”. Så bygger dom hela sin identitet kring det sen.

**Varför anser ni att Corporate Identity är viktigt för er som Universitet?**

**Vill ni att era anställda ska representera er identitet?**

**Hur arbetar ni internt för att era anställda ska förstå och agera i samförstånd med identiteten?**
Vi har intranät som vi jobbar med för att nå ut med information och i den informationen så följer vi också dom här riktlinjerna. Om vi gör någonting ska den inte bara nå pressen utan också internt så folk vet vad som händer. Sen får man ju försöka skriva på det sättet som vill att andra ska skriva på, så får man hoppas att det föder varandra. Men jag tror till exempel att, en sån klassisk sak, att det ska finnas PowerPoint mallar så att när man undervisar ska alla PPs vara utformade på liknande sätt, speciellt om man är utanför skolans gränser och gör presentationer är det viktigt.

**Tror du att betydelsen av att ha en tydlig och starkt identitet har ökat de senaste åren?**
viktigt plötsligt att visa att man är ett företag som tänker på miljön. Det har man säkert varit tidigare men nu har det blivti viktigt att visa det i ens identitet.

**Hur har ni ändrat på ert synsätt av att arbeta med identitet?**

**Gör ni regelbundna uppföljningar på hur studenter uppfattar er som identitet?**

**Dom här uppföljningarna, rör dom kring image?**
Dom rör mer kring image än kring identitet eftersom identitet är det som vi vill förmedla och image är hur publiken ser på oss. Så det som avspeglar sig där är ju inte vår identitet utan det är vår image, hur uppfattades vi.

**Anser ni att imagen är av betydelse för er?**

**Arbetar ni aktivt för att stärka er image?**
**Hur viktig är det för er att identiteten är reflekterad i eran image?**


**När ni marknadsför och kommunikerar mot studenter, vilka ser ni som era konkurrenter, är det alla universitet i hela Sverige?**

Appendix 4 Transcript Susanne Håkansson

1. **Har du hört talas om konceptet corporate identity? Vad betyder det för dig?**

2. **Hur skulle du definiera Linnéuniversitets organisationsidentitet?**

3. **Har identiteten utvecklats i takt med att Universitetet har utvecklats?**
   Vi har fått fler perspektiv, vi har använt hela paletten i marknadsföringen. Vi har gjort film och använt väligt många olika typer av medier. Den grafiska profilen har ju utvecklats men det är mest tillämpningen av det. Vi har blivit starkare för vi matur ju verkligen ut vårat budskap och är konsekventa tex med den gula färgen. Sen har vi ju
olika målgrupper är där skruvar vi ju lite på det men är ändå väldigt hårdare på att alla ska vara på samma spår. Det har som sagts stärkts men nog inte förändrats så mycket, förfinats.

a) Hur förändrades identiteten i samband med den fusion som genomfördes mellan Växjö och Kalmar år 2009-2010?


b) Vad var viktigt att få med i identiteten när fusionen genomfördes?

Närheten var änå viktigast. Och studenterna har också bekräftat detta att denna närheten finns kvar, till lärare då bland annat. Universitetet är ju stort men eftersom det är uppdelt på två orter blir det ju lite mindre och mer personligt. Det lyfter vi fram som en välj fördel. Sen har vi ju våra gamla program som är i grunden och också en fördel såklart.
4. Hur arbetar ni för att förmedla identiteten i er kommunikation gentemot framtida potentiella studenter? Och arbetsgivare?


När det gäller kommunikation mot arbetsgivare är det ju egentligen samvärkansavdelningen som har det uppdraget, vi har ju en avdelning som jobbar enbart med den biten. Därimot så har vi självlklart kommunikation som när dom också även om dom inte är det primära målet men de nås ju också av kommunikativen och hemsidan och sådär. De relationerna är ju också jätteviktiga. Vår kommunikationschef tar ju också den rollen en del och jobbar utåt mot samhället.

5. Vad är det primära syftet med kommunikationen (förmedla identiteten, alt attrahera studenterna)?

Få studenter, externt så är det ju det. Sekundärt är det ju också alla våra relationer, det är ju jätteviktigt med donationer och sådär. Också viktigt när det gäller
peronalrekryteringar, det är så viktigt för identiteten att få bra lärare och forskare och där har vi en del att göra.

