

Bachelor's thesis

BBA in International Business

2019

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REBRANDING INNOPEDA® IN GLOBAL MARKET

Case: Innovation Pedagogy Approach



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Innopeda® is a registered trademark of Innovation Pedagogy approach developed at Turku University of Applied Sciences (TUAS) and positioned as the university's strategy. Innovation pedagogy approach was designed and developed to answer the needs of globalization, profession and world changes. The Innovation Pedagogy framework developed by Taru Konst and Liisa Kairisto-Mertanen from Turku University of Applied sciences highlights the student's own obligation regarding learning and enhances innovation competence by combining diverse approaches such as active learning, multidisciplinary approaches, work-life orientation, internationality with entrepreneurial skills. The approach developed at TUAS has been applied and executed in different partners, education institutions and organizations such as nestle and Wartsila.

The thesis examines brand benefits on the export of education activities and the importance of a solid brand strategy based on customer's perception. The elevated competition in the global market of Finnish education export services and products obliges TUAS to look for new ways to differentiate Innovation Pedagogy strategy from their competitors. Branding itself and brand modernization can be a good solution to use Innovation pedagogy brand Innopeda® as a perceived quality advantage in the global market. Including the aspects of brand building on the revitalization process, can enhance communication, engage customers and attract new customers.

The research is a qualitative case study; other primary data was the result of the author's participant observation as well as via action research. Brand manager, Vice-rector, partnerships manager, senior lecturer and four customers from different education

institutions were interviewed, where both semi-structured and in-depth interviews were conducted.

KEYWORDS:

Brand, branding, positioning statement, brand communication

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| Educational solutions for schools | 3 |
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LIST OF ABBREVIATIONS

TUAS

Turku University of Applied Sciences

ACKNOWLEDGEMENTS

I am truly grateful to have been given the opportunity to work at Turku University of Applied Sciences(TUAS). It is through this experience, that I first became familiar with Innopeda approach.

I would like to express my gratitude to Marjo Joshi-Senior Lecturer at TUAS, for her support and guidance and for allowing me to carry out my professional training as part of BBA in International Business team. I also wish to thank the Head of Research and Education from Entrepreneurship and sales faculty, Jaana Kallio-Gerlander who allowed me to continue my work, in the assistant position, at TUAS. The continuation of this position allowed me to further explore Innopeda.

I would also like to highlight the support from Minna Scheinin- Head of Future Learning Design Team, for her kindly welcome to the team. Her leadership gave me the opportunity to deepen my knowledge of the Innovation Pedagogy approach.

I would like to recognize Liisa Kairisto-Mertanen for having always encouraged, guided and supported me. Mertanen's unceasing trust in me, as well as the Brazilian market, contributed greatly to this work. Additionally, I would like to highlight the professional work and research from Liisa Kairisto-Mertanen and Taru Konst who has fully contributed to the development of Innovation Pedagogy at Turku University of Applied Sciences. Their attitude has remarkably contributed to graduate innovative students and team players who can actively contribute to the society.

Finally, I wish to thank Joshi Ajaya who has consistently supported me throughout my studies and in my thesis process.

1 INTRODUCTION

Branding has been around for centuries, with the simple intention to distinguish products and services. (Keller, 2009) Nowadays challenges for marketers' professionals in building, maintaining a strong brand is to assure that customers have the correct type of experiences with services, products, everything related to their marketing programs to create and enhance the wished brand knowledge. Brand elements play an important role in brand building and brand equity, a clear slogan is also considered an effective way to build brand equity (Kotler and Kettler, 2009)

The brand concept of innovation pedagogy occurred in 2011 with the intention of commercialization of professional services, products, such as books and teachers training for education Institutions. Innopeda provides innovative, quality training especially for organizations, teachers and managers in education. (Konst, 2019) Innovation Pedagogy brand, Innopeda®, is a registered trademark in the European Union, Brazil and Indonesia, consequently, the current brand is the property of Turku University of Applied sciences (TUAS). A Finnish education approach with a registered brand increases the possibility of Innopeda to potentially differentiate itself from the competitors in the international market.

The development of Innovation Pedagogy approach at Turku University of Applied sciences (TUAS) took place in 2006, five years after the initial development of Innovation Pedagogy at TUAS, Innopeda® brand was generated in 2011. (Konst and Kairisto-Mertanen, 2019)

Although Innopeda brand was launched in 2011, a facelift, focusing on brand identity and rebranding of Innopeda is necessary to attract new customers, increasing customer loyalty. A good product or service is not enough to support a brand in Business to Business (B2B), it is crucial to understand the association between the products or services and the customers, thus it is necessary to propose some relevant characteristic to the brand which can be captured by the customer, otherwise, customer will look for a different service provider. (MCKEE, 2010)

1.1 World-Renowned Finnish Education System

Finnish education is at the core of Finnish welfare society. Additionally, the Finnish education system provides equal opportunities to all citizens, as education is free on all

levels. (Finnish Education System, 2019) Outstanding success on Pisa results (OECD's Programme for International Student Assessment), Finnish education is highly ranked globally. Finnish student's high performance on mathematics, sciences, problem solving, reading and additional 12 factors have placed Finland as an international leader on education, according to Pisa indicator results. (Finland Student Performance, 2019)

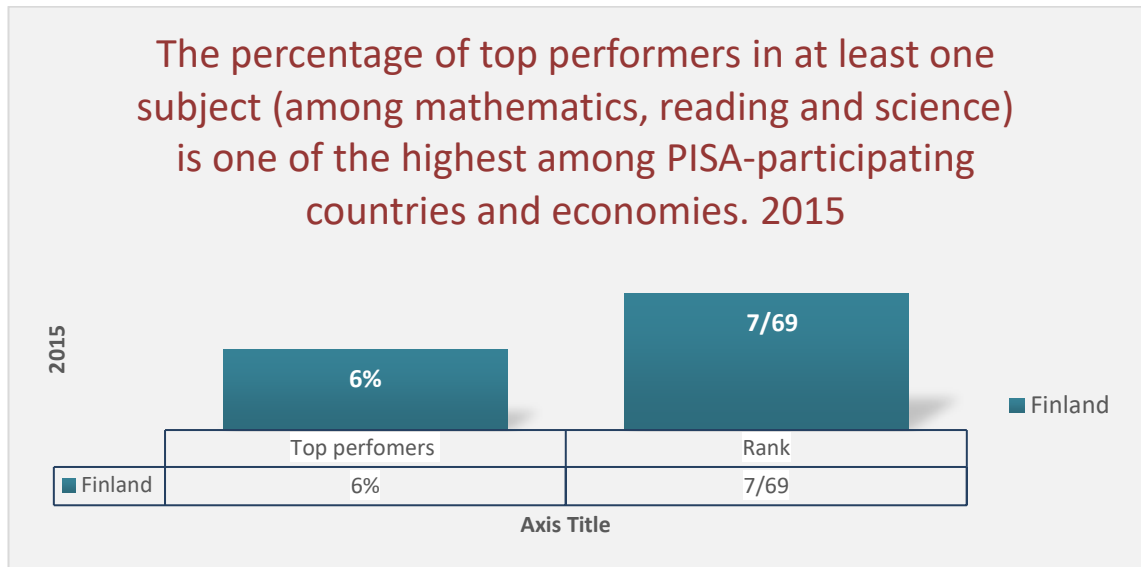


Table 1. Finland student performance 2015 (Finland Student Performance, 2019)

Furthermore, a research in 2018 placed Finland as a Global leader in educating for the future, among 50 countries. Finland is seen as a leading country in providing 21st century skills, policy environment, leadership, innovation thinking, curriculum and assessment. (Education for the future, 2018) Finnish education reputation around the globe is highly valued. With continuous interest in Finnish education, the Finnish national agency for education developed a website which boosts Finnish education at all levels. Potential parties can find information about training and development in areas of Education from Finland, an example, Kiva Anti-bullying programme and Higher Education teacher training. Finnish Agency of Education promotes over 24 providers of teacher training and educational leadership, such as Innopeda professional services, aiming to increase sales in the global market. (Education Finland , 2019)

1.2 Research motivation

I was introduced to Innopeda approach on September 2018, as an international marketing assistant for Future Learning Design Team at TUAS as part of my professional

practical training. Ever since I have been involved in Innopeda Activities in the Brazilian Market. I find Innovation Pedagogy approach and methods both interesting and motivating. Over the last months, I was involved in marketing and selling of Innopeda in the Brazilian market. During that period, I heard from organizations such as Finnish Embassy and Team Finland, interest for Finnish education Innovative methods and approach such as Innopeda.

Innopeda provides tools, results and methods of changes in education, in the Brazilian market. Innopeda enhances learning, contributes strongly to the student's development and connects them with working life. There is a need for innovative professional services in education sector in developed and underdeveloped countries and Innopeda strategy answers these needs. I feel motivated to undertake a research on how to enhance Innopeda brand assets and how to effectively communicate with customers.

1.3 Research objective and questions

For Finnish Higher Education Institutions, the export of education business, has developed into a profitable market. Finnish education is well known globally, it has also been exported to many different continents, by different Finnish universities. (Tuomi, 2017) Universities such as University of Jyväskylä and Jyväskylä University of Applied Sciences (JAMK) have joined forces and successfully established Edu Cluster private company, which in 2015 had a 40 % turnover increased compared with previous years, along with €18 million euros in sales in 2015. (Growth for education export company EduCluster, 2015). Now they have more than 200 projects executed in more than 50 countries and more than 100 permanent employees. (EduCluster Finland, 2019)

Below figures regarding turnover in euros on export of education activities in Finland in 2018.

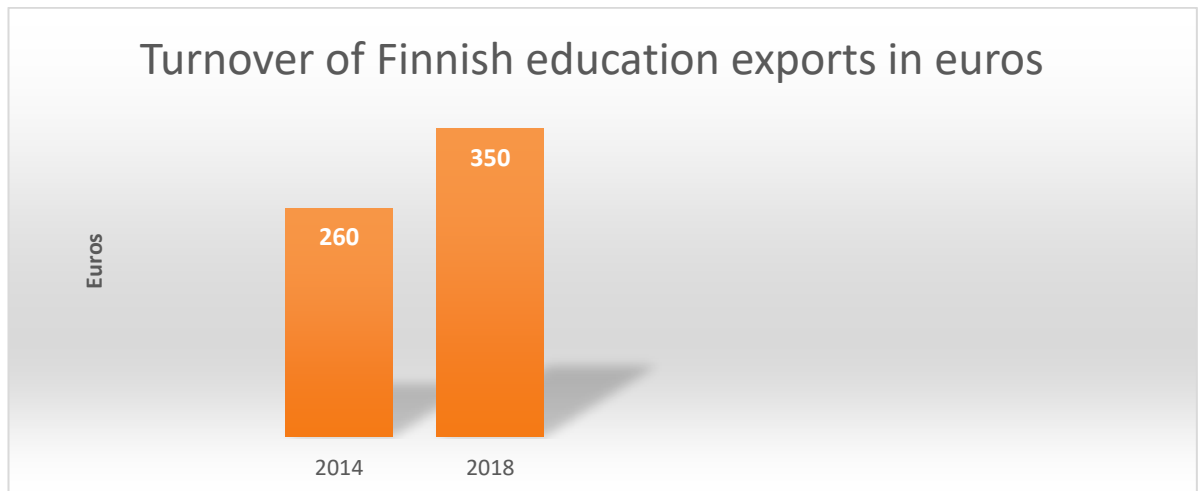


Table 2. The turnover of Finnish education exports target for 2018 in millions (education technology, learning resources and consultancy) (Myklebust, 2017)

The research goal is to examine how effective and important the branding is in the Finnish education export competitive business environment. Furthermore, the research will explore the different dimensions connected to brand and branding. Additionally, this work should apply the theoretical knowledge to propose revitalization of Innopeda Brand in export of education market. A secondary objective is to explore methods to enhance brand awareness, benefits and brand communication TUAS is planning to expand Innopeda® services, develop a new product and reach visibility in different countries. However, it is necessary to build a clear brand strategy based on customer perceptions in order to succeed. Although the Innovation Pedagogy brand has made a successful market entry with the current brand, currently there is no concrete brand strategic plan to address how the brand should be presented and implemented.

