

A Work Project presented as part of the requirements for the Award of a Master's degree in Management from the Nova School of Business and Economics.

Developing a Brand Identity Strategy for the Nova SBE Behavioral Lab

Communications plan & Website content

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21-05-2021

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Abstract

The purpose of this work project is to develop a series of actionable recommendations for the Nova SBE Behavioral Lab communication strategy, having as starting point the Identity created under the Brand Identity Strategy report. The Lab was only founded 3 years ago and is still finding a way to mark its position within the Nova SBE community. Additionally, the Lab managers, a small board composed of three researchers and instructors at the university, are accountable for much of the decisions and management tasks related to the Lab, having no spare time for planning a communication strategy. Therefore, this work sought to understand the fragilities of the current communication tactics adopted, that lead to a lack of awareness about the Lab, using both qualitative and quantitative approaches. Altogether, it provides recommendations to improve the currently used strategy, as well as it indicates new possible communication avenues, that aim at increasing awareness and engagement.

Keywords: Scientific research, Brand Equity, Integrated Marketing Communications, Communications plan, Target Audience, Key message

This work used infrastructure and resources funded by Fundação para a Ciência e a Tecnologia (UID/ECO/00124/2013, UID/ECO/00124/2019 and Social Sciences DataLab, Project 22209), POR Lisboa (LISBOA-01-0145-FEDER-007722 and Social Sciences DataLab, Project 22209) and POR Norte (Social Sciences DataLab, Project 22209).

1. Introduction

Established in 2018, the Nova Behavioral Lab is part of Nova SBE and aims at providing a physical space and student subject pool for researchers interested in conducting studies intended at better understanding human behaviour in different areas of study, such as: Marketing, Management and Economics. Additionally, aside from assisting professors' needs, it is also a good opportunity for students enrolled in the eligible courses, to participate in meaningful research studies and positively impacting their learning journey. For simplicity purposes, the short format "Lab" will be used to refer to the original nomenclature, Nova SBE Behavioral Lab.

Having said this, the work conducted by the Lab is of great importance because it gives tools for a more in-depth analysis of human behavior. Not only that, but it will also leverage the overall university quality and reputation. António Granado (2018), a professor at Nova University, used to say that communicating science should be an "obligation not only from the ones receiving research funds but a shared effort of university members." The former reinforced the idea that good research qualifications lead to higher classifications in rankings, ultimately attracting better faculty and students. In the end, one core purpose of the university is to produce knowledge and so excelling on that will impact its notoriety. Following this rationale, the Lab's continuous development will have an effect on the university's prestige and ability to escalate in the top university rankings.

Apart from the space and other technical requirements, securing professors interested in conducting research and students willing to participate is enough to guarantee the Lab's functioning. Hence, the extent to which the Lab is capable of reaching and attracting these two audiences will determine how many studies compose the Lab's experiments.

A significantly low number of research publications will be detrimental to what the Lab aims at doing, which is increasing scientific knowledge.

However, the report on the Brand Identity Strategy for the Lab identified that as of now, the Lab is still not capable of communicating its identity and purpose to the two key audiences aforementioned, creating a barrier to the Lab's growth in the number of participants and experiments. This is a result of the fact that members of the community might not know about the Lab's existence or the benefits of participating, which is restricting its expansion.

Therefore, the purpose of this report is to provide guidelines for the Lab on how to raise awareness and effectively convey the adequate message suited to each target, necessary to leverage the number of participants and consequent experiments. Alternatively, clearer communication of the value proposition to the internal audiences can also pave the way for a more formal communication strategy with sponsors and a better understanding of what the main synergies can be.

By first looking at the existing literature on Brand Equity and Communication, this work project will consist of two main sections: a first part will consist of the strategy of the communications plan, selecting the target audiences and respective key messages. The second part will focus on the implementation of the plan, discussing which vehicles to use, in what manner, at what stage, directed to whom, always using some metrics to assess its effectiveness.

2. Problem Diagnosed

The report on developing a Brand Identity Strategy for the Lab aimed to articulate the brand identity of the Lab to better align it with its purpose. As part of that analysis, a problem was identified: there is still a relevant number of students that do not know about the lab's existence and even for those who do, in some cases it was not easy for them to describe the what true purpose of the Lab is. As a matter of fact, less than 10% of the students participating in research

sessions, stated that they knew “a lot about the lab”, with the vast majority declaring they would only “know a little bit about the Lab” and only half said they were familiar with the Lab’s mission and values (Exhibit 1).

On top of that, the managers disclosed participation rates for three courses that were part of the eligible list. This rate, defined as the percentage of students that participated in studies out of all the students enrolled in that eligible course, was always below 70% (Exhibit 2). Thus, it suggests there are still students to whom the information is not provided, or even if so, not very clear, as chances of students informed about the possibility of earning bonus points and not decide to participate are small.

The two previous paragraphs highlight the Lab’s incapability of effectively raising awareness and attracting participants, depicted in one of the survey respondents answer, presenting the lack of communication as a reason for not having participated in any of the Lab’s research sessions. This lack of awareness is hindering the lab’s development, as the information does not reach as many people as are desired.

To conclude, one of the reasons for the recent stagnation in the number of participants and studies is due to the Lab’s inability of reaching more university members, such as professors to conduct studies, and students to participate in them. This unveils the necessity to put an end to these communication inefficiencies, and the solution would then be to build a step by step communications plan with actionable recommendations for the Lab, which will be the focus of this work project.

3. Methodology

Reaching this point, there are no doubts regarding the existing necessity of the Lab to raise awareness and spread the word about what it does, who can participate and the benefits of participating. This can be done by determining the communication tactics that can better express the purpose of the Lab and facilitate the relationship between the Lab and

professors/students. To do this, both primary and secondary data were used. The primary research comprised both **quantitative (1)** and **qualitative (2)** data.

1. On the **quantitative approach**, the data was collected from the survey conducted within the scope of the work project “Developing a Brand Identity Strategy for the Nova SBE Behavioral Lab”, that pertained to assess the students’ knowledge about the Lab and also to measure the degree to which they were able to describe the lab’s mission, vision, and goals as well as to their ability to mention its main characteristics. All this aimed at checking if there were major gaps between the students’ perceptions and how the Lab would like the brand to be perceived and what it wants to transmit. In addition to that, the survey’s data also revealed some reasons for which students thought they have never been part of a lab research session. The survey questionnaire can be found in Exhibit 3.

2. Alternatively, the **qualitative data** gathered from one interview with the head of scientific communication and one of the Lab managers, provided valuable inputs about the current organization of the Communication Strategy of the Lab: who is responsible for what tasks and about the level of autonomy regarding making changes in the website content or including different elements in the website. On top of that, the interviewee also named different points of improvement in regard to the current strategy and model embraced by the Lab, as well as new tools to use, such as social media. The discussion guide that served the interview can be found in Exhibit 4.

The primary data was then complemented by secondary research, focused on understanding the *modus operandi* of similar Labs across Europe. For this, web search across the different Labs identified as best practises, with special focus on the ESADE Decision Lab (Exhibits 5,6 and 7), was a good benchmark to identify communication vehicle ideas and possible recourses used.

