

BUSINESS SCHOOLS, BRAND INNOVATION AND ARCHETYPAL TRADEOFFS

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ABSTRACT

In today's ultra-competitive education industry many business programs may be in danger of closing within the next 20 or 30 years. As universities face enrollment, funding, and non-traditional student support difficulties - the pressure increases. These troubles stem from the growth in the popularity of business degrees among employers, while applications decline, demographics change, and the quality of non-traditional offerings are questioned. The use of academic branding has emerged as a tool in this struggle for viability/sustainability. The ultimate goal of branding for a business school is to provide an impression leading to a positive reaction. Given the importance of adaptation and change, the authors propose that brand innovativeness is becoming an increasingly important criterion in academic marketing. This paper explores types of brand innovativeness by adapting the model developed by Beverland, Napoli and Farrelly to business schools. Further, Mark & Pearson's (2001) 12 Jungian archetypes can be added to the mix to give these innovative brands a face, a persona and marketing appeal. While brand archetypes are commonly utilized in other industries, the application of brand archetypes to business schools has just begun to be explored. From this perspective the potential tradeoffs between business school branding strategies and their attendant brand marketing initiatives become clear.

Keywords: Business Schools, Brand Innovation, Brand Archetypes, Marketing, Advertising

INTRODUCTION

Higher education has entered a period of discontinuous change, which may result in the closure of one third of business programs in higher education within the next 20 to 30 years (Christensen & Eyring, 2011). The academy is shrouded in a series of paradoxes. The popularity of business degrees among employers is increasing while student enrollments are decreasing. While pressures for a quality, marketable education rise, the numbers of non-traditional offerings, which have been challenged for not meeting those standards also grow. As an increasingly non-traditional student population needs more services and support, public and private funding necessary to meet those needs is being cut. This turbulence is forcing a "shakeout" phase in academia, where institutions are scrambling to adapt and grow in uncertain times, or otherwise risk falling victim to predicted closures (Christensen & Eyring, 2011; Page & Forbus, 2018). Popular media outlets cover rising tuition costs and often ask whether the diplomas are worth the investment.

Academic branding has emerged as an increasingly essential tool in this struggle for long-term institutional viability/sustainability. The academic branding process has evolved into a concerted public relations campaign to meet the expectations of a variety of external constituencies, ranging

from customers to funding sources to government regulators. Expectations for desired outcomes of applying and being accepted into the program involve program inputs (what the student experiences in terms of what goes into the program, including the quality of their fellow students and faculty), program processes outcomes (what the student will experience in the program) and program completion outcomes (what they will experience as the result of having graduated from the program) (Heslop & Nadeau, 2010).

BUSINESS SCHOOL BRANDING

Responding to these trends, business schools have developed and maintained academic brands to improve their public image and attract support. Branding involves the aggressive application of external promotional strategies such as advertising and sales promotion (Balmer, Liao, & Wang, 2010; Ali-Choudhury, Bennett, & Savani, 2009; Chapleo, 2010; Hinds, Falgoust, Thomas, & Budden, 2011; Judson, Aurand, Gorchels, & Gordon, 2008; Pinar, Trapp, Girard, & Boyt, 2014). Academic brands involve developing a clear institutional "image," "identity" and "personality" in universities and business schools (Page & Forbus, 2018). These institutional traits are "a manifestation of the institution's features that distinguish it from the others, reflect its capacity to satisfy students' needs, engender trust in its ability to deliver a certain type and level of Higher Education (H.E.), and help potential recruits to make wise enrollment decisions" (Bennett & Ali-Choudhury, 2009, p. 94). Academic brands must clearly differentiate their institution in an overcrowded business school education marketplace (Balmer et al, 2010; Bisoux, 2003, 2015; Chapleo, 2010; Cova, Ford, & Salle, 2009; Opoku, Abratt, & Pitt, 2006; Stephenson & Yerger, 2014). Branding has become critical for the growth and success of many institutions without a distinctive reputation.