The main research topic is rebranding Innopeda in Global Market. The following research questions have been defined.

1. How is Innopeda® brand currently perceived by external and internal stakeholders?
2. What steps need to be taken to revitalize Innopeda® brand?
3. How to effectively communicate Innopeda® approach with customers?

1.4 Thesis Structure

The introduction of the thesis is presented on the first chapter. The chapter gives general background facts related to the thesis topic and provides the objective of the research with defined research questions. The second chapter, presents literature review, the target is on providing the necessary theoretical framework concepts around branding and current analysis of Innopeda trademark current situation. The third chapter consists of the empirical part of the study. The fourth chapter presents analysis of data collection and interview processes. Furthermore, proposes revitalization of Innopeda brand in detail. The fifth and last chapter resides on the research conclusion.

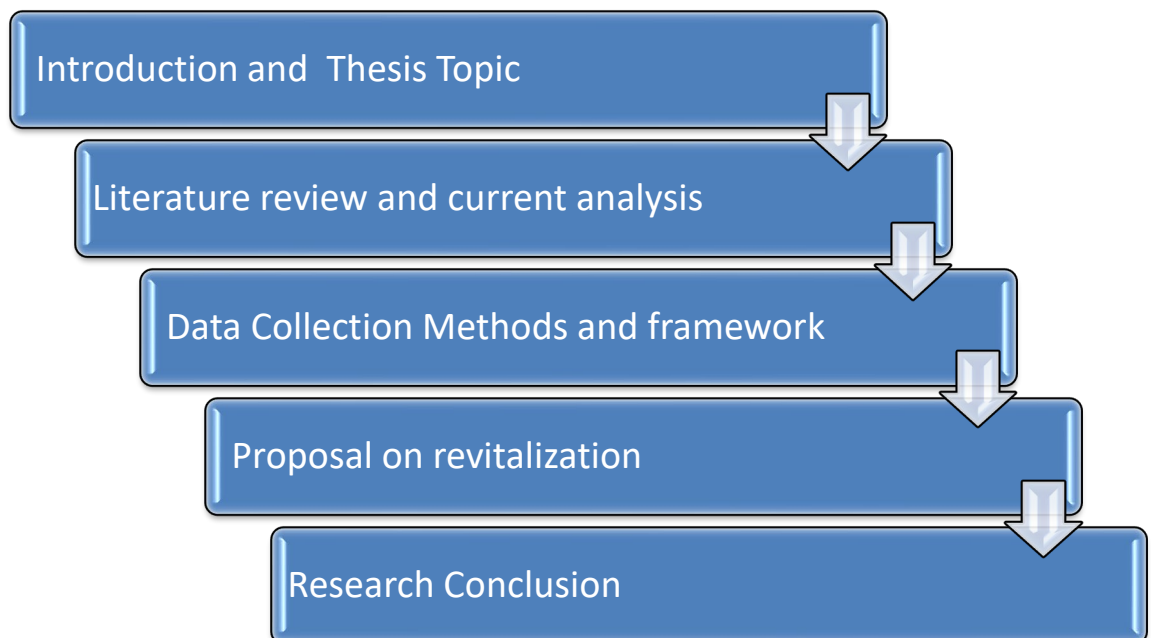


Figure 1- Thesis structure

2 LITERATURE REVIEW

2.1 What is Innopeda

Innopeda® is a registered trademark of Innovation Pedagogy strategy, developed atTurku University of Applied Sciences. The brand concept of Innovation Pedagogy occurred in 2011 with the intention of commercialization of professional services and products, such as books and teachers training for education Institutions. Innovation Pedagogy brand, Innopeda®, is a registered trademark in the European Union, Brazil and Indonesia, consequently the current brand is the property of Turku University of Applied sciences.

The Innovation Pedagogy framework developed by Taru Konst and Liisa Kairisto-Mertanen from Turku University of Applied sciences highlights the student's personal obligation regarding learning and enhances innovation competence by combining diverse approaches such as active learning, multidisciplinary approaches, work-life orientation, internationality with entrepreneurial skills. (Turun Ammattikorkeakoulu, 2019)

The above cornerstones are fundamental elements of Innovation pedagogy. Additionally, integration of RDI with studies, flexible curricula, teaching methods, versatile development-oriented assessment, renewing teacher and student roles are other indispensable requirements of Innovation Pedagogy. (Konst and Kairisto-mertanen,2019)

The initial concept of Innovation Pedagogy approach was to promote innovation, regional development and provide student's competences needed in working life. (Kettunen, 2009, 2010, 2011) As part of TUAS strategy, it integrates learning and applied research, collaborative student's learning process and development. (Recognition from the EU, 2012).

Below figure illustrates Innovation pedagogy approach, cornerstones, innovation competences and aims.

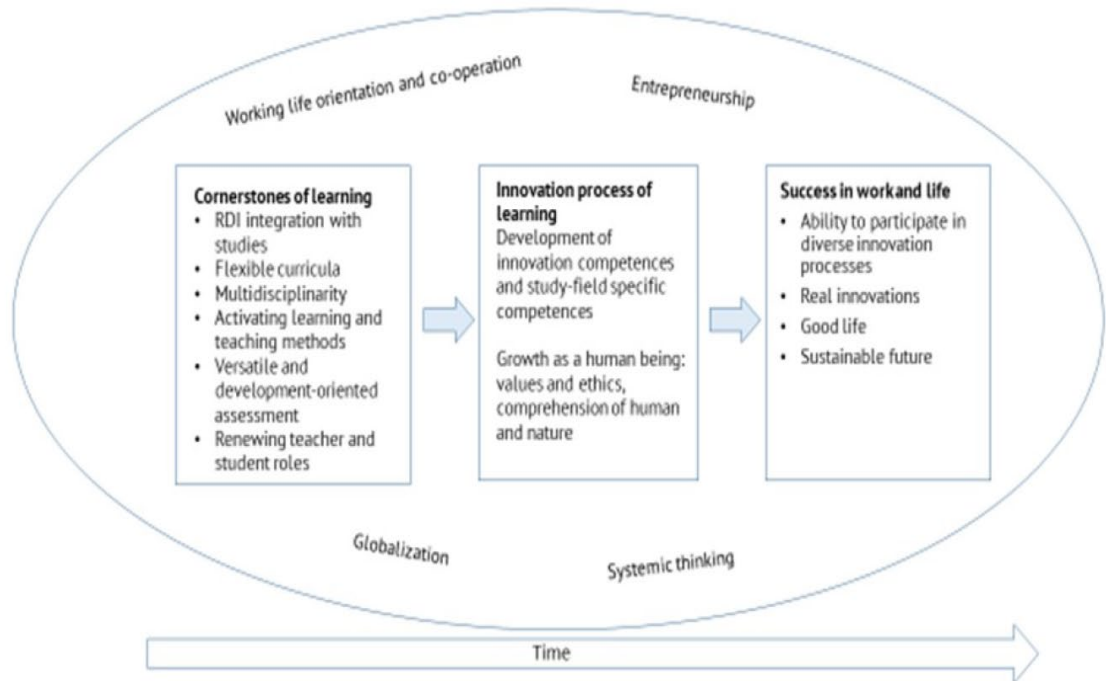


Figure 2- Innovation pedagogy in a nutshell; the cornerstones, process and aim (Konst and Kairisto-mertanen, 2019)

The aim of Innovation Pedagogy is to provide students competence, as the world and professions are changing rapidly, furthermore, to educate students to commit to the sustainable development of the world and contribute to society's development. (Konst and Kairisto-mertanen, 2019)

In 2008 Finland's innovation strategy proposal was launched. As part of new strategy two goals were set; Innovation-based development of productivity and Pioneering in innovation activity. The objective was to activate Finnish citizens in the process of developing innovation, firmly influence the direction of regional, national and international development consequently, growth to meet top international standards. (Finland's National Innovation Strategy, 2008). Innopeda approach met all the criteria's described on the proposal, as the initial Innopeda framework was to develop new innovative cooperation between working life and universities of applied sciences. (Konst and Kairisto-mertanen, 2019)

2.2 Branding definition

A conventional definition of brand is a name and/or symbol, equivalent as a logo, trademark, or package design with the intention to distinguish the goods or services of either one seller or a group of sellers, and to categorize those goods or services from those of competitors” (Aaker, 1991, 7). It is a journey, an evolving relationship based on the perceptions and experiences that a customer has every time he or she connects to the brand and brands. (Aaker 2012)

Keller’s definition of brand is a “name, term, sign, design, symbol or combination of all” that make a distinction and identify good and services (Keller, 2013, 30). Aaker’s (2012) stated that brand is far more than a name and a logo, it is an organization’s promise to a customer to deliver what the brand stands for not only in terms of functional benefits but also emotional, self-expressive, and social benefits. A poor-quality brand strategy can create a negative view of the brand, furthermore it can give the idea of company poor quality and dissatisfactory image. (Zimmer marketing, 2017)

Brands represent enormously valuable pieces of legal property, capable of influencing consumer behavior, being bought and sold, providing the security of sustained future revenues to their owner.)As the research emphasizes the relationship between brand and consumer, another definition by Kotler and Armstrong (2012) “brand is not simply a collection of names and symbols but an essential element in company’s relationship with clients, because brand represents consumer’s perceptions and feelings about a product and it’s efficiency. Aaker and McLoughlin highlights (2010,175)” a brand gives a firm permission to compete in product markets and services, and it represents the value proposition of the business strategy.”