4. Literature Review

One cannot talk about communication without understanding its importance in the brand value. On this matter, Brand Equity is the most used concept to assess the value of a brand. One dominant view on the Brand Equity concept is articulated by Keller and captured in the pyramid that embodies the Customer Based Brand Equity Model (Exhibit 8). The former defended that the power of a brand “lies in what customers have learned, felt, seen and heard about a brand” which is, in other words, what keeps stored in consumers’ minds (Keller 2003, 9).

According to Keller (2003), having a strong brand results in marketing advantages such as: greater loyalty, improved perceptions and increased marketing communications effectiveness. As such, the reason for brands to keep a close eye on this becomes obvious. They all want to have loyal customers, bonded to the brand, using as much as possible their brand. Hence, the true challenge lies on ensuring they use appropriate **communication tactics** that can cover their **key audiences**, placing positive associations in the minds of those audiences, because if they succeed on that, consumers will tend to react favourably towards that brand marketing and communication activities. Going into more detail about the model presented by Keller, one can see that the model follows an interdependent number of steps. As Keller (2003) described, the first step when building a strong brand is to create and manage a brand identity, so that, as claimed by Kapferer (1997), a brand knows exactly what to send: What the brand values are, what it stands and what makes it unique (Keller 2003). Making use of brand elements like **marketing and communications programs**, brands will raise awareness and so generate what is in the base of the customer-based brand equity pyramid: *Brand Salience* (Keller 2003). This approach claims that without the awareness element, having an identity does not do much for a Brand.

Simultaneously, the implementation of those communication programs mentioned before, apart from making a brand visible to the public, also aspire to induce thoughts about a brand in

the minds of the consumers. The associations consumers/users will have regarding a certain brand are called *Brand Image*, which is the second stage of the pyramid and a particularly relevant one, since it illustrates to what degree have managers succeed in transmitting the brand's identity, uniqueness and value. The way receivers perceive a brand will determine the positiveness of their responses, the third level of the pyramid. Positive brand judgments and feelings are of great importance because they can favourably impact consumer behavior, as described by Keller (2003). To conclude, the fourth step is described as a **relationship** between the brand and consumers that will emerge after the responses. For instance, if the knowledge consumers have about a brand turns out to be unfavourable, then it is most likely they will not develop any bond with the brand, nor buy it. On the contrary, if consumers sync with brands, they will tend to develop a loyal relationship and actively seek to use the brand, or interact with it.

In summary, Brand Equity is built by the interactions consumers have with a brand, and the various types of communication tactics facilitate the strengths and duration of these interactions and relations. Creating a strong Brand Equity involves having a clear vision regarding its identity and then **communicate** it correctly, generating awareness, linking strong, favourable and unique associations in consumers' minds, leading to favourable judgments, in the end opening doors to a loyal relationship. Hence, the Lab needs to have a structured and strategic way of communicating with its key audiences. Rossiter and Percy (1997) reinforced the imperative character of Marketing Communications (Marcoms), arguing that Marcoms are the best tool to achieve "commonality" between how the managers would like the brand to be perceived, and how customers/users perceive it. The same authors delineated a series of steps, later on adopted in this work project, that they considered being of high importance for the construction of a communications plan. Examples of these steps are: positioning the brand, defining the objectives and target of a certain communication activity, set up different and

creative strategies involving different tactics for the different audiences, and lastly select the channels for those campaigns, whether traditional or modern media.

5. Communications plan

The purpose of this communications plan is to give a thorough plan for Nova SBE Behavioral Lab managers on how to communicate its identity, purpose and value. By adopting this plan, the Lab is making great steps in cultivating positive associations about it, also sowing the seeds to positive responses and a favourable relationship. Not only that but having clearer and more efficient communication with its key target audience will also serve as a guide for external communication.

The plan will be composed of two main sections. The first one will be focused on the strategy behind the communications plan, which includes the plan objectives, then followed by the description of the targets and the different messages conveyed to each of them. The second part will be centred on the implementation, where actions regarding several touchpoints will be recommended. An overview of the plan can be consulted in Exhibit 9.

5.1. Strategy

5.1.1 Objectives

This communication plan objectives are to increase the number of participants, users and research publications. As such, the Lab's communication will need to raise awareness about the importance of the Nova SBE Behavioral Lab within the Nova SBE community, as an interdisciplinary research facility of valuable importance for scientific knowledge and the students learning journey. Moreover, the purpose of fighting against lack of scientific thinking and poorly done research about human behavior, as well as the identity of a caregiver, a high-quality scientific research space centre and a space of free access to student pools in a controlled environment should be recognized by every community member targeted.

After raising awareness, two other objectives emerge, generate attitude and purchase intention/facilitation. That is, the whole purpose of putting efforts in presenting a brand is that in the end, consumers choose it, and one way of doing that is if consumers think the brand is capable of meeting the motive it leads to the purchase or usage of that brand. In the case of the Lab, as it will target students that have never participated in a single Lab research session and professors that had not accepted to turn their course eligible before, most likely they will not be aware of the Lab and how to participate, nor of what the Lab can give them. As so, the Lab first need to present itself to these two audiences and convey the messages that will impulse and facilitate the usage, which is, participating in the Lab.

5.1.2 Target Audience: Non-Lab users

According to the problems diagnosed before and having in mind the objectives stated in the previous section, it becomes natural that our target audience should be on one hand students eligible to participate in the Lab and on the other hand potential professors, as they are the ones allowing the course students to participate in the lab. To reinforce, prospective students and professors will be the **core audience** of this plan.

As it is the case with most communications plan, there are spill overs and other audiences possibly covered: which is the case for existing participants, either students or professors. Those are students already participating in research sessions, or professors that had already made their course eligible. These two groups can always benefit from the increased communication, because they get to know more about the Lab, but will not be the main focus of this plan.

5.1.3 Key Message for each audience

Students

The students' first motive for using the Lab is the accreditation of bonus points in their final grade and the second is to collaborate on the production of scientific knowledge, results that

came out of the survey ran under the Brand Identity Strategy report. Consequently, if students believe that the Lab is capable of meeting the benefits they claim, they will most likely express a desire to participate. As such, the message directed to students should highlight their benefits in terms of bonus points and contribute to deepening the knowledge on human behavior.

Professors

Concerning professors', there are two main reasons that drive their decision about turning their course eligible or not, having an available subject pool and collaborating to the development of scientific knowledge, **functional** and **emotional reasons**, respectively. On one hand, the message directed towards professors should produce in them feelings of sensorial gratification, that is, pride for contributing to scientific progress about human behavior.

On the other hand, the message should also address the functional reasons that make the Lab an attractive tool to use. Firstly, if professors are interested in running experiments within the range of options available in the Lab, the Lab will definitely assist them in the process that running a study involves (controlled environment, subject pool, software). Secondly, it will be a complementary element for their students' learning journey and should be highlighted.

5.2 Implementation

The Lab used to communicate with professors through face to face meetings, and with students through the Moodle page to which they have access once they are enrolled in an eligible course. A common communication platform for both audiences is the official NOVA SBE website, in which the Behavioral Lab has its specific page.

The problem diagnosed was mainly in terms of an imperfect usage of the current communication vehicles rather than a problem of not using adequate channels. Hence, this work project focus on the already used vehicles. Nevertheless, to increase the probability of covering all possible members, social media is another recommended channel. This

combination between new and currently used vehicles will provide a wide range of options capable of targeting each audience in the different touchpoints.