The branding goal is to provide a big-picture, strategic overview for the business school to focus on internal goals, structures, systems and staff in restructuring, recruiting, resource allocation and other critical decision-making processes that build the brand (Page & Forbus, 2018). Initiatives that strengthen the brand are prioritized over those which undermine or dilute those efforts (Judson, et. al., 2008). Some key elements of the branding ecosystem include: student experiences as the driving force of the university branding strategies, and academic services as the core value creation activities in delivering student learning experiences (Pinar et al., 2014). This is where a brand transitions from an "image" to an implemented, credible reality (Balmer & Liao, 2007).

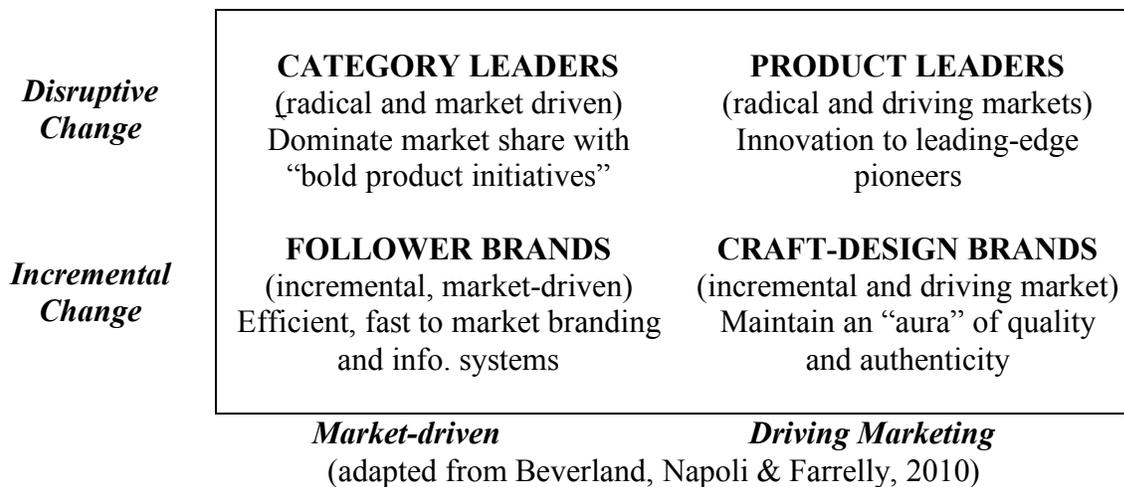
Strong academic brands tend to systematically make the changes necessary to align their institution behind the selected brand (Bisoux, 2015; Eaton, 2008; Rowley & Sherman, 2001). From this perspective, key elements of the branding community or branding "ecosystems" must mutually support one another to function effectively. Properly aligned, the people, strategies and systems involved in an academic ecosystem work together and complement one another, creating a foundation for a solid reputation and credible brand (Balmer & Liao, 2007). When organizational leaders and strategies, systems and structures, staff and partners, and shared value systems conflict instead of complementing each other, the dysfunctions often created by misalignment undermine effectiveness. These severe misalignments undermine the authenticity of the brand and the prospects for long-term growth, resulting in lost credibility (Page & Forbus, 2018).

In contrast, the academic brand is strengthened by internal alignment over time coupled with an

external customer relationship marketing focus to "treat the university, with all of its stakeholders, as a brand community, and to pursue policies and programs to strengthen the relationships that define the community" (McAlexander, Koenig, & Schouten, 2004, p. 61; Page & Forbus, 2018). Provided these strategic initiatives and innovations are consistent, external stakeholders and students will recognize this commitment and begin to regard the brand as credible and authentic.

Increasingly, the long-term viability of strategic initiatives and their attendant brands, is linked to its approach to innovation and change (Beverland, Napoli, & Farrelly, 2010). Beverland, Napoli and Farrelly (2010) developed a typology of brand innovation to analyze this dynamic. The typology categorizes brands by their relationship with strategic change and innovation through two sets of competing values. One branding continuum contrasts a focus on the degree of change, ranging from small increments to radical disruptions (Beverland, Napoli & Farrelly, 2010; in academia see Chapelo, 2010; Christensen & Eyring, 2011; Judson et. al., 2008). The other contrasts branding efforts responding to external trends and pressures versus those which tend to drive trends (Beverland, Napoli & Farrelly, 2010; in academia see Balmer & Liao, 2007; Pinar et al., 2014). These relationships lead to four branding categories, as illustrated in Figure 1:

Figure 1: Brand Innovation Categories



This linkage increases the utility of branding as a strategic tool, particularly over time.