Brand concept and definition have changed drastically over the years, additionally the relevance and relationship between brand and consumers have also developed differently in the last decades. Branding has become part of our daily life, as it is present from the moment we wake up, by using a specific branded toothbrush, toothpaste, soap or shampoo and moving on through the day by selecting specific clothing, restaurant, petrol station and supermarket as an example. (Harrell,2014) Some famous brand has additionally become a name of a product, such as “Gillette”, which is a well-known brand owned by the multi-national corporation Procter & Gamble, it is also perceived as safety razors or Kleenex that is a leading brand name, but is widely recognized as a tissue. Ping pong is a curious and remarkable example of a brand which has become well known worldwide product, thus is also recognized as a game, in 1901 Ping pong

was established as a brand of table tennis products named for the sound the ball makes when it hits the table. (Harrell,2014)

Branding is not all about product development or marketing campaigns, it is more related with customer experience and a meaningful relationship. (Gronlund, 2013)

The figure 5 illustrates differences between branding and marketing



Figure 3. The difference between branding and marketing (matchstic, 2019)

Marketers should consider what benefits are offered to customers, as well as, what specific problems a product behind the brands can resolve. Organizations should consider developing an individual relationship with the customers, consequently, the consumer should become more loyal. (Harvard Business Review, 2005) Customers' must be seen as a partner. A brand that has plans to extend to a new category, for example, will probably need to go beyond the current image. (Aaker, 2014) The term high quality Finnish education, is not enough for the brand success and does not differ Innopeda from domestic competitors. Emotional branding is an effective tool to enhance brand loyalty, preserve company's positive reputation, secure a stable position in the market and keep clients interested by the brand. (Gronlund, 2013)

2.3 Brand Identity

Brand is tangible and appeals to the senses. You can see it, touch it, hold it, hear it, and watch it move. Brand identity fuels recognition, amplifies differentiation, gives ideas and meaning accessible. (Wheller and Debbie, 2017, 4) Aaker's describes brand identity as

a unique set of brand associations that the brand strategist aspires to create or maintain. These associations represent what the brand stands for and imply a promise to customers from the organization members” (Aaker, 2010, 68).

Brand identity usually inserts disciplines, also clarifies marketing strategy formulation process. A clear brand identity or position can drive and guide strategic initiatives throughout organizations starting from product development up to product offering. (Urde & Greyser, 2019) Additionally, brand identity can enhance, encourage communication support an organization’s values and culture.

An important step for creating a successful brand identity is to lay out the brand identity elements, specifically the one with valuable service characteristic, the most impressive are recognized as core identity elements, which are the primary drivers of the brand building programme. (Aaker and McLoughlin, 2010) They act as a guide on brand definition and decision making.

The balance of the elements is known as extended identity and four criteria are essential to guide the whole process. The desired identity elements should be aligned with the following aspects; aligned within the target market, as the brand should be adjusted with the target market and customers; differentiation from competitors; maintain equivalence where competitors have advantage and furthestmost the brand should support the company strategy. Brand identity is related to develop products which delivers the promise. (Aaker and McLoughlin, 2010)

Brand elements serve to identify and make a distinction of the brand. Brand elements can be chosen to both enhance brand awareness and facilitate the formation of strong, favorable, and unique brand associations (Keller, 2003) The primary brand elements are brand names, URLs, logos, symbols, characters, spokespeople, slogans, jingles, packages, and signage (Keller, 2003)

Finland University is a joint effort of three top-level Finnish research universities, the University of Turku, the University of Tampere and the University of Eastern Finland. (Corporate & Brand Identity - Finland University, 2014) Finland University has a clear vision of their brand identity, since brand elements such as name, logo and packaging materials, website are even. Finland university has accomplished and established a strong brand worldwide. The brand identity elements highlight everything associated with their services.



Figure 4. Packaging of Finland University (Corporate & Brand Identity - Finland University, 2014)

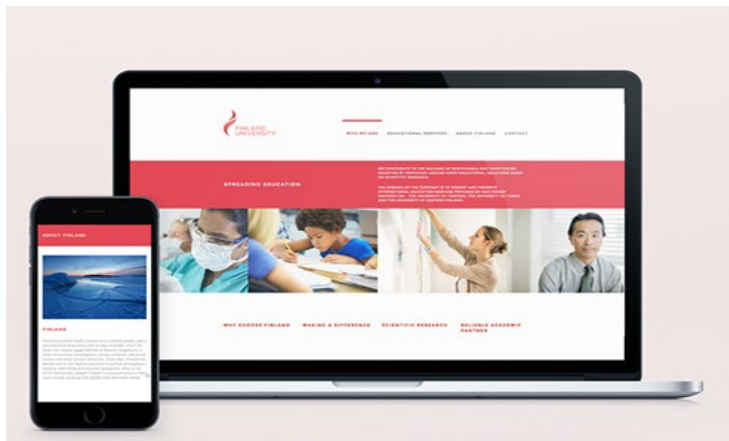


Figure 5. Digital Branding of Finland University (Corporate & Brand Identity - Finland University, 2014)

Brand identity can also be labeled as brand vision, brand values or brand pillars, ultimately drives the brand-building component of the marketing program and greatly influences the rest. It should be one of the centerpieces of the strategic planning process. (Aaker, 2014, 25)

The brand identity Prisma developed by Kapferer illustrates brand identity as a hexagonal Prisma, a strong reminder that brand identity has six facets. In a nutshell, brand identity prisma crystallizes the brand by expressing brand values, defining buyer persona and last, outlines what do the brand want to be known for.

Subsequently the framework will be applied on Innopeda® brand to define what the brand stands for according to customers and employees' impressions. Although Kapferer's brand identity prisma is suitable for Innopeda brand identity analysis, the

framework just look into the target market superficially. A deeper analysis of the target market is necessary to increase sales and audience.

The Prisma framework is divided into 6 facets.

- 1- Physique
- 2- Personality
- 3- Culture
- 4- Relationship
- 5- Reflection
- 6- Self- image

The first facet called "Physique" is the fundamental step on developing a Brand, it is the physical aspect of the product. Brand personality is the second facet, which gradually build up character by communicating with customers, brand personality become a prerequisite for any type of communication, on the above framework, brand identity is the personality, how brand disseminate the ideas within the outside world. (Kapferer, 2012) Coca –cola through its bold colour choices spread the message of having a happy time with friends, a good example of personality facet. All communication channels must be integrated, including website, apps, direct mail, emails, presentations, labels and so on. (Hamid, 2018)

The third and most important is the cultural facet. Organizations should promote an ideal, causes, ideals, ideologies and values. Research shows that organizations which promote one of the forestated in their brand identity experience positive recognition. One can infer, that the customer experiences positives attitudes towards a company with a positive culture. As an example, Adidas, Nike and Reebok can be differentiate by understanding their culture and values. (Kapferer, 2012)

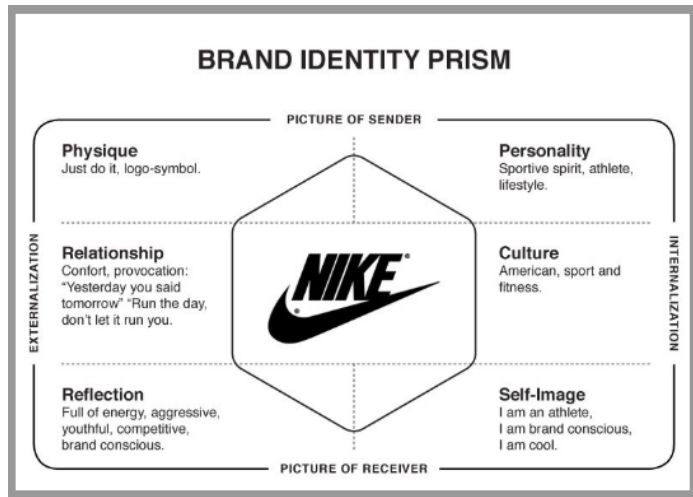


Figure 6. Nike Brand identity Prisma (Social Media Marketing: Top 20 Mistakes to Avoid , 2019)

The relationship facet of brand identity is the relationship between brand and consumers, as it relates to customers' expectations. These expectations go beyond service or product, particularly in the professional service factor. (Kapferer, 2012) Self-image refers to understanding customer's aspirations and by identifying how customer want to look. The final reflections facet has the function to identify the buyer persona, the right target market (Hamid, 2018)

2.4 Brand roles and benefits

Through Intellectual property rights (IPR) or often known as IP, firms can securely invest in branding. Branding has numerous benefits for companies, as brand names can be protected through trademarks, followed by manufacturing processes which can be protected by patents, even packaging can also be protected by copyrights and proprietary designs. (Shippey, 2001) The main benefit for companies is premium pricing, as customers pay for what they get. If customers are seeking a top-quality service or product, this means that they will pay premium prices according to their desires, additionally this allows the business to growth steady. (Shippey, 2001) Brands often are associated with quality and consumers are willing to pay higher price.

To consumers (IPR) designates high quality product, responsiveness of the company meaning that customers have access to customer services, product replacement, refund or other changes that may occur. Once brands become well known, regarding customer recognition, brands will most likely continue as top ranked. Companies such Kodak,

Coca Cola and Kellogg's are widely recognized brand for over 90 years (The Guardian , 2016). Keller and Kotler (2009) further highlights that brand performance produces priceless benefits for firms. Implementation of such strategy would provide benefits by establishing a clear Brand strategy for Innopeda professional services.



Figure 7. Innopeda brand roles and benefits in a nutshell, based on Keller and Kotler literature review.

Building a strong Innovation pedagogy brand Innopeda® can provide numerous benefits and position TUAS as a successful University of Applied Sciences from Finland in the export of education Business. Strong branding strategy can also elevate Innopeda methods and approach reputation around the globe and enhance competitive advantage by differentiating Innopeda professional services from other Finnish education institutions. Branding builds up a long-term relationship with customers, increase sales and may impede other companies attempting to break into the market. (Keller and Kotler, 2009)

Customers have high-level recognition of services and products that are associated with brands, as they feel that a brand is usually associated with high quality and easy access

to customer services. For example, consumers feel safe when buying a service from a known and established company. For customers, brands can simplify choice and promise. (Keller and Kotler, 2009). Through branding, consumers can judge similar products, compare differently and they often purchase items based on brand recognition. (Gronlund, 2013) It is critical for companies to select the most relevant competitive assets and communicate them with customers in order to succeed. What a brand represents is what consumers think it represents, when customers form a strong relationship with a brand, they can also be the best advocates for it. (Kahan, 2013, 6)

2.5 Brand Positioning Statement

Kotler and Keller (2009) states that brand positioning empower companies to occupy a unique and authentic place in the target market's minds. A positioning strategy, focused on customer value proposition, can produce a successful result. (Gronlund, 2013) A thorough value proposition study can directly influence a company's understanding of customer needs and assist to design a effective brand positioning statement Understanding these needs can aid an organization in positioning of the brand.

Kapferer (2012) propose that consumers' choices and decision on the other hand are based on similarities in product positioning. When companies are not competent on positioning their brand, customers are not able to compare the brand with its competitors and companies become unsuccessful in promoting a key decision-making factor. Kapferer simplified and divided brand positioning in two steps:

The first step is to define "competitive assets" and second is to point out a brand's essential difference, in contrast with other brand and products.