5.2.1 Website content

5.2.1.1 Lab promotional and informational video

The current website presents all the information in written text, under certain tabs: beginning with one that does an overview of the Lab, and then specific tabs for professors and students. Including a promotional video, very dynamic and captivating, would be an appealing alternative to explain the main elements about the Lab: purpose, topics of study, methods of study and the role of facilities on that, participants allowed, benefits for participants and overall contribution to science and the university. Moreover, the video could end with students' and professors' testimonials, explaining their past experience in Lab research studies. Having a student perspective would, on the one hand grant credibility to what the Lab does, and on the other hand make students relate and feel more comfortable on participating. In the very end, it would refer to a link leading to the download of the brochure, presented below, in which more information would be provided. The metric number of views will then give an idea of the impact and engagement of the video.

Nova SBE communication has relied on videos to raise awareness and give information for many different topics like new master programs, career fairs and other event announcements or wrap-ups. These videos have generated impact and presented a good reach, with thousands of visualizations and so are a good way to spread the word about what is happening at Nova.

5.2.1.2 Brochure for students

Another suggestion is to create a brochure available for download on the website with more detailed information directed to students, complementing aspects less specified in the video, in a simple, attractive and easy-to read way. Data on number of downloads could also assist the managers to understand the efficacy of the brochure. To account for privacy issues, the

download of the brochures for the internal audiences should require authentication factors, so that no internal information is disclosed to the general public.

This brochure would start with information about the Lab (small description of foundation and purpose) and the type of studies carried out in the Lab. After that, it would have detailed instructions to help students understanding how to participate, explaining who is eligible to participate and what are the required steps, such as enrolling on the moodle page. To conclude, the last pages would explain what the participant's tasks would be, the benefits associated with that participation and the rules it needs to comply with.

5.2.2 In class brief for students

Students' decision of participating in Lab sessions depends on the decision of the professor to turn their course eligible. As such, at the start of each period, it is part of professors' responsibilities to inform students of their opportunity and to instruct them to sign-up on the Moodle page of the Lab to read the instructions and register appropriately in a session to receive the grade bonus. According to information provided by the Lab managers, in the case of three courses, students enrolled in research sessions, would indeed complete the participation, almost 100% of the times (Exhibit 10). Accordingly, this suggests that what is preventing more students from participating is not the bouncing rate (students enrolled that did not end up participating). Let us take the example of those same three eligible courses, lectured in the first semester of the 2020/2021 academic year (Exhibit 2): None of the three could get a participation rate, defined as the percentage of total class students enrolling in studies, above 75%. The reasons for this might relate to something students identified in the survey as "lack of communication".

Consequentially, it is imperative to plan a presentation, ensured by the Lab managers, so that these miscommunication errors are mitigated. Moreover, to account for students skipping classes or not paying attention whenever the instructor is explaining their possibility of

participating in the Lab, the same tool presented above, the brochure, should be forward by the course instructor to the students' email. This should increase the probability of a student to get familiar with the opportunity it has on hands.

5.2.3 Face-to-face meetings with professors

Personal meetings will prevail as one of the main pillars used to inform professors about the Lab. Normally, the Lab was showcased whenever there was the opportunity to, in the context of faculty meetings prior to the start of an academic year. In fact, according to the Lab managers, this was the main strategy used to attract professors, in the Lab initial months/years, but due to lack of available time and later on the covid restrictions, it has been paused ever since and has now taken another form, of approaching professors in an informal way. Supported by its early proved results in gathering professors' interest, these meetings should be put in practice again, but with a different format hereby proposed.

More professors should participate in the presentation sessions made by the Lab managers. The survey uncovered the fact that professors teaching at Nova for years still did not know about the Lab's existence, or if so just recently. In such cases, once they got informed of the Lab, most often they did not raise any problems on making their course eligible. Therefore, the Lab managers should prepare a list of potential professors, using a fit analysis. Afterwards, all professors included in the list should receive an invitation from the Lab managers. Also, this session should happen prior to each academic year and targets for number of professors attending the sessions and then converted into participants, should be set.

The old system of waiting until the end to showcase the Lab in a general session about the University, led to rushed presentations, or in the worst case, no presentation happening at all. If the Lab misses these opportunities, it will be unable to collect more courses. Thus, having a unique slot to introduce the Lab, with potential professors previously selected will concede more time to the Lab and be much more effective. The event should begin with a presentation

about its history and purpose of the Lab, its functioning and opportunities for professors, past achievements and development since foundation. Included in the presentation, a professor's testimonial, formerly invited, about his or her experience with the Lab. Secondly, after the presentation, the managers could do a tour to the lab's facilities, so that professors could get acquainted with the recourses and space that the Lab possesses.

5.2.4 Social Media

Social Media plays a vital role in today's brand communication tactics, especially among millennials and the Gen Z. In fact, according to the head of the scientific communication, Nova SBE has very good results on social media. Up until now, there is no content regarding the Lab in any of the University's social media pages, nor specifically pages for the Lab. According to the head of the scientific communication, it is very unlikely that the university has time to share posts on their general account about the Lab, and even if so, it would be cannibalized due to the high volume of posts. Hence, it urges the need to create personal Instagram and LinkedIn pages, with informative posts regarding the Lab. These social media pages should on one hand promote the Lab's activities and research happening, as well as results, and on the other hand have a call to action feature, like "click here and join" should facilitate the process of enrolment. While scrolling in the Lab's Instagram page, the student, if eligible, could with one click be redirected to the enrolment page. A paid employee or a volunteer (a university student) could be in charge of creating content, as managers lack time for that. To conclude, this is also a good tool to keep track of the current performance of their social media strategy, as the app provides up to date metrics like the number of views, comments and likes, as well as click-through rates.

6. Limitations and further research

Regarding the online survey used, there were limitations in the heterogeneity of the sample, mostly composed of master students. Apart from that, it would be interesting to have data for a wider range of courses listed as eligible, as well as interviews with non-Lab participants

students that were part of those classes, to understand their motives. As such, further research on this matter would be useful to verify the reasons for deciding to not participate. Additionally, data on the number of visits, time spent and clicks on the Lab's current online page would have been useful to understand what is the behavior when navigating in the page, and so better address those issues. A final limitation is due to a lack of information regarding the functioning of the communication at Nova, the events in which the Lab can be promoted and tools that can use. Even though the managers were always available to provide information, these processes are very centralized and sometimes not even of their understanding.

7. Conclusion

The Lab is an important research facility of great importance for the researchers to develop their studies, but also for the students learning experience and to the reputation and prestige of the university as a whole. However, due to its early stage, and with all the work involved on the operational side of the Lab, the communication strategy has not been a priority for the managers. As a result of this, as time goes by the Lab is facing difficulties in increasing its subject pool and so foster growth. This is a result of the lack of awareness and attitude many university professors and students still have regarding the Lab.