APPLYING ARCHETYPES TO BUSINESS SCHOOLS

Authentic brands tend to cluster around different externally validated "brand archetypes," which symbolically represent the university and its distinctive strengths. Archetypes create an organizational "persona" suitable for storytelling through linkages with mythological, animal or other attributes (Herskovitz & Crystal, 2010; Lloyd & Woodside, 2013). The most commonly accepted brand archetypes are developed from Jungian personality archetypes signifying sets of fundamental desires, first applied to business schools by Mark & Pearson (2001). While there is some consensus concerning the 12 archetypes identified, there is little concerning how to cluster and categorize them (Hartwell & Chen, 2012; Page & Forbus, 2018).

Given the importance of adaptation and change, the authors propose that brand innovativeness is becoming an increasingly important criteria in academic marketing and recruitment (Beverland, Napoli & Farrelly, 2010; Morse & Brooks, 2017). Further Mark & Pearson’s (2001) 12 Jungian archetypes can be used to give these innovative brands a face, a persona and marketing appeal. This approach results in four broad categories distinguished by strategic innovative intent: industry leadership (product leaders), targeted branding (category leaders), networked branding (followers/imitators) and craft-design branding. Here the model must be adapted for academia. Following the brand innovativeness typology, as adapted to accommodate Mark & Pearson (2001), these 12 archetypes can be categorized by their placement on two continua: order versus change, and an individual, internal focus versus an external group focus, as summarized in Figure 2:

Figure 2: Traditional Brand Archetypes

		Order				
External Focus (group)	<i>PRODUCT LEADERSHIP BRANDS</i>	<i>TARGETED FOLLOWER BRANDS</i>				
	<i>Sage</i> Understanding truth by analysis <i>Ruler</i> Control and domination <i>Magician</i> Power to resolve problems	<i>Innocent</i> Safety through competence <i>Everyman</i> Belonging and quality offerings <i>Jester</i> Enjoy now, worry later				
		Change				
				Internal Focus (individual)		
	<i>CATEGORY LEADER NETWORKED BRANDS</i>	<i>CRAFTSMEN BRANDS</i>				
	<i>Explorer</i> Freedom through expansion <i>Creator</i> Innovation and creative vision <i>Lover</i> Intimacy and attractiveness	<i>Hero</i> Individual mastery and strength <i>Caregiver</i> Support, service and aid <i>Outlaw</i> Revolution and break the mold				

Note that there is little consensus as to which quadrant to place each archetype (Hartwell & Chen, 2012; Page & Forbus, 2018). The assignment of the archetypes within figure 2 is designed to best reflect the needs of higher education.

1. Archetypal Product Leadership Brands

Leadership brand archetypes are about using innovation to reinforce externally driven order and

projecting the power to establish accepted areas of innovation. They establish the dominant design in established and emerging fields that provide a basis for external validation (Christensen & Eyring, 2011). For institutions projecting an authoritative, “shock and awe” presence, the following archetypes are for you, as summarized in Table 1:

Table 1: Archetypal Product Leadership Branding

BRAND ARCHETYPE	ACADEMIC MARKET NICHE
<p><i>THE SAGE</i> Desire: To find truth Goal: To understand all</p>	<p>To understand the world with superior curricula, networks, and analysis Example: Prestige program</p>
<p><i>THE MAGICIAN</i> Desire: To know how the world works and overcome obstacles Goal: To realize dreams</p>	<p>Understanding of transforming the world through technology, sustainability, etc. Example: Emerging Field program</p>
<p><i>THE RULER</i> Desire: Stability through control Goal: Dominate relationships</p>	<p>Industry leadership in targeted fields maintained at all costs Example: Standard-setting programs</p>

The Sage

The Sages are usually prestigious research centers or elite private colleges with a reputation for research, learning communities and academic "best practices." They achieve sage status as they become business school program exemplars and higher education industry leaders with relatively rare innovative program offerings. These programs build brands around unique, distinctive features of university life that other institutions would find very difficult to replicate, grounded in world-class research. Students are willing to pay a premium for a program with a prestigious academic brand offering better status and world-class skill sets. Beyond leading edge research, sages tend to offer selectivity, impressive overall campus ambiance and a nurturing academic community (Joseph, Mullen, & Spake, 2012). Most Ivy League programs epitomize “the sage.”