By delivering an emotional and meaningful brand personality, a brand develops a powerful and motivated relationship with the consumers, as product or service features are not enough to create a brand relationship. It is challenging for companies to determinate brand differentiation, therefore when brands evaluate consumer needs, market trends and opportunities, moreover, acquire new dimension, usually it pays off, regarding, brand positioning. (Grönlund, 2013)

Positioning statement enhances internal engagement and it is conclusively determinate by how consumers perceive the Brand. (Johansson, Carlson 2015) Furthermore, aim is to identify a rational and clear perceived advantage. (Kapferer, 2012)

Edu cluster Finland is a private Finnish company supported by University of Jyväskylä, Jyväskylä University of Applied Sciences and University of Jyväskylä group, which sells

Finnish School concepts. They have a clear positioning statement which empowers the company position in customer's mind. Their positioning statement is *"We believe that everyone deserves the best possible education and future – that's why we share Finnish education expertise with the rest of the world"*. (EduCluster Finland, 2019)

Maple bear, a Canadian school also provides on their website and social media clear and direct positioning statement which empowers maple bear brand. The position statement takes advantage of Canadian reputation regarding high level education. The statement is *"Maple Bear brings the best of Canadian bilingual education to the world by offering high quality education to prepare students to succeed in life. There are currently 423 Maple Bear early childhood, elementary, middle, and high schools in 20 countries around the world. We operate in conformity with local education regulations and strive to meet the expectations of all our parents no matter the culture or the country"*

Positioning a brand against the right set of competitors can help create the best potential image. Consumer perceptions are changing all the time, especially with the introduction of new products and re-positioning efforts by competition. (Grönlund, 2013, 22)

2.6 Branding Communication

Stephenson (2004) stated that trustworthy communication facilitates the growth of trust and credibility of the brand's promise. (Corporate marketing, 2006)

Internal brand communication affects external brand communication, as a result external communication can be heavily influenced by employees' brand understanding and brand commitment. (Piehler & Burmann, 2019)

Branding communication tools has increased within number of populations engaged with digitalization. As a result, has affected both the acceleration and communication course, specially the ability on how companies and audience communicate. (Corporate Marketing, 2013)

More than a decade ago the term "I-branding" or internet branding emerged as an essential branding tool. The starting point was launching and establishing an online brand to gain competitive advantage. (Doyle, 1998) The internet promoted a drastic impact and transformation on Businesses, it was considered branding evolution, companies have been incited to take quick actions and adopt new strategies. (Digital Transformation, 2019) Digital is considered a supreme way for brand building as it can easily engage customers, allows sharing an expressive amount of information, and in addition can target the right customer. (Aaker, 2014)

High brand awareness is generally regarded as a prerequisite of a strong brand relationship; no less important is the brand equivalent – high consumer awareness. A consumer-aware brand creates a sense of involvement or intimacy with the consumer. (Blackston, 2018, 26)

The internet has been responsible for the transformation of various branding aspects, such as a new, radical and positive customer loyalty program, measurement of customer's online interaction with company and products, customization of online marketing and messaging, along with implementation of online and offline customer relationship management(CRM) (Meyers and Gerstman, 2001) and last enhance brand communication between costumer and companies. Kapferer (2012) states that brand only exist if they succeed on communication.

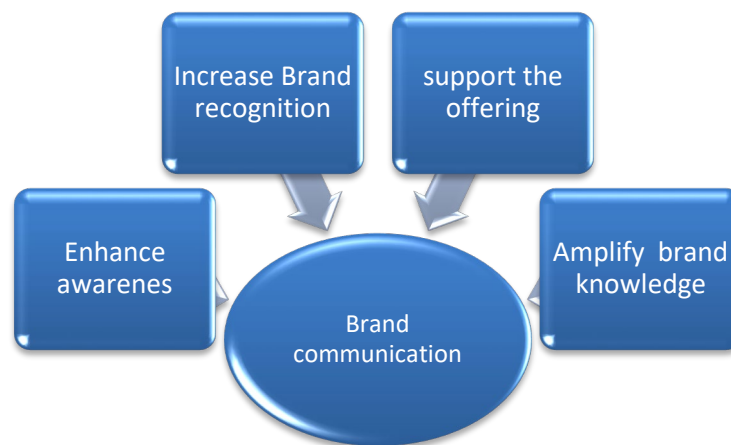


Figure 8. The benefits of Brand Communication in a nutshell

Often marketers forget to connect with their customers, they usually get so deeply involved with marketing plan, that they might forget the emotional side of marketing. It is essential to engage and communicate with customers; additionally, it is compelling and should be one of the highest priorities to build an experience for the consumers. To actively connect with consumers, companies must meet their expectations, understand their needs and desires, both logical and emotional. (Joseph, 2010)

2.7 Innopeda current situation

Organizations usually invest considerable resources in creating a brand name that would develop in reliable brand identity. (Schmitt and Pan, 1994) The most fascinating brand image or brand identity is the one which stays fresh in consumers mind. (Donato, 1999) The brand concept of innovation pedagogy occurred in 2011 with the intention of commercialization of professional services and products. (INPI, 2019) As an abbreviation of Innovation pedagogy terms, a name and a logo was nominated for Innovation pedagogy methods. The brand name supports the term innovation pedagogy approach and could potentially differentiate the approach originated at Turku Amk from other Finnish universities professional services. With changes in globalization and internationalization, a strong brand is essential to build a strategic advantage in the Education export business in the domestic and International Markets.

According to Aaker (2014) a clear brand vision, often describe brand identity or brand values can emerge into an essential driver of a successful business strategy, by distinguishing from rivals and attracting customer attention. A brand vision that is based on the attributes and value of the customers is recommended. Innopeda® brand should be perceived not only as a professional service or product, in addition it should stimulate feelings to their customers.

For most organizations and educations institutions, it is relevant to associate their companies with a successful and stablished partner. Brand personality should be created and supported, it can emerge from company's CEO, packaging, price, attributes, positioning and many more. (Aaker,2014) A successful brand personality or brand image has to be applicable for what the product is and what it accomplishes. (Blackston, 2018)

2.8 Innopeda actual logo

The company logo in black, see below, is the only available version of Innopeda logo.

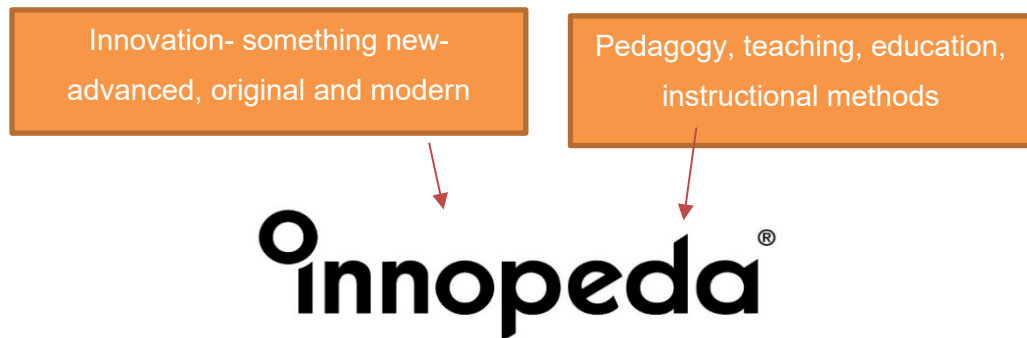


Figure 9. Innopeda brand and logo of Innovation Pedagogy methods (Innopeda website, 2019)

Innopeda brand and logo could be an additional element to Innovation pedagogy methods that can be categorized as customer's benefits, as it states the approach and methods. Additionally, stands out and differentiate them from other competitors.

Innopeda, Innovation pedagogy brand has been in the market for 8 years, a brand strategy has not been considered or proposed. As a result, brand positioning, target audience and brand identity was not either developed. Aaker (2010) argues that developing a administering a brand requires a clear brand strategy and brand identity is an essential characteristic which provides direction, purpose and meaning for the brand and creates a magnetic relationship between brand and consumers. By not administrating the trademark correctly, it might affect the selling and marketing activities in the global market.

The brand Innopeda® was initially registered in Brazil in 2011. (INPI, 2019) followed by the registration at Europe Union intellectual property office in 2012 in 4-four different class descriptions, under Turku University of Applied Sciences property. (EUIPO, 2012) Innopeda® brand registration includes the following classes; education, scientific technological services and research, providing of training, packaging, drawing materials, instructional, teaching materials, and photographs. In 2015 Innopeda trademark process was successfully finalized in Indonesia, Innopeda Intellectual property rights were given to TUAS.

| 010769388 - INNOPEDA <small>-Info</small> | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|---|-------------------------------|--|--------------------------|-------------------|------------------|-------------------------------|------|-------------|--|-------------|-------------------|--|-------------------|-------------------|-----------------------------------|---------------------|----------------------|---------------------------------------|-------------------|-------------------|--|-------|-------------|--|-----------|-----------------------|-------------------------|--|--|----------------------------------|
| <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid #ccc; padding: 5px; width: 15%;"> <p style="text-align: center; margin: 0;">eSearch Plus</p> <p style="text-align: center; margin: 0; font-size: 0.8em;">No preview</p> </div> <div style="width: 80%;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Trade mark information</td> <td>Owner information</td> </tr> <tr> <td style="width: 30%;">Trade mark number</td> <td>010769388</td> <td>Owner ID number 502446</td> </tr> <tr> <td>Type</td> <td>Word</td> <td>Owner name Turun ammattikorkeakoulu</td> </tr> <tr> <td>Filing date</td> <td>29/03/2012</td> <td></td> </tr> <tr> <td>Registration date</td> <td>09/08/2012</td> <td>Representative information</td> </tr> <tr> <td>Nice Classification</td> <td>9, 16, 41, 42</td> <td>Representative ID num... 10880</td> </tr> <tr> <td>Trade mark status</td> <td>Registered</td> <td>Representative name BERGGREN OY</td> </tr> <tr> <td>Basis</td> <td>EUTM</td> <td></td> </tr> <tr> <td>Reference</td> <td>AV100829/PS/JE</td> <td>Last publication</td> </tr> <tr> <td></td> <td></td> <td>05/10/2018 C.2.2</td> </tr> </table> </div> </div> | | | Trade mark information | | Owner information | Trade mark number | 010769388 | Owner ID number 502446 | Type | Word | Owner name Turun ammattikorkeakoulu | Filing date | 29/03/2012 | | Registration date | 09/08/2012 | Representative information | Nice Classification | 9, 16, 41, 42 | Representative ID num... 10880 | Trade mark status | Registered | Representative name BERGGREN OY | Basis | EUTM | | Reference | AV100829/PS/JE | Last publication | | | 05/10/2018 C.2.2 |
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| Type | Word | Owner name Turun ammattikorkeakoulu | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filing date | 29/03/2012 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Registration date | 09/08/2012 | Representative information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nice Classification | 9, 16, 41, 42 | Representative ID num... 10880 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Figure 10. Innopeda trademark register at European Union intellectual property office database (EUIPO, 2012)

2.9 Case company Swot analysis

In Branding, a SWOT analysis was used as tool to develop a new strategy or to support a rebranding proposition. A SWOT analysis determinates strengths, weakness, opportunities and threats. (Davis, 2005) Strengths and weakness are connected to internal aspects of the organization, such as resources and programs. Opportunities and treats are the external factors that can affect the success of the organization, as an example competitor developing new products or services, low sales, global trends and any other environmental factors which can influence on the strategic plan. (Charney, 2006)