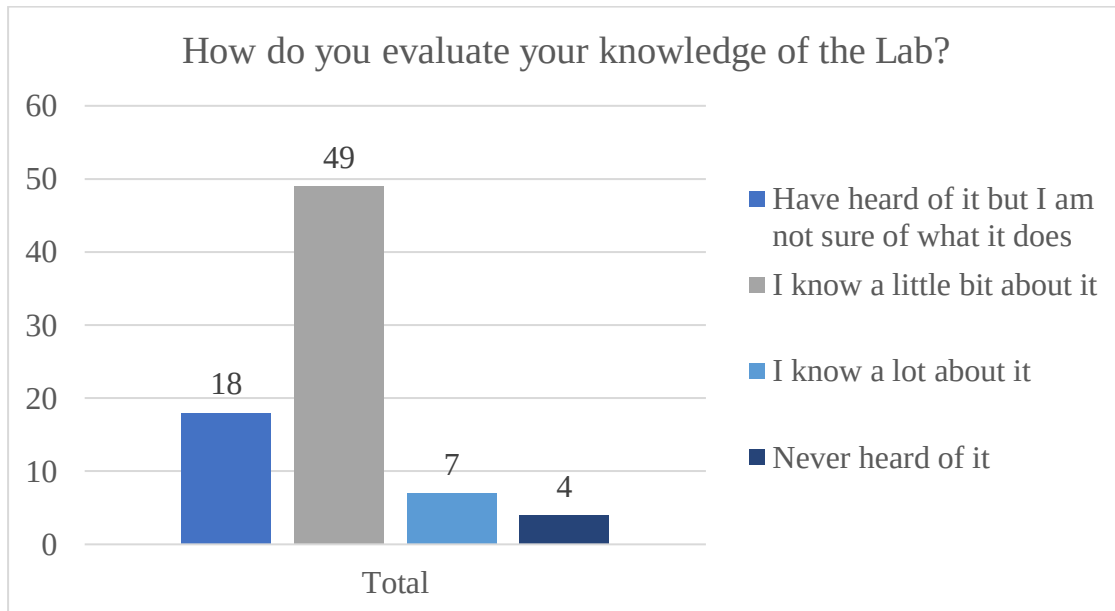
Thus, this work sought to tackle the current lack of communication efficacy of the Nova SBE Behavioral Lab through a set of recommendations regarding which audiences to target and what vehicles to use. It suggests improvements on the already used initiatives, like the website and the meetings, but it also advises on using modern media like Instagram and LinkedIn pages. In a not so big community like Nova SBE, the Lab should be able to contact with almost every member and encourage them to contribute positively towards its development. Bettering the communication between the Lab and the university's community is essential to drive more engagement and with that, growth. Overall, this plan's efficacy will be measured by the evolution of the participation rate and the number of yearly participants.

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Appendix

Exhibit 1: Knowledge about the Lab



Source: Brand Identity Strategy report

Exhibit 2: Participation rate of the students belonging to each of these three courses

Course	Participation rate
Behavioral Economics and Finance	67.5%
Human Resources Management	73.9%
Leadership and Change Management	58%

Source: Lab Managers

Exhibit 3: *Online survey ran in the Brand Identity Strategy report*

Introduction

Dear participant,

Thank you for taking some time to answer the following questions.

We are Masters students at Nova SBE and in the context of our work project we are auditing the Nova SBE Behavioral lab. To successfully complete our study we need lab users' opinions and that is why your insights are highly important! It will not take more than 5 minutes, for real! We kindly ask you to answer as **truthfully as possible**. The data will exclusively be held for research purposes and your identity will be kept **confidential**.

Thank you once again for your time! Let's start!

Do you have the time to help?

Yes 🚀

No 😓

Demographics

We know it might be a bit boring, but we really have to start with this.

Are you enrolled at Nova SBE?

Yes

No

Are you an Undergraduate or Masters student?

Undergraduate

Master

What program are you taking?

Please indicate your age.

Gender

Male

Female

Non-binary / third gender

Prefer not to say

Knowledge about the Lab and experience with it

How do you evaluate your knowledge of the Nova SBE Behavioral Lab?

Never heard of it

Have heard of it but I am not sure of what it does

I know a little bit about it

I know a lot about it

Have you ever participated in a study?

Yes

No

If your answer was yes, can you please tell us how many times?

Was that participation online and/or offline? (You can choose **more than one option**)

Online

Offline

How would you rank your experience when participating at a research?

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Registration process	☐	☐	☐	☐	☐
Learning process	☐	☐	☐	☐	☐

Are you satisfied with the current amount of courses offering Lab participation?

Yes

No

To what extent are you satisfied with the registration process via moodle?

Extremely satisfied

Moderately satisfied

Slightly satisfied

Neither satisfied nor dissatisfied

Slightly dissatisfied

Moderately dissatisfied

Extremely dissatisfied

Are you aware of the mission/goals of the lab?

Yes

No

Please describe them briefly.

Please describe how important are the following features to you when you consider participating at a Labs' research.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
The registration process is simple.	☐	☐	☐	☐	☐
To Receive 0.2 extra credits on my grade.	☐	☐	☐	☐	☐
Please click on very important.	☐	☐	☐	☐	☐
Knowing what the research is about beforehand.	☐	☐	☐	☐	☐
To be able to receive up to 0.4 credits on my grade by participating twice for one course.	☐	☐	☐	☐	☐

What benefits would you like to achieve when you participate at a research? (You can choose **more than one option**)

To receive extra credits on my grade

To gain more knowledge about specific research

To have fun and engage with others

To support scientific knowledge

We conclude with an imagination game! If the lab was a person, what characteristics do you think would best describe it?

Introvert	☐	☐	☐	☐	☐	Extrovert
Creative	☐	☐	☐	☐	☐	Rational
Careful	☐	☐	☐	☐	☐	Risky
Collaborative	☐	☐	☐	☐	☐	Egoistic
Insecure	☐	☐	☐	☐	☐	Confident

Exhibit 4: Discussion guide with the head of scientific communication at Nova

Purpose

To receive deeper insights about the Lab's current communication strategy and model used.

Introduction & Process

Within the scope of a work project, I am currently developing a communications plan to the Lab. The goal is to create a strategy, defining who the target should be and what tools should be used.

Let's get into it!

1. Warm-Up

- What was your role in the Nova SBE Behavioral Lab?
- For how long have you been involved in this?
- What do you think about the Lab?
- Have you had any encounters with the Nova SBE Behavioral Lab? How would you describe the mission and goals of the Nova SBE Behavioral Lab in your own words?

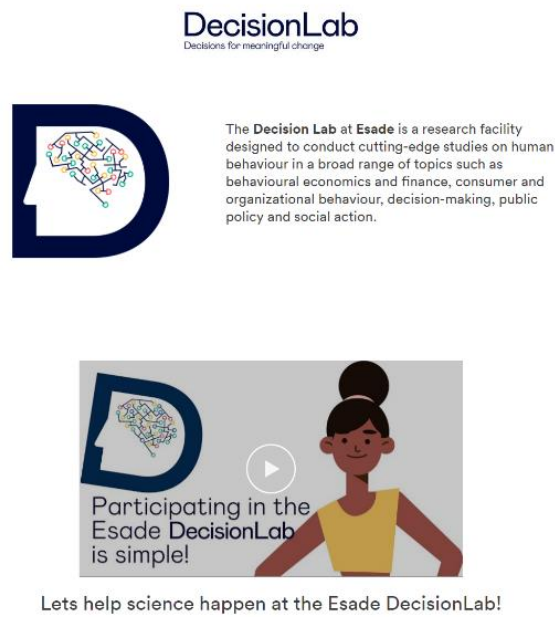
2. Lab's current communication strategy and department structure

- What is the Lab current communication strategy and how was it developed?
- How is the Lab communication department structured? Who is responsible for what?
- What is the process like whenever the managers want to change something on the website, or want to alter/ add communication vehicles? Do you propose changes to the Lab's communication strategy used?
- What is the level of autonomy to change website info or tabs, build social media pages, or even to change the layout?