6. Är identiteten viktig för er när ni bygger upp relationer med konsumenterna?

8. Vill ni att era anställda ska representera er identitet? Varför är det viktigt för er?

a) Hur arbetar ni internt för att de anställda ska förstå och agera i samförstånd med identiteten?
När vi började så byggde vi ju en webb som hette ”nytt universitet” som inte var bara för Växjö eller Kalmar utan helt neutral och löpande, där vi informerade och berättade vad som hände och vad som försegick. Alla anställda kunde gå in där och följa nyheter och se hur allt går och sådär. Sen så hade vi också när vi precis blev linne ett kaffé, Kaffe Linne där personal och studenter bjöds in och ledning informerade om alla aktuella frågor eller i alla fall utvalda aktuella frågor. Ja, vad ska man säga mer. Vi har precis byggt ett intranät som är öppet för alla och alla kan läsa förutom det som folk väljer att göra i dolda grupper men de är inte speciellt många. All övergripande information som kommer från ledningen kommer där, sen när det gäller styrtegi är det ju inte bara kommunikationsavdelningen som kommer på den eller är bärande utan den uppstår ju väldigt mycket ute i verksamheten bland lärare och forskare. Sen måste man ju erkänna att på det sättet var det en svår intern resa det var ju fortfarande lärare i
december innan fusionen som förnekade att det skulle bli någon fusion, det var inte alla som ville det. Man är ju så strakt knuten till sin företagsidenitet och en del tänk som ”det var bättre förr”, man har ju inte heller helt lika kultur när man kommer från olika skolor. Kalmar var ju mindre och vissa beslut till exempel togs väldigt enkelt och snabbt som man kanske inte är van vid alltid. Och växjö universitet har ju kopplingar till lund och lite äldra anor och där blev det en liten kulturchoch med det är annorlunda nu när man har jobbat på det. Sen så var vi ju konkurrenter innan och konkurrrade kanske då om samma studenter och det är ju en omställning. Vissa grejor var så annorlunda att man undrade ”kan man verkliga göra på det där sättet?”.

9. Anser ni att betydelsen av att ha en tydlig och stark identitet har ökat de senaste decennierna? Hur har ni ändrat ert synsätt/aktiva arbete på identitet?
Jag tycker i universtietsvärlden att man absolut märker en skillnad och att man marknadsför sig mycket hårdare idag. Så är det, konkurransern ökar ju och det är hårdare, det ligger ju lite i tiden också att prata om detta. Det är inte heller fult längre att prata om marknadsföra sig, ett tag så fick man inte prata om det för man ska inte som offentlig verksamhet göra det. Sen jobbar ju inte alla på samma sätt som oss, vi har ju varit ute en del tillsammans och träffat andra, de sneglar ju åt vårt håll och då kan jag känna att det är lite annorlunda och de har en miljon frågor om hur vi jobbar, så jag tror att vi är lite frammåt, det är några stycken också till exempel lindköping som har jobbat lite på det här sättet. Alla gör det inte, en del behöver inte göra det eller de tycker inte sig behöva det inte fram tills nu i alla fall. För några år sedan var det självklart att man sökte till Lund, Göteborg eller Stockholm sen kom alla andra där under. Sen har vi ju andra konkurrenter idag som KY och yrkesutbildningar så det blir ju bara mer och mer. Men jag tycker ändå att detta alltid har varit viktigt att ha med, informationsavdelningarna hette ju innan kommunications avdelningar och man jobbade på ett annat sätt, inte alls med lika många olika kanaler. Vi har ju breddats mycket. Man vill ju inte vara oseriös, det är ju inte cocacola vi säljer det är ju en investering. Sen har det gått långt med det här från monolog till dialog med facebook och twitter och att allt ska vara så omedelbart, när det gäller idenitetn är det skillnad där och man kan inte alltid planera så mycket utan det blir lite improviserat.