The data gathered through interviews and researcher own observations provided substantial information in order to create SWOT analysis.

| INTERNAL FACTORS | |
|--|--|
| STRENGTHS (+) | WEAKNESSES (-) |
| Sub-brand of Turku University of Applied Sciences Turku Amk Know-how on Innovation Pedagogy Innopeda tools and methods has been successfully implemented in several education organizations in distinctive markets Innovative Pedagogy as a strategy not only active method Prepare students for good life and sustainable future Working life oriented Stimulate Innovation Competences Fincoda Barometer Assessment tool - Developed and tested by 5 European university and 6 majors Standardize Online platform for training | Not clear strategy on education export activities Deficiency on brand strategy and marketing activities. No brand standards such as packaging, website, books, sales materials and training materials No one is assigned to communicate and engage within customers |
| EXTERNAL FACTORS | |
| OPPORTUNITIES (+) | THREATS (-) |
| Increase of education institutions looking for successful Finnish education models Finnish Education is well recognized worldwide Fincoda Barometer Assessment tool - Developed and tested by 5 European university and 6 major international companies / market leaders Brand can be commercialized The use of Innopeda Brand to certify education institutions (Innopeda quality framework) New products | Increased domestic competition Lack of Brand communication Deficiency of CRM |

Table 3- Case company Swot analysis

Internal Factors: Strengths and Weakness

An important factor that support the success of Innovation pedagogy, is that Innovation pedagogy approach has been applied at TUAS for years. Turku University of Applied Sciences have a strong and solid reputation in Finland and abroad. (UniRank, 2019) Additionally, the methods of Innovation pedagogy have drastically contributed to the

relationship development between Turku University of Applied Sciences and companies in the Southern Finland as stated by Vice- Rector Soini during the interview. Soini recognizes that Innovation pedagogy differentiates TUAS from other Finnish universities as he argued that “TUAS as a university of applied sciences educates students for different professions and industries, differently from traditional universities”.

Innopeda tools and methods have been successfully adapted in different countries, additionally the Innovation pedagogy approach prepare students for working life and sustainable future. One of the most important benefits of Innopeda method is to stimulate and enhance student’s innovation competences, which currently can be measured using the Innovative Fincoda assessment tool, developed and tested by Turku Amk and 5 European university and 6 major international companies and market leaders. (Fincoda Assessment tool , 2016) The assessment tool FINCODA has been tested by more than 80 institutes around the globe. (Keinänen, 2019)



Figure 11. Opportunities. Fincoda Assessment tools - International and market leaders’ partners (Fincoda Assessment tool , 2016)

The weakness is related to the lack of a strategy on export of education activities, as well deficiency of brand strategy. As a result of limited support, Innopeda marketing activities were not prioritized. In order to break into global market, a marketing strategy must be supported by marketing department at TUAS. An important information related to results, news and actions activities should be shared in a sustainable way with staff and customers. Articles and pictures should be up to date and available for customers, staff and students. Brand standards should be put as high priority, as packaging material

assures and elevates brand recognition, as an example sales and training materials, presentations and website should have a clear logo proposal.

External Factors: opportunities and threats

Includes the high recognition of Finnish Education around the globe and the needs of changes in education, TUAS could break into the global market by commercializing Innovation pedagogy strategy professional services. The brand can be a valuable tool to differentiate innovation pedagogy approach from other Finnish universities and can be used in advantage of TUAS

The Fincoda Barometer Assessment tool is an important element of Innovation Pedagogy approach. It is a tool that can measure innovation competences, set as a high priority development at Turku University of Applied Sciences. Furthermore, Innopeda brand can be used as a quality framework to certify schools around the world. An essential aspect is that Innopeda does not only offer teaching training, specialization or an active method. Innopeda is a strategy approach that promotes bigger and positive changes in education from management and strategy point of view, as a result affects staff, students, community and all region.

The threats rely on communication and how Innopeda is disseminate inside and outside of the university. The use of Customer relationship management would be a useful tool that would facilitate and enhance communication with clients.

2.10 Brand Revitalization

Each brand confronts risks and possibilities that it may lose its exuberance and vigour. From time to time, long lasting prosperous brands need to revitalize their image and message, to adapt to new trends, meet consumer needs and face new competitors. Those brands which does not anticipate the needs of brand revitalization, most likely will vanish from the market and won't be remembered. A revitalization process starts with a brand analysis and audit, which gives a holistic understand of what brand current situation is. (S. Dev and Lane Keller, 2014)

Keller (2013) stated that a brand equity audit, suggest new ways of improving and magnify equity.

The selection of revitalization elements and strategies is also dependent on the personal style of brand management, as well as on specific characteristics of the market in which

a certain brand takes part. A brand must take into consideration the benefits of brand revitalization, when entering a new market, appearance of new competitors, new technology or with the entrance of digitalization, ultimately the launch of a new product. (Kotler and Ketler, 2009)

Donato (1999) states that best way to find out, if a brand needs to go through a revitalization strategy is by knowing how clients react to a brand. Maintaining an efficient and frequent interaction with customers and employees, by using for instance questionnaire interview, online chats, keeps a constant vigilance on brand aging, moreover, keeps the possibility to add new and original aspects to the brand. (Grolund, 2013)

Innopeda has as dedicated space at Sepankatu Campus. Now the designated area is not much in use. Additionally, the space is outdated. Frames with Innopeda logo training centre are available at entrance door. It does cause the wrong impression that Innopeda training center is not running at the moment.



Figure 12 Innopeda Training Center at Sepankatu Campus (TUAS,2019)

Companies such as Google and Facebook have implemented a fun and modern workspace in their headquarters that clearly supports and reinforce the brand approach.



Figure 13 Google headquarters (International Living Future Institute, 2019)

3 METHODOLOGY

3.1 Research Approach

The researcher has been working with Innopeda ® marketing, sales and branding activities at TUAS, consequently, primary data was based on impressions and sensations experienced through the research process, as the researcher acted as participatory action researcher. (Lawson, Caringi et al. 2015) Action Research strategy objective is to acquire practical knowledge by identifying issues. Additionally develop real solutions, plan, act and improve organizational learning. (Saunders, Lewis, & Thornhill, 2012)

The qualitative analysis was essential to ensure the in-depth understanding of the research purpose, which is to modernize Innopeda ® brand values, differentiate It's from the competitors, encourage customer loyalty and attract new customers.

This research has been conducted by following a deductive approach, as the study is based on existing theories. In qualitative research, meanings are principally derived from words not numbers and analysis are conducted using conceptualization. (Saunders, Lewis, & Thornhill, 2012, p. 546)

3.2 Data collection

The research methodology is determinate according to the research questions. According to Saunders, et al. (2012) the use of interviews support the research questions, by collecting valid and reliable data. Innopeda developers, Brand manager, Vice rector, staff and customers were interviewed, where both semi structured and in depth interviews were conducted. The preparation of the interview questions were based on literature review and benchmarking. The purpose of the interviews was to understand Innopeda's brands value viewed from diverse aspects, including customer's and staff perspective. A semi structured interview and in depth interview provided the opportunity to lead topics and discussions into areas that has been not previously examined, but which are critical to the research understanding. Interviews also allow each interviewee an opportunity to review their thoughts about the topic. (Saunders, Lewis, & Thornhill, 2012, p. 378) .

The following respondents, all employed at Turku university of Applied Sciences were interviewed: Vice rector Juhani Soini, Partnerships Manager Kirsti Virtanen, Brand

Manager Mari Hartemo and Senior Lecturer Marjo Joshi. All interviews were conducted face-to face at TUAS and recorded for further analysis.

4 PROPOSING A BRAND MODERNIZATION ON INNOPEDA

This chapter proposes a brand modernization based on previous chapters. In addition staff, customer's perceptions of Innovation Pedagogy and researcher observations regarding brand Innopeda® were taken into consideration.

TUAS has been expanding their business activities in Brazil with Innopeda® approach. Consequently, new services have been developed and implemented to fit into the Brazilian Market. Innopeda pedagogical approach will be implemented in an elementary school in Brazil. (ISO Colégio e Cursos conta com metodologia de ensino da Finlândia, 2019)

The school is already under construction and will be also utilizing Finnish learning environments to support the learning and the implementation of Innovation Pedagogy as a strategy. It is the first time that a Finnish education approach and methods will be put into practice in Brazil. Managers and teachers from Iso Colégio e Cursos will go through long-term Innopeda learning and training provided by TUAS specialists. Furthermore, the Brazilian investor is infusing a high amount of capital in marketing and advertisement of Innopeda® in Brazil. With the development of a new product, an Innopeda® certified School, it was necessary to align the logo within customer's needs. All four Brazilian respondents stated that an element was missing from the Innopeda logo. As a result of a successful logo a brand must evoke reaction and receptivity.

The new Innopeda logo® proposed by Brand Manager Mari Hartemo, connects the Innovation pedagogy brand with Turku University of Applied Sciences. Customers can associate the source of Innopeda approach. As previously presented on the literature review, brand revitalization is often a miscellany of the old elements and addition of new essential features. (Kolbl, 2015, 10)

The feedback regarding the new logo by end users was positive. Innopeda as a brand can now expressive itself and constitute a relationship within Turku University of Applied Sciences and costumers. The new logo is precisely connected with the definition of brand stated in section 2.1 when Aaker (2012) stated that branding "It is a journey, an evolving relationship based on the perceptions and experiences that a customer has every time he or she connects to the brand and brands". (Aaker 2012)

4.1 Company Case Interview Analysis

Company interview was an important step of the research process. The purpose of the interviews were to understand Innopeda's brands value viewed from diverse aspects, including customer's and staff perspective. A semi structured interview and in depth interview provided the opportunity to lead topics and discussions into areas that has been not previously examined, but which are critical to the research understanding. Interviews also allow each interviewee an opportunity to review their thoughts about the topic. (Saunders, Lewis, & Thornhill, 2012, p. 378) . The interview took place in August and September face to face at Turku University of Applied Sciences. Each correspondent was asked to give the most significant points and they have received the same questions two weeks in advance through email. The transcription of the interview took place in the months of September and October. The following correspondents , all employed at Turku university of Applied Sciences were interviewed: Vice rector Juhani Soini, Partnerships Manager Kirsti Virtanen, Brand Manager Mari Hartemo and Senior Lecturer Marjo Joshi

The research showed that all interviewed staff communicate well all the benefits of Innovation pedagogy approach.

The first question was how familiar they are with Innovation pedagogy approach and Innopeda Brand

Q1. how familiar are you with Innovation pedagogy approach and how Innopeda Brand is perceived by you?

They were all familiarized with the Innovation pedagogy approach and with Innopeda® brand. four out four staff were aware of Innopeda trademark. Additionally, Senior management of TUAS highlight's the significant addition of Innovation pedagogy strategy on graduating working life-oriented students and finally educate them as active players in the society.