3. Improvement points

- Name improvement points on the current tactics used, and propose additional communication vehicles that could be adopted by the Lab?

Exhibit 5: Promotional Video in the ESADE Decision Lab website page



Source: ESADE Decision Lab website page

Exhibit 6: Brochure in the ESADE Website page



Source: Brochure in the ESADE Website page

Exhibit 7: Example of a page from the ESADE brochure

What type of studies does the Decision Lab conduct?

The Decision Lab carries out studies by ESADE researchers to understand how human and social factors contribute to scientific advances and innovative technologies.

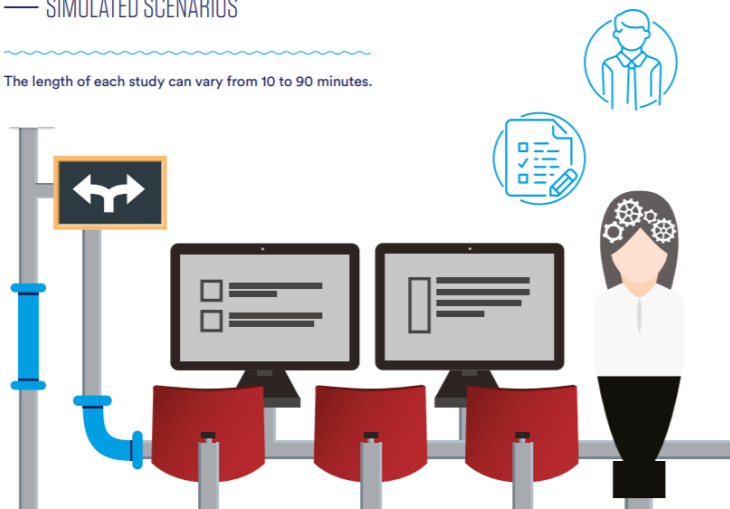
Our facilities and software are suitable for a wide range of studies ranging from simple questionnaires to computer role-playing games or performing a daily task in a simulated scenario such as a supermarket aisle or the living room at home.

— ONLINE AND ON-SITE STUDIES

— ROLE-PLAYING GAMES

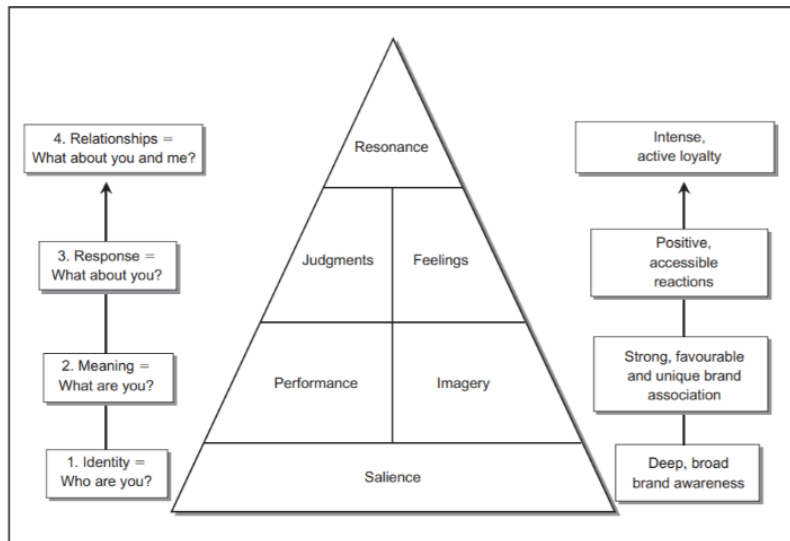
— SIMULATED SCENARIOS

The length of each study can vary from 10 to 90 minutes.



Source: Brochure in the ESADE Website page

Exhibit 8: Brand Equity pyramid model



Source: (Keller 2003)

Exhibit 9: Communications plan overview

Key target audience	Marketing Communication Vehicle		Messages to communicate		Timings	Metrics
Students	Social Media			Posts about: - what is going on in the Lab, studies conducted and released. -The Lab's facilities being used by the students and explain the benefits of participating. - Students' testimonials. -Meet the team: Presentation of the Lab managers and researchers. -“Did you know?” using conclusions driven in past Lab studies. All in all, the message is to communicate the Lab's	-Throughout the year, but with a special focus on the studies enrolment deadlines.	-Number of views, likes and comments. -Number of clicks in the “click here and join us” call to action link.

		Lab promotional and informational video	-Overview of the Lab (including its facilities and recourses). -Foundation, mission and goals. -Link to the brochure.	purpose, benefits, participants achievements.		
	Brochure			-Lab's purpose, benefits and procedures.	-Always available for download in the Lab's website. -Sent to the students' email in the in class brief day, at the beginning of each academic period.	-Number of brochures downloaded through the website.
	In class brief			-Lab's purpose and benefits. -Opportunity to earn bonus points. -More information available in the moodle page.	-Beginning of each academic period.	-Participation rate.
Professors	Face to face meetings			-Lab's purpose, mission and goals. -Opportunity to have a controlled space with a subject pool ready to use for their experiments. -Learning opportunity for students.	-Beginning of each academic period.	-Number of professors attending the session. -Conversion rate: % of professors turning their courses eligible.

Source: Author's creation

Exhibit 10: *Participation rate of enrolled students in research sessions, from total eligible courses of the first semester of the 2020/2021 Academic Year*

Weeks	Participation
Week 1	98.3%
Week 2	99%
Week 3	97.5%
Week 4	97.3%
Week 5	97.6%
Week 6	96.5%
Week 7	98.5%
Week 8	97%
Week 9	93.2%
Average	97.2%

Source: Lab managers

A Work Project, presented as part of the requirements for the Award of a Master's degree in
Management from the Nova School of Business and Economics.

DEVELOPING A BRAND IDENTITY STRATEGY FOR THE NOVA SBE
BEHAVIORAL LAB

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21/05/2021

Abstract

The Nova SBE Behavioral Lab is exploring opportunities to strategically involve external sponsors into its functioning to generate research-focused synergies. However, there is currently no alignment on an articulated brand identity for the Lab. This makes it difficult to determine a fit with potential sponsors. To close this gap, in-depth interviews with the Management, current researchers, and best-practice institutions have been conducted and analyzed. Furthermore, a survey was developed to gather insights from Nova SBE students. The derived recommendations include prioritizing brand-building efforts, which will ultimately enable the Lab to strengthen its credibility and brand awareness.

Keywords: Brand Development, Brand Strategy, Brand Identity, Strategic Brand Analysis

Acknowledgments

First and foremost, we would like to thank our supervisor Sofia Kousi for her guidance throughout this project. She constantly provided us with valuable insights, steering us in the right direction whenever needed.

We would also like to thank the Lab's management, Irene Consiglio and Samantha Sim. Their dedication and passion towards the Lab are truly admirable and motivated us to work hard, even in challenging times of the pandemic.