The Magician

Magicians use technologies as the “silver bullet” to satisfy both the need of cost control and competitive advantage through process innovation. Given that technology driven cost management is, in and of itself, a marketable skill set, programs developing this expertise can claim advantages in complex systems integration, service-oriented architecture, and supply chain management. These lean and even “green” initiatives build a brand around cost management and control. For example, interactive websites offer considerable cost savings by minimizing waste and transferring activities involving relatively expensive professional staff and on-ground facilities to relatively

cheap and online technologies. While such "high tech" brands require considerable investments up front, they more than pay for themselves over time (Cater, Michel, & Varela, 2012; Dodd, 2014; McDougall, 2015). For example, the University of Maryland offers a highly ranked online MBA program with a specialization in supply chain management.

The Ruler

On rare occasions, business schools become so renowned for an area of expertise they dominate the market share and set quality standards to the point they can be considered “rulers.” This is rare but does happen. For example, Harvard Business School case studies have become ubiquitous throughout management education (Levy, 2015).

2. Targeted Follower Academic Branding

Targeted brand archetypes are about low risk, proven innovative enhancements to improve well-established brand offerings. For institutions projecting a “tried and true” presence, or merely the facade of one, the following archetypes are viable options, as summarized in Table 2:

Table 2: Archetypal Academic Targeted Follower Branding

BRAND ARCHETYPE	ACADEMIC MARKET NICHE
<p><i>THE EVERYMAN</i> Desire: To connect with others Goal: To belong, fit in</p>	<p>Connects with students left out due to access and convenience Example: Online program</p>
<p><i>THE INNOCENT</i> Desire: Peak experiences Goal: Personal fulfillment</p>	<p>Quality, effective programs offer reliability, consistency and safety Example: Standard 2 yr. program</p>
<p><i>THE JESTER</i> Desire: Enjoy the moment Goal: Do not be too serious</p>	<p>Encourage customer spontaneity and fun - amusing, ironic, mischievous, playful Example: Superficial “Lite” program</p>

The Everyman

The Everyman, or more accurately, Everyperson archetype is about access and convenience. The most successful access branding efforts in this arena involve online degree programs (Chapleo, 2010). Online degree programs comprise distance learning work and are steadily increasing in business schools (Cater, Michel, Varela, 2012; Gilardi & Guglielmetti, 2011; Lewin, 2013; Nelson, 2013). "Online Learning" lacks a common definition and is broadly defined, as content delivered exclusively online or hybrid - a mix of online and face-to-face (f2f) (Cater, Michel, Varela, 2012; Page, Williams, & McCarthy, 2009). One classification system bases the label on

the proportion of web content, reserving the term “online” for programs with 80%+ online courses with little to no f2f interaction (Allen & Seaman, 2013). The popularity of this brand is Impressive - Devon Haynie notes: "With a total of 2.9 million graduate students in the U.S., 22% of them studied exclusively online. Among undergraduates, 11% pursued distance education exclusively" (2014, p. 2). Southern New Hampshire State University epitomizes a quality online business program where most students never set foot on campus.

The Innocent

Innocent archetypal branding involves an academic “field of dreams” mantra - if you build a quality program, students will come. Many business programs of state universities have embraced this archetype, offering generic business programs focused on an extensive core curriculum (Davis, 2014; Page, Williams, & McCarthy, 2009).