The second question was related with their knowledge on Finnish education export market and competitors.

Q2. What are Innopeda main Competitors?

Three out four interviewed were aware with at least two competitors on education export business. They were aware of Finnish University, Tampere university of Applied Sciences, Edu cluster from Jyvaskyla University and Haaga-Helia University of Applied Sciences.

Q3. What is unique about Innovation pedagogy approach?

This a summary of the most reoccurrence themes

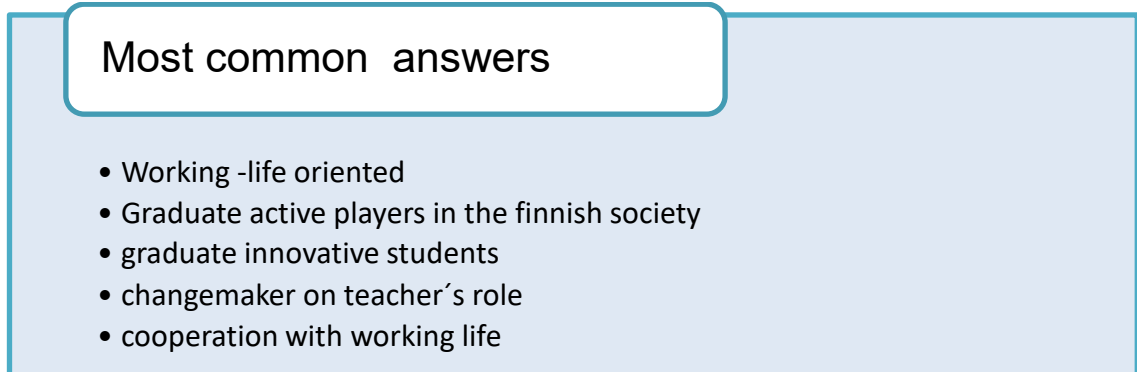
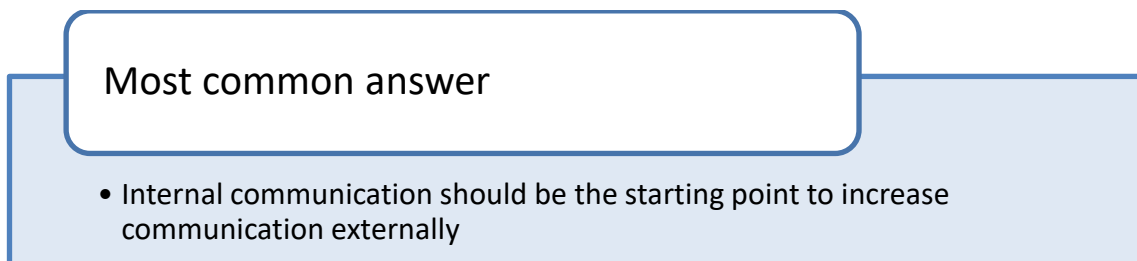


Figure 14. Uniqueness of Innopeda

The fourth question was about how to increase Innopeda® brand awareness

Q.4 How to increase Innopeda Brand awareness internally and externally ?

The staff suggested more articles and webinars as a good tool to increase communication. Additionally, standard packaging, presentations, training materials and website would elevate brand awareness. Three out of four stated that Internal communication should be the starting point to increase communication externally.



The fifth question about Innopeda ® brand being a differentiator component of Innovation pedagogy approach was conducted.

Q.5 Do you think that Innopeda trademark is a differentiator if compared with other Finnish Universities ?

All four staff understand that Innovation pedagogy brand Innopeda® is a distinctive element from other Finnish universities on education export business and should be used more actively.

4.2 Customer interview analysis

The goal of the interview was to analyze Innopeda brand recognition and values by costumers. Furthermore, to develop a brand identity framework and positioning statement based on their perceptions.

The first question was regarding the knowledge of Innovation Pedagogy Brand.

Q.1 How do you refer to an Innovation Pedagogy approach developed at TUAS ?

All four respondents recognize Innopeda® as the brand of Innovation Pedagogy. None of them answered Innovation Pedagogy, which reveals high brand recognition of Innopeda®.

The second question was about the logo attributes.

Q.2 What is your opinion regarding Innovation Pedagogy name and logo ?

Respondents' opinion in general were positive regarding the logo, as they recognize that brand and logo fully represents Innovation pedagogy. However, they all noticed that a new element that connects Innovation Pedagogy brand Innopeda ® with Finnish education was missing

The third interview question was designed to answer the main attributes of Innovation pedagogy approach and Innopeda® brand for their institution.

Q.3 What are the main attribute of Innovation Pedagogy approach for your institution ?

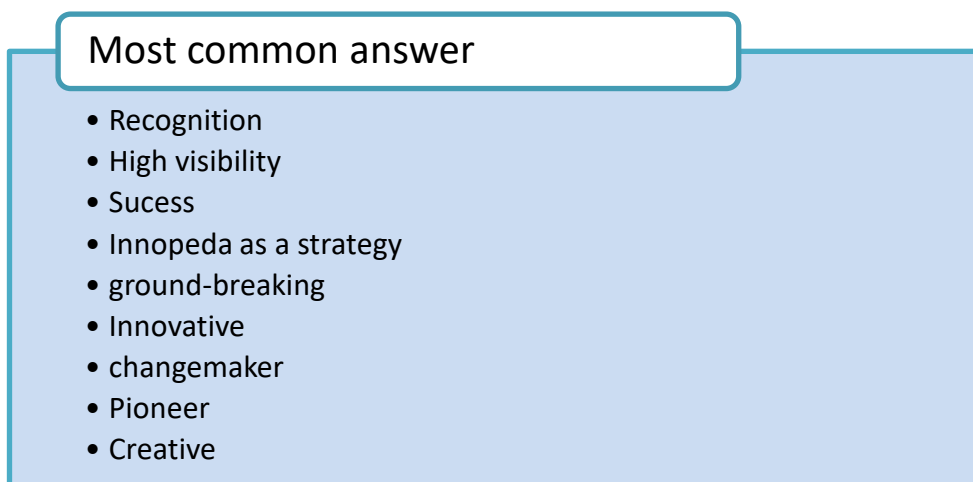


Figure 15. Innopeda® Brand attributes for education institution

Q.4 What are the benefits of Innopeda for your own professional development ? List 3.

The fourth question objective was constructed to answer customer's personal benefits

of Innopeda services. The answers are available in the figure below.

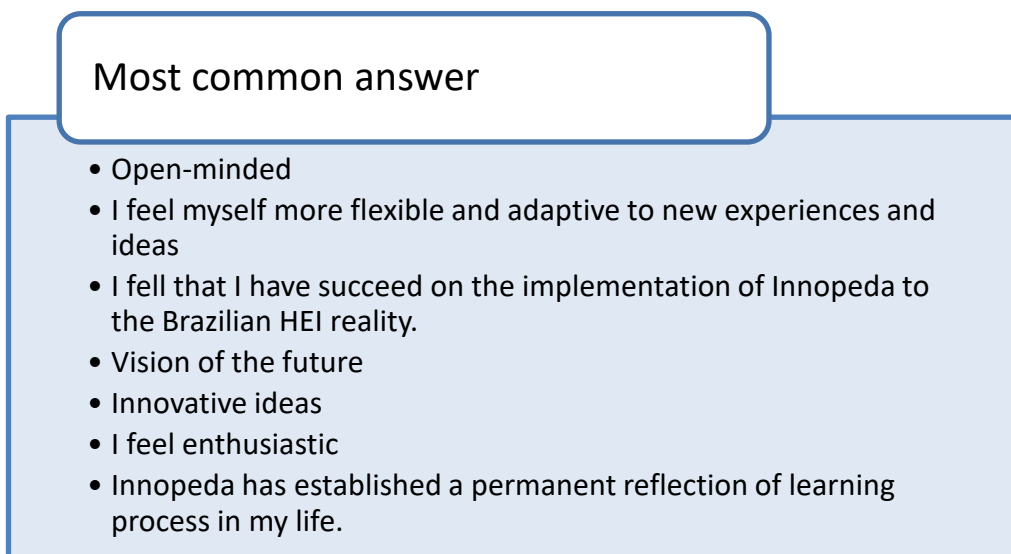


Figure 16. Innopeda® Brand attributes for individuals

The fifth question was originated to collect the brand association elements from customers mind.

Q.5 What are Innopeda brand association elements that you recall ?

The fifth question was originated to collect the brand association elements from customers mind. All four customers associated the Innovation Pedagogy brand Innopeda® with Finnish education, which is highly recognized in their minds. In addition, was mentioned that Innopeda is working life oriented followed by Innovation competences. Quality was also mentioned by all customers.

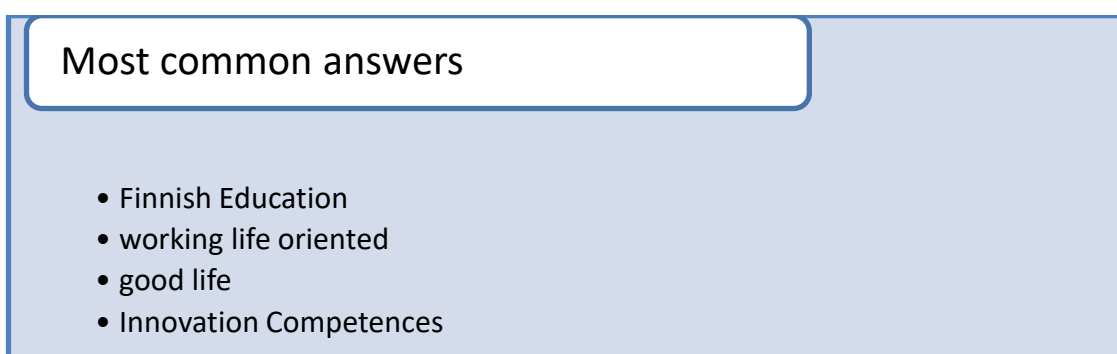


Figure 17. Innopeda® brand associations

Q.6 Describe Innopeda as a person ?

Sixth question was about defining Innopeda brand personality.

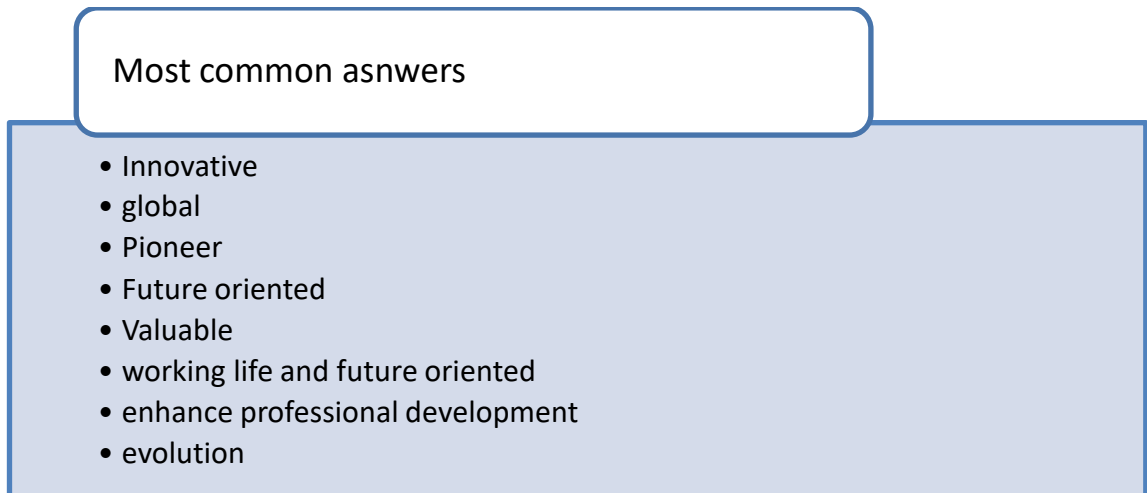


Figure 18. Innopeda® brand description

The seventh question was related to why customers are interested on Innovation Pedagogy approach.