Lastly, a special thanks goes out to all interview partners. We are grateful for their willingness to share knowledge that contributes to the success of this project.

This work used infrastructure and resources funded by Fundação para a Ciência e a Tecnologia (UID/ECO/00124/2013, UID/ECO/00124/2019 and Social Sciences DataLab, Project 22209), POR Lisboa (LISBOA-01-0145-FEDER-007722 and Social Sciences DataLab, Project 22209) and POR Norte (Social Sciences DataLab, Project 22209).

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1 Introduction

1.1 Background

1.1.1 The Nova SBE Behavioral Lab

The subject and client of this Work Project is the Nova SBE Behavioral Lab (in the following also referred to as “Lab”), which was established in 2018 on the Nova SBE campus in Carcavelos, Portugal. It is “an interdisciplinary research facility focused on understanding human behavior in organizations (managers and employees) and markets (consumers and societies)” (Nova SBE 2021). The Lab provides a physical space and a student subject pool to support Nova SBE researchers studying individual behavior. As of now, the facility is designed mainly for computerized experiments and includes software/equipment, such as “Qualtrics”, “Z-tree”, a mouse-tracker, and galvanic skin response sensors. For students, the Lab provides a learning opportunity, as it allows them to participate in experiments and to get exposure to the field of scientific research. Participation is not mandatory for Nova SBE students. However, course instructors can accept their courses for Lab participation, so that inclined students may participate in exchange for an extra credit of up to 0.4 (0.2 per experiment with a maximum of two participations per course) on their final grade. This way, the Lab creates a research community consisting of (1) course instructors, (2) students, (3) and researchers to improve scientific understanding of human behavior.

1.1.2 Problem discussion: The need for a brand identity

A current strategic goal of the Lab is to explore means of incorporating external sponsors into its functioning to create additional revenue streams through research-focused synergies. Any such external sponsor, however, shall be measured not only by potential profitability for the Lab but rather by its potential to ultimately increase the number of publications coming from research hosted in the Lab. Also, as the Lab is dependent on the student subject pool, easy

accessibility and learning experience for students must continuously be preserved and improved, as it benefits both researchers and students.

Subsequently, any potential external sponsor must be aligned with the Lab's core operating principles, which are serving behavioral researchers and having research output as a priority. To ensure such a fit with an external sponsor, it is therefore essential to have a clear understanding of the Lab's own brand identity and vision. Although there is a general alignment on certain principles and goals within the Lab's management, there is currently no clear articulation of the questions "Who are we?" and "Where do we want to go?". This Work project aims to close this gap by developing a brand strategy, to ultimately enable the Lab to determine a fit with potential sponsors and crafting a clear and consistent communication strategy.

1.2 Research objectives and research questions

To address these different dimensions, the following research objectives have been articulated for this Work Project:

- RQ1.1: How is the Lab currently assessing its customers, competitors, and existing brand image?
- RQ1.2: Are there currently any gaps of perception between the Lab's management and its key audiences?
- RQ1.3: What elements should compose the brand identity of the Nova SBE Behavioral Lab?

2 Literature Review

2.1 The concept of “brand” and “brand identity”

What is a brand?

The concept of brand has been the subject of various literature for a long time and there is not one unique definition for the term. Nevertheless, Kapferer (2008), Koetler and Armstrong (2012), and Keller (2013) share the idea that a brand is more than its tangible characteristics. Keller articulated this by making a clear distinction between brands and products (Keller 2013). According to him, brands are much more than the products sold under their name and have dimensions that are capable of differentiating them from other similar products designed for the same need (Keller 2013). adds to this definition by stating that “products increase consumer choice, brands simplify it”. More recently, Kotler and Armstrong (2012) presented a very broad “brand” definition, which focuses on the consumers and managers perspective, and accounts for both tangible and intangible characteristics: “Brand is not merely a collection of names & symbols but a key element in company’s relationship with consumers because brand represents consumers’ perceptions and feelings about a product and its performance.”

What is “brand identity”?

There are a lot of elements falling under the concept of branding, one of them is the idea of brand identity. To understand the meaning behind brand identity, it is important to first focus on the origin of the concept. The term “Identity” is rooted in the Latin language and originates from the word “idem”, meaning “the same”. Yet, the term indicates both similarity and difference. On one hand, identity is consistent over time and something we uniquely possess to distinguish one from the other. On the other hand, identity also suggests a relationship with a larger collective (e.g., national identity or cultural identity). Researchers like David A. Aaker (1997) converted these features of identity into the process of developing a strong brand, where

the identity serves to guide a brand's direction, purpose, and meaning. Missing an identity would be like a "ship without a rudder" (Aaker 1997). According to Aaker (1997), a brand identity is a unique set of brand associations that the brand strategist aspires to create or maintain. In his opinion, the brand identity lays the foundation for establishing a relationship between the brand and external target groups by creating a value proposition, or "a statement of the functional, emotional and self-expressive benefits delivered by the brand that provides value to the customer" (Aaker 1996). With a clear brand identity, organizations are paving the way for every member to act towards the same central strategy (Aaker 2014). Contrary to a brand's image, which only develops over time through external brand associations, the creation of a brand identity is done by the company itself (Burmam et al. 2017). Ideally, the brand identity is a replication of what the organization wants the brand to be and stand for. All stakeholders who interact with the brand should be aligned, able to express, and care about the brand identity. If this is not the case, a brand is unlikely to achieve its full potential and will be vulnerable to market forces, such as price competition (Aaker & Joachimsthaler 2000). The importance of brand identity is also emphasized in other brand-building frameworks, such as Keller's customer-based brand equity pyramid on brand building (Keller 2003), in which Brand Identity is the basis of the model.

2.2 Brand identity-building framework and brand identity's building elements

After introducing the concept and acknowledging its importance, the question is how to successfully develop a brand identity consistently. One widely acknowledged framework is Aaker's *Brand Identity Planning Model* (Image 1) which is composed of three interdependent steps: **(1)** Strategic Brand Analysis, **(2)** Brand Identity System, and **(3)** Brand Implementation System.

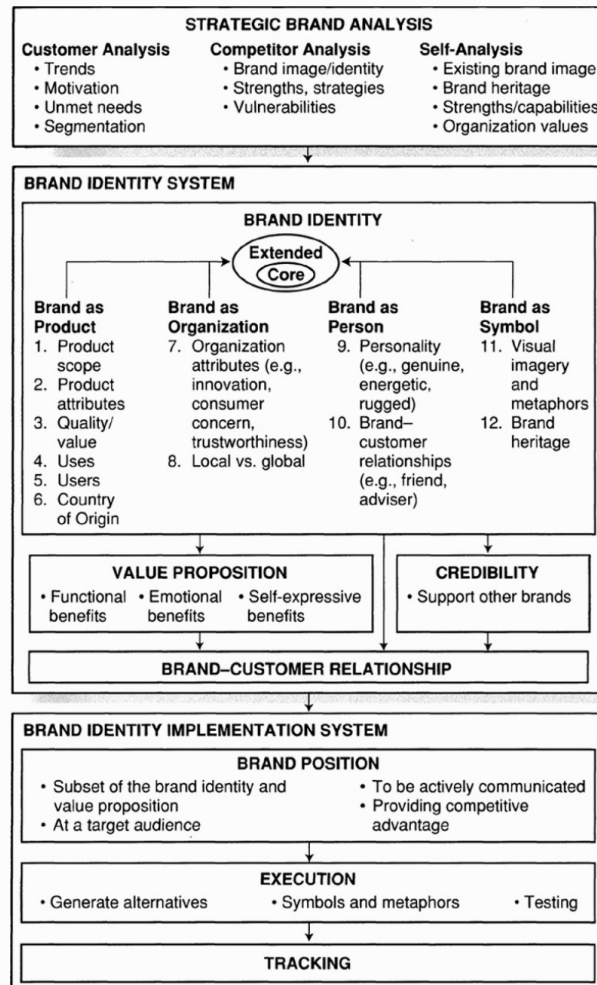


Figure 1: The Brand Identity Planning Model (Aaker 1996)