The Jester

Jesters develop the appearance of a tried and true program but undermine it when cost-cutting and profit-maximizing measures make their learning experiences superficial. While their branding efforts claim quality and depth, these claims are debatable. Also known as fools, tricksters, and practical jokers, jesters focus on giving their audience a good time while maintaining appearances, having fun versus rigorous culture, and not taking their degree programs too seriously (Batey, 2012). These types of programs are sometimes labeled "MBA-lite" in comparison with conventional two-year programs, regardless of the type of school (Petit, 2011). The compromised nature of “lite” programs is epitomized by conversions of general MBA programs into specialized MBA programs through little more than a series of relatively superficial changes - a set of "quick fixes" such as asserting that two elective classes in the field of study makes a student a subject matter expert (Rasche & Gilbert, 2015).

3. Category Leader Academic Branding

Network brand archetypes establish new product and service categories, as driven by market forces. This involves emergent fields, new alliances, and delving deeper into the subject as a distinctive advantage. For institutions projecting a more creative or real-world presence, the following archetypes are for you, as summarized in Table 3:

Table 3: Archetypal Academic Category Leader Network Branding

BRAND ARCHETYPE	ACADEMIC MARKET NICHE
<p><i>THE EXPLORER</i> Desire: Exploring the world with freedom Goal: To lead a fulfilling life</p>	<p>Exciting, risk-taking, seeking fulfillment linking campus and real-world discovery through a variety of media. Example: Applied program</p>
<p><i>THE CREATOR</i> Desire: Make enduring beauty and value through innovation Goal: To give vision form</p>	<p>Emphasizes quality over quantity, customizes degrees to match areas of student interest Example: Specialized program</p>
<p><i>THE LOVER</i> Desire: To attain intimacy and pleasure Goal: To have loving relationships</p>	<p>Alliances increase belonging, connection, and commitment to boundary spanning offers Example: Networked / Allied programs</p>

The Explorer

Explorer brands reverse the old “teach students career skills in the classroom” mantra to its antithesis “use real jobs/internships to impart skills students need.” Explorers find ways to teach students on the job, thus reducing costs to improve revenues. Employers call for more emphasis in these key areas: critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings (Hart Research, 2013; Wilson, 2015). Thus, Explorer branding is based on the contention that the program structure and curriculum features process innovations that better prepare their students by offering typically neglected knowledge and skill sets needed for graduates to be employable. (Davies, Fidler, & Gorbis, 2011; Hart Research, 2013; Moskal, Ellis, & Keon, 2008).

Schools with strong job placement programs are increasingly attractive to potential MBAs - 21.87% in 2015, versus 18.8% in 2013 (GMAC, 2015). Real-world application also improve outcomes such as higher retention and greater influx of transfer students (Arum & Roska, 2011; Brownell & Swaner, 2009; Kuh, 2008). The degree to which a program is applied can be pictured as a continuum ranging from vicarious experiences to case studies to internships to immersion (students are embedded into a business and are exposed to real-world problems throughout the course of their degree) (Miethe, 2014). For example, Babson’s entrepreneurship degrees are famous for their extensive experiential learning components where students are embedded in actual organizations and consulting projects for a significant portion of their degree training.

The Creator

Creators base their branding on their capacity for a specialized focus on process innovation in a particular field or industry instead of general degree (Davis 2014; Hanover Research 2013; McLeod 2013; Wilson, 2015). The premise is simple - if a student knows exactly where she or he wants to work, specialized programs will focus on that particular industry or market. Thus, taking better care of them than a more general program ever could. Students will emerge with focused skills and abilities, both conceptual and applied, making them subject matter experts in their specialization, qualifying them beyond a mere degree. Many schools find specialization useful for attracting students and cementing their brand identities. In recent years, specialization is becoming increasingly common even at high-profile institutions (Levy, 2008). Dan LeClair, Executive Officer and Chief Operating Officer of the Association to Advance Collegiate Schools of Business AACSB International summarizes: “Business schools are looking to differentiate themselves in an increasingly crowded market, so they’re ‘taking it up a notch’ by offering specialized master’s degrees” (quoted in Bisoux, 2015, p. 3). The number of specialized degrees has increased by 10%, and student interest in specialized programs has been steadily rising for the last five years, from 13 percent in 2009 to 20 percent in 2013 (Bisoux, 2015).