Q.7 Why are you interested on Innovation Pedagogy approach ?

The answers were related with innovative approach, quality Finnish education, valuable methods, changemaker. All customers stated that Innopeda® is a differentiator element for their institution in the crowded business of private education institution in Brazil.

4.3 New Innopeda Logo Analysis

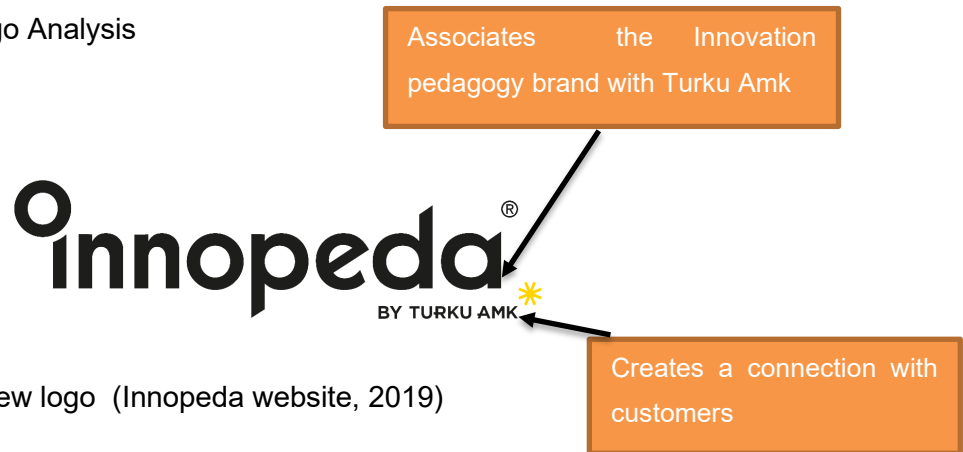


Figure 19. Innopeda new logo (Innopeda website, 2019)

For those clients who participated in Innopeda training at TUAS in Finland, stated that the new logo is even more meaningful, as it reminds them of a remarkable experience. The findings is consistent with the emotional bond and strategic brand positioning, stated in section 2.1 “*Emotional branding is an effective tool to enhance brand loyalty, preserve company’s positive reputation, secure a stable position in the market and keep clients interested by the brand.* (Gronlund, 2013)

However, some glimpses of Finnish education should somehow be emerged as part of Innopeda brand identity, as customers highly associate Innopeda® with Finnish Education. This aspect can be introduced on website or marketing material for example. The picture below was designed by a Brazilian marketing agency call Ponto R. They are developing all marketing campaign for ISO Colégio. The picture below proves the importance of Innopeda® brand and the connection with Finnish Education.



Figure 20- ISO Escola Marketing Campaign Slogan utilizing Innopeda By Turku Amk logo and Finlândia.

4.4 Prisma framework Innopeda analysis

The prisma framework was applied to the Innopeda® brand to define what the brand stands for, according to customers and employee's impressions. The qualitative interview provided substantial information in visible form, leading the researcher to structure a suitable brand identity framework for Innopeda®. Within a robust brand identity, marketing and sales activities such as brand communication is supported by evidences and insights from Innopeda customers and staff from Turku University of Applied Sciences. Resultantly a more effective communication tool.

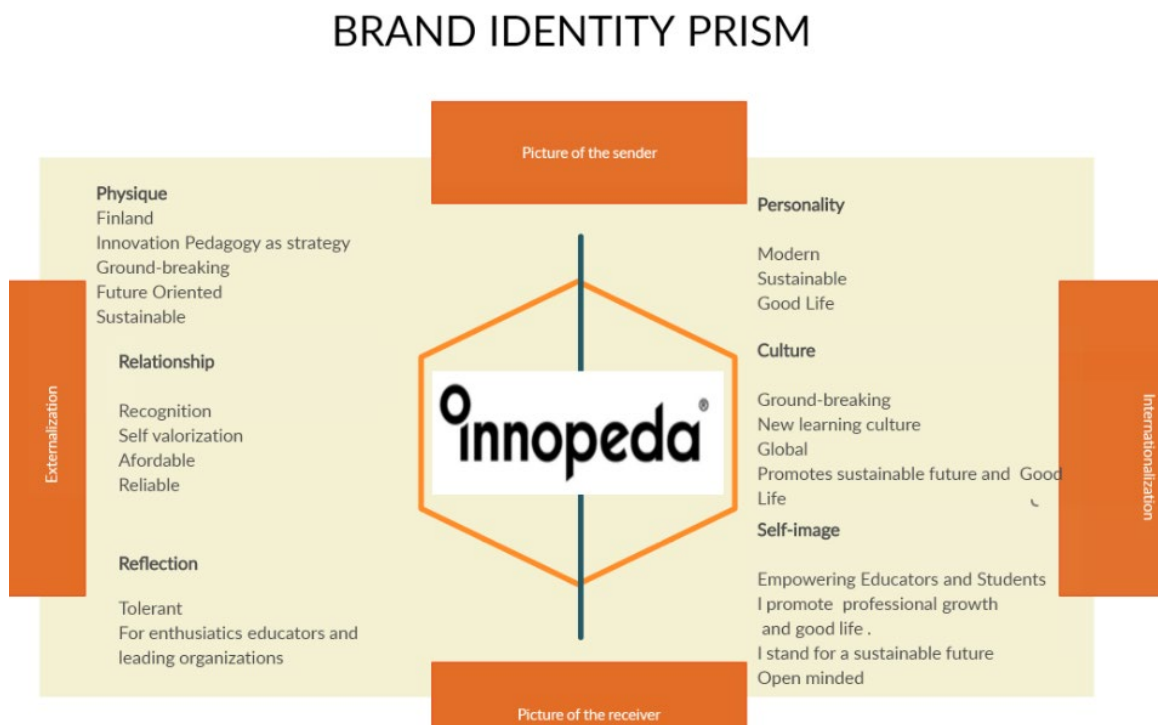


Figure 21. Innopeda® Brand identity prisma

1- Physique aspect

Foundation to the Brand development process, the character of Innopeda is associated with Finnish Education by Innopeda® costumers in Brazil from Caxias do Sul university and ISO Escola e Cursos, which is highly recognized and appreciated in Brazil (ISO Colégio e Cursos conta com metodologia de ensino da Finlândia, 2019). Additionally, they concluded that TUAS have all the necessary know how and expertise on Innovation Pedagogy approach (A construção de uma parceria duradoura, 2019) Likewise, Innovation Pedagogy is

also recognized by TUAS senior management as a strategy and not only an active method, Innopeda's last attribute differentiate itself from main competitors on Finnish export of education market as stated by Konst "Innopeda approach is a strategy, different by Innovative pedagogy which only refers to the active teaching methods, furthermore promotes good life and sustainable future". Additionally Marjo Joshi, Senior lecturer at Turku University of Applied Sciences does agree that Innovation pedagogy approach is distinctive if compared with other Finnish universities as she argued that "Innopeda is not a teacher training, we can experiment more methods as wider pedagogical strategy and there are numerous benefits for teachers and students"

Vice- rector of Turku University of Applied Sciences Soini stated that "*Innopeda is a ground-breaking approach, as it breaks the traditional way of learning and teaching, additionally is future oriented as educate students to be active players in the society*"

2- Personality

A brand with a clear personal identity, elevates communication. The personality facet defines how a brand should communicate with customers. (Kapferer, 2012) Innopeda® must be disseminated as modern Innovation pedagogy strategy, which promotes quality of life for teachers, staff and students. Coinciding with TUAS senior management view of Innovation Pedagogy approach, Innopeda's main benefits promote sustainable solutions and graduate individuals with innovation competence skills to answer the demand of working life. (Konst and Kairisto-Mertanen,2019)

3- Culture

Innovation pedagogy is beyond a new learning culture, it is ground-breaking on student's learning process and teacher's role, as stated earlier by vice-rector Juhani Soini. In a nutshell Innopeda approach promotes sustainable future, good life, graduate innovative individuals to meet the needs of working life and challenge students to be more independent and critical.

Furthermore, Innovation pedagogy can be applied in any educational system all around the globe.

4- Relationship

A valuable aspect of brand identity is related with customer's promise and assurance. In consonance with customer's opinion, Innopeda brand generates recognition for customer's institutions. Customer's are delighted to associate their education institution with a recognized Finnish university. José Antônio Coutinho de Rezende has declared during his visit to TUAS *"We are really impressed; we look forward to learn more and to implement those methods in our school"*. They do believe that it is worth of money and value, the investment on Innopeda professional services. Innopeda® services are also reliable on customer's mind. Ana Lucia Buogo, Innopeda trainer at Universidade de Caxias do Sul assures that Innopeda® brand of innovation pedagogy approach guarantees high recognition, moreover, increase the value and aggregate credibility at their institution as she stated *"Innopeda bring us recognition in Brazil"*. Furthermore, Innopeda influenced USC to achieve second best Innovative university of Brazil. (UCS – A Universidade da Inovação, 2019)

5- Reflection

Being open-minded and tolerant is a prerequisite to accept and experience the changes on education. For example, Kairisto-Mertanen, executive lecturer at Turku Amk and researcher of Innopeda, stated *"educators have to be more tolerant and accept that students learn in different ways. Information and knowledge are available everywhere, and teachers are no longer the only person who provides the information."* From the researcher's own conclusions and gathered evidence, it can be concluded that the Innopeda buyer personas are tolerant, enthusiastic educators and leading organizations.

According to customer's interview Innopeda strategy and approach promotes a feeling of excitement, innovation and audacity in the customer's mind. The old traditional way of teaching is challenged by Innopeda approach. Customers are excited to learn something new and implement the acquired knowledge in the workplace. Subsequently, Innopeda approach requires an open-minded customer, as it promotes new perspective, realities, ways of working, innovation competences.

6- Self- image

To paraphrase a statement from Kirsti Virtanen, partnership manager at TUAS Innopeda opens a new mindset and empowers educators, teachers and especially students, who are just heading to complete their graduation with all decisive and important skills to succeed in their lives, such as Innovation competences and working life experience.

Customers aspirations by being innovative, open minded, leading students to be working life oriented and promote a sustainable future will be fulfilled by hiring Innopeda professional services.