In the following lines, a thorough explanation of what is involved in each stage will be given:

In the first stage, the **Strategic Brand Analysis**, Aaker (2014) states that looking at the context in which the brand is involved should come before the Brand Identity System. The reason for this is linked to the fact that brands need to make certain strategic decisions that very often impact their identity: having different product classes, changing their value proposition, etc. As a consequence, brands should first analyze the market from different viewpoints, enabling them to have a clear view of where they (would like to) stand (Aaker 2014). To gather a thorough understanding of the brand context, that analysis should be done from **three** different angles:

The (1) **customer analysis** allows brands to understand their customers' unmet needs, trends and motivations, and to finally group them into segments. These are important insights for brands to resonate with customers, something that Aaker (2014) identifies as crucial to develop an effective brand identity. Knowing this kind of information will enable the Nova SBE Behavioral Lab to close potential gaps between the Lab's offer and customer needs, and to understand whether to adopt distinctive positioning strategies for different segments. Segmenting customers helps to get a clear view of these different motivations and needs and to approach them accordingly.

Secondly, Aaker advises getting an understanding of **competitors**, including their identity, positioning, strengths, and vulnerabilities. Analyzing how a brand stands in relation to others will help to craft a strategy to either match specific dimensions or to differentiate from them.

The third and last perspective of the Brand Analysis is the **Self-Brand Analysis**. This should constitute a moment in which Brand Managers take time to reflect on their brand, including strengths and weaknesses, the soul of the brand, but also to understand how the brand is perceived by the external stakeholders (Brand **Image**) in contrast to how managers would like their brand to be perceived (**Identity**). Also, it identifies what benefits customers are receiving from using the brand (Aaker 2014).

The second stage of the Brand Identity planning model, the **Brand Identity system**, or as Aaker described it, "the heart of the Brand Identity Planning Model, is used to derive a Brand's Identity (Aaker 2012). In his opinion, identity should resonate with consumers and be composed of two layers. The core identity representing "the timeless essence of the brand", including the "associations that are most likely to remain constant, as the brand travels to new markets and products" (Aaker & Joachimsthaler 2000). On the other hand, extended identity should not resist change, but rather change when necessary.

Elements of the **core identity** should make the brand unique and valuable, answering the following questions: “What is the soul of the brand?”; “what are the fundamental beliefs and values that drive the brand?”; “what are the competencies of the organization behind the brand?”, and “what does the organization behind the brand stand for?” (WARC, n.d.).

Because the core identity is not enough to “perform all of the functions of a brand identity”, Aaker argues that extended elements should “provide texture and completeness” to the brand, adding details that also characterize the brand but could not fit the core identity (Aaker 2012). To assure a complete texture and in-depth analysis, Aaker (2014) suggests looking at the brand not only from the Brand-as-**Product** perspective, which deals with the tangible and intangible aspects of the product but also from three more perspectives:

- **Brand-as-Organization:** Dealing with the organization’s attributes, rather than with the attributes of the products or services it offers, sometimes providing credibility. Oftentimes customers develop admiration for a brand due to the organizational values and culture. As explained later, associations with the Nova SBE brand will provide credibility to the Lab. Also, brands need to decide on whether to go global or local. This decision, along with its Pros and Cons, will be part of the brand identity and provide associations that might be valued by customers.
- **Brand-as-Person:** This dimension approaches the personality aspects of a brand, that is, human characteristics associated with a brand, also referred to as a vehicle for “the customer to express his or her own personality”. Additionally, it can be the basis of the relationship between the brand and the customer.
- **Brand-as-Symbol** dealing with aspects like visual imagery, logo, and brand heritage that usually help to gain recognition and recall.

Each perspective will then have different associations, as seen in *Figure 1*. One final remark is that even though all brands should consider these different perspectives, it does not mean they

necessarily have to employ all, but can rather choose to only incorporate the appropriate ones (Aaker 2014).

Upon completion of the brand identity, core and extended, both the **value proposition** and the **credibility** can be derived. The value proposition is important as it states functional, emotional, and self-expressive benefits to fulfil customer needs (Aaker 2014). It is important to highlight, however, that the previous analysis on the customer's side will serve as the basis for the company to determine all these benefits before they are being communicated in the value proposition. When using sub-branding, the associations with the corporate brand are bonded to the "product brand". One of the advantages of having a parent brand is to add credibility, which is exactly what happens in the case of the Nova SBE Behavioral Lab.

Finally, all of the steps before are summarized in an articulation of the brand/customer relationship. The heart of the model (Aaker 2014), the Brand Identity System, develops the identity, which helps to derive a value proposition and credibility to customers. However, as the ultimate goal of the system is to build a **strong bond** (relationship) between customers and the brand, the articulation of this relationship, backed up by brand identity, value proposition, and credibility can be seen as the summary of all these steps.

3 Methodology

3.1 Research Design

The research for this project contained both primary and secondary data. Secondary data was mainly collected for information on competitors or best-practice institutions, to benchmark the Nova Behavioral Lab relative to other players operating both in and outside the country. This was important to understand which aspects the Lab still needs to improve, if it wants to close the gap in quality and size, from other leading European University Labs. Additionally,

industry reports and websites (e.g., the NOVA SBE website) provided insights into market developments, trends, and existing processes. Primary data was collected with the motivation of gathering a holistic understanding of different stakeholder needs and perceptions and included both qualitative and quantitative data collection.

3.2 Data collection and analysis method

3.2.1 Qualitative approach

For this project, a total number of fourteen in-depth interviews have been conducted with three different groups of stakeholders: The Lab's management (3), signed-up researchers currently working with the Lab, including Assistant Professors and PhD students, (9) and (former) managers of best-practice institutions (2) (for the list of interview partners see *Appendix 1*). Interviews were scheduled for a duration of one hour and, due to safety regulations in the context of the Covid-19 pandemic, were conducted entirely virtually via Microsoft Teams. An interview guide for each of the stakeholder groups was developed as preparation and served as the basis for each conversation (*Appendix 2, 3 & 4*). At the beginning of each conversation, interview partners have been asked for their consent to record the session. This allowed for a transcription of the conversation afterward using software from "otter.ai", to analyze the interviews in appropriate detail. The transcribed information was then collected and organized in a Microsoft Excel spreadsheet, which reflected the various dimensions of the interview guide for each stakeholder group. This allowed for direct comparison and to highlight commonalities and points of differentiation.