There are four types of degree programs with the creator brand: the specialized MBA, the specialized master’s, the customized degree and the dual MBA, which includes a separate specialized master’s degree (Bisoux, 2015; Hanover Research 2013; McLeod, 2013; Wilson, 2015). New developments in science and technology offer first-mover advantages to those programs that nimbly adapt traditional business degrees to a more customized approach. This includes establishing alliances with specific industries and incorporating innovation within specific niche markets to develop targeted curricula together. For example, Southern Connecticut State University recently announced an MBA program in public utilities management.

The Lover

Lovers embrace creative outsourcing and alliances - expanding and cost-cutting by moving away from highly skilled and expensive academic faculty and staff to a more open boundary model where external partners replace their internal counterparts. This type of network organization allows universities to share risk, conserve resources, increase in size and scope, and grow enrollments particularly on a global level (Bisoux, 2003, Davis, 2014).

Outsourcing (a synonym for “privatizing) means that vendors outside the institution are exclusively handling services and functions that once were the domain of the institution’s staff. Progressively since the 1980s, campuses have outsourced bookstores, food services, print services, health services, information technology, building, planning, renovation, staff recruitment, and custodial services. They have also outsourced, to a lesser extent, security, housing, libraries, mail delivery, mental health services, the management of summer conferences, fundraising, admissions, retention planning, transportation, and alumni relations. (Milestone, 2010, p. 2)

Outsourcing is also increasingly common in the classroom:

- External contractors replace internal faculty (adjuncts)

- Professionally versus academically prepared instructors (University of Phoenix)
- Redefined coursework in terms of technology partners (SAP University Alliance)
- Cross-university curricular requirements with other institutions. University of North Carolina’s (UNC) MBA program offers “cross-university” courses with George Washington, University of Southern California, University of Washington, and American University.
- Practical applications of lessons with business and community partners (Babson’s 80 partners ships with local businesses in the Greater Boston area.)

4. Archetypal Academic Craftsman Branding

Craftsmen represent a brand archetype protecting a distinctive “march to the beat of a different drummer” pattern of process innovation. They master academic brand strategies that are failing for many institutions of higher learning and find creative ways to breathe new vitality into them. For institutions projecting and protecting an alternative, nontraditional presence, the following archetypes are for you, as summarized in Table 4:

Table 4: Archetypal Academic Craftsman Branding

BRAND ARCHETYPE Mark and Pearson (2001)	ACADEMIC MARKET NICHE
<p><i>THE HERO</i> Desire: To prove worth Goal: To master positively</p>	<p>Problem solve through acceleration with quality Example: Accelerated program</p>
<p><i>THE CAREGIVER</i> Desire: To protect from harm Goal: To help others</p>	<p>Helpfulness, harmony and care for students creates a learning community Example: Affinity program</p>
<p><i>THE OUTLAW</i> Desire: Revolution Goal: Defy rules / status quo</p>	<p>To challenge assumptions and restrictions as stifling and limiting Example: “Alternate” accreditation</p>

The Hero

Hero branding tries to preserve the status quo through process innovations that accelerate the traditional program. Hero branding tries to preserve the status quo through process innovations that accelerating it. Program acceleration minimizes the time needed to complete degree requirements by combining undergraduate and graduate degrees, waiving requirements, granting credit for relevant life experience, and/or compressing class scheduling into all day or all week formats (Datar, Garvin, & Cullen, 2010, Page & Forbus, 2018). Given increased student flow,

revenue growth offset the need for cost-driven staff reductions, making administrators heroes in the eyes of internal stakeholders. Done well, learning is accelerated without compromising quality.

The pressure to accelerate the speed of degree completion has become relentless on every degree level (Bogoslaw, 2012; Byrne, 2012; Hanover Research, 2013; Singh & Martin, 2004):

- Dual bachelor's and MBA degrees are routinely offered as a 5-year program, (4+1), and in the case of Quinnipiac University, as a 4-year program (3+1)
- MBA degrees are routinely reduced from the traditional two years to 18 months
- Specialized master's degrees target students who aren't willing and/or able to take the time necessary for a full MBA. They tend to favor a targeted educational experience at lower cost and faster completion (one year to 18 months) (Bisoux, 2015)
- Dual degrees (MBA and specialized master's) often are reduced from three to two years or less. Bentley offers dual degrees in one year.
- Doctor of Business Administration (DBA) programs are beginning to shrink their four-year programs into three years (South Florida, Creighton, South Alabama, Temple, etc.)