10. Gör ni regelbundna uppföljningar på hur studenterna (och arbetsgivarna) uppfattar er som Universitet (företag)? Er Image?
Yes, det gör vi genom webbanköter till alla nya studenterr, samtliga nya studenter som börjar på hösten. Sen även gymnasieelever då men då kör vi djupintervjuer med både studenter och gymnasieelver.

11. Anser ni att Imagen är av betydelse för er som Universitet?

Svårt att säga nej på den frågan men det är ju den man inte kan styra över, man kan styra den i en riktigt men inte hur den ska vara.

12. Arbetar ni aktivt för att stärka er Image?

Ja det gör vi ju, det är ju egentligen bara andra sidan av identiteten så det gör vi ju. Förhoppningsvis funkar det, man kanske ser oss som jättegamla och bakåtsträvande. De svaren får man ju egentligen från fokusgrupper vad man tycker om oss och förhållande och sådär. Ofta är det också slående likt när vi gör dessa undersökningar, det är nästan läskigt. I alla fall vid kvantitativa undersökningar blir det ofta som vi hoppas.

13. Vill ni att er identitet ska vara reflekterad i studenternas Image av er som Universitet?

Ja det är ju detta man vill uppnå egentligen annars har man ju varit för svår kanske i sin kommunikation och man har inte riktigt kunnat fatta den eller tolka den.
Appendix 5 Transcript Anna Strömblad

1. Har du hört talas om konceptet corporate identity? Vad betyder det för dig?


2. Hur skulle du definiera Linnéuniversitets organisationsidentitet?

a) Hur förändrades identiteten i samband med den fusion som genomfördes mellan
Växjö och Kalmar år 2009-2010?


b) Vad var viktigt att få med i identiteten när fusionen genomfördes?


4. Hur arbetar ni för att förmedla identiteten i er kommunikation gentemot framtida potentiella studenter?


7. Varför anser ni att företagets identitet är viktigt för er som Universitet (företag)?

8. Vill ni att era anställda ska representera er identitet? Varför är det viktigt för er?


a) Hur arbetar ni internt för att de anställda ska förstå och agera i samförstånd med identiteten?


9. Anser ni att betydelsen av att ha en tydlig och stark identitet har ökat de senaste decennierna? Hur har ni ändrat ert synsätt/aktiva arbete på identitet?

Nej tror jag inte, vet inte riktigt. Alltid viktigt kanske bara mer uppmärksammat nu på senare är. Första reaktionen är att säga ja som svar på din fråga men egentligen vad vet jag, tror att det har varit viktigt hela tiden men kanske har man jobbat på det lite mindre. Det är nog så, har alltid varit viktigt men det är bara på senare tid som man verkligen har förstått det och jobbat därefter.

11. Anser ni att Imagen är av betydelse för er som Universitet?
Ja, självklart. Jo det är ju hur man uppfattas, det är ju det som sen leder till beslut för en nyexaminerad student. Det är helt klart avgörande

12. **Arbetar ni aktivt för att stärka er Image?**

Ja, absolut, det är ju det man jobbar med hela tiden. Det är väl det hela studentrekryteringsarbetet går ut på.
Appendix 6 Brochure

This is a link to the brochure that we used as a secondary data source in this paper;

# Appendix 7 Interview guideline

1. *Have you heard about the concept corporate identity? What does it mean to you?*

2. *How would you define Linnaeus University's organizational identity?*

3. *Has the identity evolved as the university has developed?*

4. *How did the identity change in connection with the merger that took place between Växjö and Kalmar in 2009-2010?*

5. *What was important to include in the identity when the merger was carried out?*
   - *How do you work to convey your identity in your communication towards potential future students? And the employer?*

6. *What is the primary purpose of your communication?*

7. *Is your identity important to you when building relationships with consumers?*
   - *Do you want your employees to represent your identity? Why is it important to you?*

8. *How do you work internally to help employees understand and act in alignment with your identity?*

9. *Do you think that the importance of having a clear and strong identity has increased in recent decades? How have you changed your approach / active work on identity?*

10. *Do you do regular follow-ups on how the students (and employers) on how they perceive you as a University (business)? Your Image?*

11. *Do you think that Image is relevant to you as a University?*

12. *Do you work actively to strengthen your image?*

13. *Do you want your identity to be reflected in student’s image of you?*