4.5 Innopeda ® Brand Positioning Statement

When companies are not competent on the positioning their brand, customers are not able to compare the brand with its competitors. As a result, companies become unsuccessful in promoting a key decision-making factor. Positioning aim is to identify a rational and clear perceived advantage. (Kapferer, 2012)

Innopeda® actual Brand Positioning Statement: **"Enhancing Organizations and Businesses with Innovation Pedagogy"**

The actual positioning statement of Innopeda® at Innopeda`s website does not fully convey the service`s attributes, and it is not well aligned with consumers` perception of the brand. Based on literature review, it can be inferred that the positioning statement does not clearly communicate the value of the brand to the customer or the benefits of the service provided. Furthermore, it does not differentiate Innopeda as a brand amongst competitors. The brand positioning statement must clearly support an overpowering value proposition for consumers in the target market, which they can clear understand.

Innopeda clients from the University of Caxias do Sul stated that Innovation Pedagogy brand augment their recognition status and deliver positive value at their institution. Furthermore, they conclude that association of their education institution with a Finnish education institution elevates their competitive set in a crowded private education business in Brazil as stated by Stello Silva Mendes – School coordinator at ISO School” The whole education structure in Finland is very special and well recognized in Brazil.”. The proposition should be associated with brand promises and target market. (Johansson, Carlson 2015)

Proper positioning of the brand can create value in a customer's mind. Maintaining the integrity of the brand, specifically in service, can create customer intimacy and build trust in the organization.

According to customers comments a new suggestion of Innopeda Brand positioning statement is proposed based on consumer's perception of Innopeda and the researcher's own findings through analysis of interviews and benching marking.

“We guide our customers who are aiming for educational changes, by proposing a new pedagogical strategy”. Innopeda® brings the benefits of the world-renowned Finnish education by aggregating its values and recognition to your institution. We offer professional development support for education institutions at highest level.

The updated brand positioning statement was suggested by the researcher, based on conclusions found through this work. As a result, the Communications Team has taken the suggested statement into use at Innopeda website.



We guide our customers who are aiming for **educational changes**, by proposing a **new pedagogical strategy**.

Innovation pedagogy, **Innopeda®**, brings the benefits of the **world-renowned Finnish education** by aggregating its values and recognition to your institution. We offer **professional development support** for education institutions at the **highest level**.

Figure 22. Innopeda new brand positioning statement (Innopeda website, 2019)

4.6 Brand Communication Strategy

Innopeda must meet customer needs by learning what their customers are aiming for. Innopeda packing materials, presentations, web site, logo, content, design, colors should reflect the brand identity, in order to succeed in a congested business. (Aaker,2014)

At TUAS and Innopeda web sites there are infrequently articles related to Innovation Pedagogy approach. More frequent articles would be an excellent opportunity to educate staff and customers on the product and contribute to the brand image and integrity. Furthermore, the Innopeda web site is part of brand identity and should be used accordingly, by setting brand guidelines, enhance communication and brand awareness. Marjo Joshi - senior lecturer at TUAS suggested free webinars to increase Innopeda® brand awareness and reach new customers. Additionally, Kirsti Virtanen- partnership manager at TUAS has suggested that enthusiastic local staff at TUAS should be part of Innopeda expert team, as she understands that internal communication needs improvement. Connectivity, communication and interaction between Innopeda staff locally in Turku and abroad could elevate the recognition of Innopeda activities internally within the TUAS staff. As Turku University of Applied University is the home of the Innopeda, the staff involved in Innopeda activities could communicate more effectively with the local TUAS staff. This would elevate Innopeda as a brand and create value of the brand also internally.

Noora Viherpuro from communications department at TUAS stated that *“it is important to have a clear picture also internally, as almost everyone is a potential seller, a potential advocate and representative of Innopeda®”*. This directly relates with the importance of internal brand communication stated in section 2.6 (Piehler & Burmann, 2019)

5 CONCLUSION

The crowded market of education export in Finland, obligates the Innopeda trademark of Innovation pedagogy to develop a decisive brand strategy that communicates and present the values and importance of Innovation pedagogy approach from customer's perception. The brand concept of Innovation pedagogy was generated in 2011, but an analysis of the brand strategy was not performed or initiated. Consequently, it is essential to examine some important aspects of branding such as name, logo, conception of brand identity, positioning statement and brand communication in order to suggest a brand renewal to attract new customers. Branding communications and packaging have high influence on buying decisions.

Addressing the first research question, "How is Innopeda® brand currently perceived by external and internal stakeholders?"

The customers recognize innovation pedagogy approach by the term Innopeda and not by the term "innovation pedagogy", as it is referred at TUAS. Innopeda as a trademark is recognized by their customers. External partners feel that Innopeda® guarantees high recognition and magnify credibility at their institution. The Innopeda approach answers their personal needs as educators and meets the needs of the whole institution. Especially in Brazil, customers would recommend Innopeda as a new pedagogical strategy to new customers. As a result, they believe that Innopeda® as a brand of Innovation pedagogy distinguish their approach.

Senior management of TUAS are enthusiasts and proud of having Innovation pedagogy as strategy. They have understood that the approach is successful within graduating students with innovation competences and working life-oriented skills. Furthermore, it highly contributes to regional and society development. Teachers from TUAS also highlight Innopeda benefits, especially for students. However, while Innopeda is valued, TUAS staff is not fully aware of Innopeda as a brand, or its export activities. They see Innopeda® as only a name for Innovation pedagogy methods and mainly to the teaching methods rather than a strategy itself.

The aim of the second research question was to advise on the steps of a brand revitalization of Innovation pedagogy brand Innopeda®. A prisma brand identity and new positioning statement were developed for Innopeda® to support and answer the research question. The result reveals that a new brand visual identity and guidelines, which reflect clearly in the logo, business cards, presentations, training materials,

uniforms, gifts, website and packaging are fundamental on the revitalization process; this includes all the content from marketing, training materials and advertising.

The last research question determined how to effectively communicate Innopeda® approach with customers. The research showed that a clear internal brand communication strategy is essential to elevate the brand internally and externally. Brand guidelines and a clear visual identity are crucial tools to enhance communication with customers and staff.

Live webinars, events, up to date website, articles and videos are also highly recommended to further educate staff and consumers on the facets and attributes of the brand

In summation, knowledge of the audience and a clear positioning statement communicating the direct benefits of Innopeda services to the target market is fundamentally important to the brand differentiation process. Innopeda brand communications should collectively and cohesively, answer specific customer needs and establish the value of their services inside and outside of Tuus.

Based on the research I conducted, and data gathered, it can be concluded that rebranding Innopeda® is remarkably needed in order to consistently and convincingly communicate the brand values and objectives with staff and customers. Likewise, Innovation pedagogy brand Innopeda® should be further developed as competitive advantage over other Finnish education institutions.

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Interviews

Appendix 1. Company interview





1. Are you familiar with Innopeda approach and Brand? If so, how Innopeda ® brand is perceived by you?
2. What are Innopeda main Competitors?
3. What is unique about Innovation Pedagogy approach? List at least 3
4. How TUAS could increase Innopeda® brand awareness internally and externally?
5. Do you think that Innovation Pedagogy brand Innopeda ® is a differentiator, if compared to other Finnish universities who are exporting education professional services?
6. Any other comments?






7. Appendix 2 . Customer interview



1. How do you refer to an Innovation pedagogy approach developed by Turku Amk ?
2. What is your opinion regarding Innovation pedagogy approach brand and logo?
3. What are the main attributes of Innopeda® for your institution? Describe at least 3
4. What are the benefits of Innopeda® Approach for your professional development? Describe at least 3
5. What are Innopeda® brand association elements that you recall?
6. Describe Innopeda as a person ?

Why are you interested on Innovation Pedagogy approach

The thesis template includes a caption text style for names of equations, figures, pictures and for titles of tables. When you mark a header text with the style in question, you will receive automatically generated lists of equations, figures, pictures and tables on the table of contents page.

| BRAND AND LOGO | UNIVERSITY OR ORGANIZATION | PRODUCT OFFERINGS | BRAND POSITIONING STATEMENT |
|--|---|--|--|
|  | Helsinki university | Leadership, management and staff development | Our impressive solutions for developing lifelong learning create a competitive advantage and give both the individual and the organization the best preparation for future working life. |
|  | University of Eastern Finland, Tampere University, University of Turku, and Åbo Akademi | Professional development courses and degree Programmes teaching 21st century solutions | We contribute to the building of sustainable and functioning societies by providing leading-edge educational solutions based on scientific research |
|  | University of Jyväskylä group | Finnish school concept. | We believe that everyone deserves the best possible education and future – that's why we share Finnish education expertise with the rest of the world. |
|  | Helsinki Metropolitan universities of Applied Sciences | Education Consultancy | At Edu Excellence we create comprehensive solutions to governmental and public sector organizations, educational institutions and companies. |

| | | | |
|---|---|---|--|
|  | <p>Private company. Experienced professionals from Finnish universities or teacher training institutes.</p> | <p>International Preschools</p> | <p>Our mission is to bring the best of quality education from Finland to thousands of children, families and educators worldwide.</p> |
|  | <p>Private company. Variety of professionals from different fields of education.</p> | <p>High-quality training for teachers, school and other academic both in Finland and abroad</p> | <p>Lifelong learning experiences and joyful time at Arctic. We support your professional development and strengthen your skills! We will give the keys for successful process in learning and developing the schools. We provide innovative learning experiences in arctic nature and culture with our partners.</p> |
|  | <p>Co-founded by the University of Helsinki</p> | <p>International preschool concept</p> | <p>Hei schools brings the Finnish preschool model to the whole world</p> |
|  | <p>Private company</p> | <p>School based on the Finnish education model.</p> | <p>We deliver Kindergarten and School Concepts based on the award-winning Finnish educational approach. We offer a turnkey concept that provides everything you need to set up, manage and operate a KG, or a School.</p> |
|  | <p>Private company</p> | <p>Educational solutions for schools</p> | <p>Let's design a school of the future together!</p> |

| | | | |
|---|--|--|--|
|  <p>SEINÄJOEN AMMATTIKORKEAKOULU SEINÄJOKI UNIVERSITY OF APPLIED SCIENCES</p> <p>Global Education Services and Export of Education</p> | <p>Seinajoki University of Applied Sciences. Not designated separate website for education export activities</p> | <p>Services include tailor-made Bachelor and Master Degree Programmes, short programmes, education travel, and training for trainers, consultation and evaluation.</p> | <p>Not clear positioning statement</p> |
|  <p>MapleBear Canadian School</p> <p>MapleBear CANADIAN ELEMENTARY SCHOOL</p> <p>MapleBear CANADIAN HIGH SCHOOL</p> | <p>Canadian private company and brand</p> | <p>Canadian Brand of early learning up to secondary school</p> | <p>The best of Canadian education for a global future. The Maple Bear mission is to deliver a student-focused learning system in a safe, secure and stimulating environment that prepares students for success at the post secondary level and that instills a passion for life-long learning.</p> |