These programs are popular with students because of the additional costs associated with spending more time in school. Thus, perceived savings are decoupled from tuition and fee reductions. Further, staffing cuts can be minimized due to growing enrollments. Provided quality is not compromised, all major stakeholders benefit, and this brand can be implemented with minimal conflict (Hanover Research, 2013).

The Caregiver

Caregiver branding is a tried and true offering which is no longer in vogue. Aside from elite Liberal Arts and Sciences Colleges (Skidmore, Swarthmore, Amherst, etc.), academia is moving away from such intensive service in the name of efficiency and cost control. Programs which innovate continue to provide such services and support despite the supposedly unsustainable costs. These programs offer superior support for under-served student subpopulations. Beyond the famous Historically Black Colleges and Universities, Berea College provides a unique, friendly and supportive atmosphere for students from rural Appalachia (Irwin, 2014). The University of Texas Rio Grande Valley has been recognized by the White House Initiative of Educational Excellence for Hispanics as a bright spot in Hispanic education (UTRGV 2018). Caregiving begins with recruitment, by careful matching program features with student capabilities and/or needs - particularly targeting nontraditional students. Recruiting the right kind of students, with realistic expectations, and matching them with the right kind of program that will address those expectations is critical for student success and retention (Bisoux, 2015; Hanover Research, 2013). For example, academic leaders in 2012 note that only 11.2% of online learners are the type of disciplined, self-starters suited for online programs, down from 20% in 2007 (Allen & Seaman, 2013).

The Outlaw

Outlaw archetypes are dedicated to breaking all the rules and defying academic conventions. To such an extent that these programs end up compromising core business content - they run afoul of accrediting agencies such as the Association to Advance Collegiate Schools of Business (AACSB).

Without the external accreditation validation, business programs may have credibility issues, compromising graduates' employability and return-on-investment. Trump University attempted to substitute positive motivational programs for traditional curricula, and was subsequently condemned as a scam, a fraud and a diploma mill (Tuttle, 2016).

However, when the outlaws are right, and their non-traditional content and/or pedagogy proves itself, they do not remain outlaws for long. Their disruptive innovations slowly spread to become the new norm (Christensen & Eyring, 2011). Online education transcended outlaw status and is now ubiquitous, but with a twist. In distance learning, hybrid or blended approaches are outperforming those programs that are completely on-ground or online, resulting in a blurring of the definitions of online education. Students prize flexibility and the convenience of online classes, but not to the point of completely sacrificing face-to-face interaction, particularly in discussing complex issues (Moskal, Dziuban, & Hartman, 2013). The following programs demonstrate this trend:

- Regular face to face meeting with fellow students and faculty (UNC)
- Week-long orientation immersions (University of Indiana)
- Weekend or mid-semester retreats (Carnegie Mellon, University of Florida)
- Multi-day consulting projects onsite (Babson)
- Telecommuting for synchronous online classes (all students at the same time) or recorded lectures for asynchronous classes (UNC) (Byrne, 2013).

BRAND INNOVATIVENESS IMPLICATIONS

The focus of branding for business schools is ultimately to be attractive and "cool" (Warren & Campbell, 2014), while remaining authentic and credible (Ibarra, 2015). The premise of this paper is that brand innovativeness and its accompanying archetype are critical components of these cool and credible brands. Their effectiveness however, can be threatened and undermined.

Unfortunately, there is little consensus on what innovativeness specifically refers to. The root of this problem lies in the ambiguity of the concept. Given the value stakeholders place on innovativeness, one might assume that innovative brands and their attendant archetypes associated with change would be the most cool and attractive. However, this may not be the case. From an external stakeholder perspective, different stakeholders have different priorities. Faculty and accreditors tend to focus on order (knowledge-based product innovation), while students and employers value change (process innovations). Consequently, the definition of brand innovativeness becomes dependent on the type of data used in the study. A Google search of "the most innovative university" rankings reveals three major rating agencies using different criteria. Reuters and QS Stars rely on objective indicators gleaned from public records, such as published science and technology research (particularly industrial research, awards, patents, spinoffs, etc.). Usually these indicators have a technology bent (Ewalt, 2015; QS Stars, 2014). In contrast US News and World Report uses subjective opinion data from university administrators on a broad range of topics, including facilities, technology, curriculum, faculty, students and campus life (Morse & Brooks, 2017).

The lack of quality, objective data on academic process innovations skews ratings in terms of public perceptions, giving external market driven brands and their archetypes an advantage

because they are most responsive to public feedback. Stakeholders clearly place innovativeness in a science and technology context. From this perspective, the academic process innovations characteristic of targeted follower and craftsman brands are a much harder sell as being attractive and cool, particularly when they are overlooked in university rankings. The complexity of different types of innovativeness as perceived by different stakeholders is clearly a topic for future research.

CONCLUSION

While the power of brand innovation and brand archetypes have been clearly established as a valuable marketing tool in industry, they are just beginning to be empirically researched, particularly in academia (Page & Forbus, 2018). Understanding their power, and the pitfalls that render them impotent is clearly worthwhile. In terms of Higher Education Branding, each of these described archetypes point to a different type of program. Brand dilution can threaten strategic effectiveness. For the savvy brand manager, "ideal" business programs often involve a variety of presentation formats, flexibility in systems and structures and adaptable curricular goals - when and where they need it (Moskal, Dziuban, & Hartman, 2013). Simultaneously pursuing a variety of brand archetypes is counterproductive if resources, faculty and facilities are spread too thin and undermine perceived quality.

Brands pursued simultaneously often compete with each other for attention and resource allocation. Brand images are undermined when they are under-resourced (Alajoutsijärvi, Juusola, & Siltaoja, 2014; Pinar et. al., 2011). In business schools, academic branding as jack-of-all-trades is often the master of none (Rasche & Gilbert, 2015). It is not uncommon, however, to find different archetypes being pursued for different programs within the same school - full-time versus part-time versus accelerated versus dual-degrees (Page & Forbus, 2018). Chances are one of these branding initiatives will be successfully implemented while the other falters. While some archetypes are complementary the differences can be enough to confuse the end consumer (student). In addition, the pursuit of any of the competing archetypes would also most likely lead to added uncertainty for the consumer. It is highly recommended that no two archetypes be used within the same domain during the same time period. Otherwise they are not effective.

If credibility is lost widespread cynicism may develop concerning the authenticity of the branding. This issue is now being confronted by many private equity for-profit schools (Jevons, 2006; Page & Forbus, 2018; Temple, 2006). The key lies in aggressiveness of brand marketing campaigns, which are often at best, overly enthusiastic, and at worst, fraudulent. Despite being tainted by their sub-standard student outcomes in student retention, degree completion, subsequent unemployment (Morse, 2015; Quinton, 2014) and being condemned by The National Bureau of Economic Research as "agile predators" (Deming, Goldin, & Katz, 2011) - that often target vulnerable low-income and disadvantaged students (Morse, 2015; Webley, 2012), for-profits continue to attract students. They give innovative branding a superficial aftertaste, and brand archetypes a bad name.

Many topics introduced by this paper call for future research. The most available research in this area is on MBA programs, neglecting undergraduate curricula. Further, while international comparisons with European business schools are beyond the scope of this paper, they present another fertile future research stream. Methodologically, most empirical research in this area is in organizational trait theory, which typical can only distinguish about a half dozen

traits. Consequently, there is no consensus on how to cluster archetypes, nor to link them with different types of competitive strategies. Nor is there any guarantee, based on the dynamic environment of higher education that this analysis will remain valid in the future. Limitations notwithstanding, the strategic and marketing advantages of archetypal innovation are undeniable and merit consideration.

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QUARTERLY REVIEW OF BUSINESS DISCIPLINES

May 2018

Volume 5
Number 1



A JOURNAL OF INTERNATIONAL ACADEMY OF BUSINESS DISCIPLINES
SPONSORED BY UNIVERSITY OF NORTH FLORIDA
ISSN 2334-0169 (print)
ISSN 2329-5163 (online)