3.2.2 Quantitative approach

After getting a good understanding of the stakeholder groups mentioned above, an online survey was developed to challenge or verify the main insights gathered during the qualitative

data collection. Also, it allowed for additional insights from the last key audience of the lab, as it was specifically designed for students at Nova SBE. The survey was developed with Qualtrics and consisted of 20 questions, including categorical and ordinal variables, as well as open questions. A total number of 81 students (Bachelor and Master's students) have responded to the survey over a period of four weeks. However, the first few questions had the purpose of preliminary screening, filtering for students currently enrolled at Nova SBE, that had already participated in research experiments run by the Nova SBE Behavioral Lab. Respondents not falling into this category, i.e., Alumni or students that never had any interactions with the Lab were neglected for the preceding analysis. The responses of the remaining 60 students were analyzed using descriptive statistics and qualitative analysis for open questions (*Appendix 5*). For the descriptive statistics, the data were exported into Excel, where it was organized and explored through frequencies, ranges, minima/maxima, mean values, and standard deviations.

4 Key Findings

4.1 Strategic brand analysis

4.1.1 Consumer analysis

Two consumer groups have been identified for the Nova SBE Behavioral Lab: Researchers and Nova SBE students. The key findings of the data collection will be analyzed along the four dimensions of the consumer analysis, as suggested by the Brand Identity Planning Model.

Researchers: Motivation

Based on the conducted interviews, one main driver of motivation identified amongst most researchers is the desire to produce high-quality research. In the context of the Nova SBE

Behavioral Lab, one important factor is the physical space that it provides. Interviewed researchers repeatedly highlighted the importance of having a constant space within the university, as opposed to conducting experiments online. One Assistant Professor even stated, that if it was not for the physical lab, he would have not come to Nova SBE. The current Covid-19 pandemic highlights this, as many have concluded, that experiments conducted online produce less reliable data due to the lack of a controlled environment. Examples given included researchers not being able to guarantee that participants follow the experiment instructions or get distracted by external influences, which ultimately distorts the outcome.

Besides the opportunity to produce more reliable data, one researcher also mentioned the opportunity to get honest and immediate feedback through participants' reactions throughout the experiment or in conversations afterward. She considers this type of instant feedback more valuable than standardized feedback surveys, as it gives her an understanding of whether an experiment was interesting or not.

Finally, 6 out of 8 researchers mentioned the student participants pool as a main motivational driver to conduct research with the Nova SBE Behavioral Lab. This has mainly two reasons. On one hand, researchers have access to the participant pool for free. Paying external participants quickly liquidates research funds, especially for larger studies with a huge sample size (the usual sample size at the Nova SBE Behavioral Lab is currently between 50 and 100 participants for each condition). On the other hand, external participants are usually recruited via online platforms, so the limitations mentioned above apply. Having a student participants pool facilitates this process, as the recruitment and allocation of students for research studies is usually managed by the Assistant Lab Manager.

Researchers: Trends

There are two main trends identified throughout the interviews. On one hand, researchers shared their desire to create an impact with their work. Oftentimes, the current Covid-19 pandemic was used as an example to highlight the importance of scientific research. Especially in the field of behavioral research, the pandemic showcased various fields of potential further research, including mental health issues or topics related to working and consuming remotely from home.

The second trend is using the physical Lab to match companies and their research questions with applied research to create an ecosystem. This development can already be observed in other behavioral labs that have reached a higher level of maturity, e.g., the Erasmus Behavioral Lab in Rotterdam. These would bring various advantages for researchers, as it enables an exchange with colleagues from other scientific fields, input for research questions, and funding sources.

Researchers: Unmet needs

The current unmet needs and desires of Nova SBE researchers partly build on the identified trends and motivation explained above. Although the student participant pool is widely appreciated, it is also considered too small and not sufficiently diversified. As student Lab participation is not mandatory, shortages of available participants do occur, especially for larger experiments. Since lab vacancies for researchers are limited to one week throughout the academic year, finding enough participants can be an additional source of stress for researchers when the Assistant Lab Manager cannot provide a sufficient number of students for a particular study. This could be mitigated by opening the subject pool to external participants outside Nova SBE students. Many researchers explained that they usually must run a second experiment with an external sample, e.g., a working population, to challenge or verify initial results obtained

with the student participation pool. This is due to the homogenous sample of Nova SBE students and the lack of diversity in demographic and psychographic dimensions. Many journals will only publish scientific research that is based on larger and diverse samples.

Secondly, some researchers are looking for more space and dedicated equipment in the long run. Having more space for the Lab would fulfill two purposes: on one hand, the above-mentioned time constraint of only having one week of lab vacancy per researcher would be mitigated. On the other hand, more space and equipment would allow the establishment of a more controlled environment. Examples given by researchers included waiting rooms for participants, equipped with cameras, eye-tracker, or other wearables, such as VR- or sensor technologies. It is important to highlight, however, that whereas the desire for more space was shared by the majority of researchers, sophisticated equipment needs were only mentioned by two researchers. Most researchers are satisfied with the current level of equipment, as it fulfills their basic needs for computerized research experiments. Other unmet needs address the trend of creating an ecosystem around the Nova SBE Behavioral Lab. Researchers reported they would like to participate in a more structured exchange with researchers from other fields, e.g., in the form of regular seminars/webinars or podium discussions. Adding to this point, some are wishing for a more dedicated online representation. This could help to mitigate the perceived invisibility of the Lab and to reach out to researchers from other scientific fields and/or locations for the above-mentioned events to create a research community. About half of the researchers would expect the Nova SBE brand to contribute to this by leveraging on their corporate network and means of promotion.

Researchers: Segmentation

Grouping the consumer group of researchers can be achieved using different variables. As one of the main objectives of this Work project is to match the Lab, and ultimately

researchers, with external sponsors, segmenting researchers should be approached with this goal in mind. The basis for segmentation should therefore go beyond demographics and address dimensions that enable a quick assessment of a potential fit between external sponsor and the Nova SBE Behavioral Lab. The following segments have been identified:

- Main field of research (main expertise): e.g., Well-being, consumer behavior, fraud, etc.
- Expertise in analysis/experiment approaches: e.g., computerized experiments, field studies
- Industry expertise: e.g., FMCG, banking/insurance, Technology & Telecommunication

Nova SBE students: Trends and Motivation

The analysis of the online survey shows the following trends and motivation drivers for Nova SBE students: all respondents (58 out of 58) stated that receiving extra credit on their final grade in exchange for Lab participation is a main driver of motivation. Almost 60% of the students answered they would hope to support scientific knowledge, while 45% said they participate to gain more knowledge themselves. This shows that for this sample, students of Nova SBE are mainly concerned about the functional benefit of improving their grades. Gaining and contributing to scientific knowledge appears to drive student motivation also, however, to less extent. The research also shows, that 82% of the respondents participated between 2 and 5 times, while only 5% of the students participated just once, showing a trend towards repeated participation.

Nova SBE students: Unmet needs and desires

The research shows that the main desire of Nova SBE students is more accessibility towards the Lab. 61% of the students, that had never participated in any research said it was for a lack of awareness about the possibility to participate. On one hand, this could be due to a lack

of strong advertisement/communication for the benefits of participating in courses, where students are eligible to sign-up for experiments. On the other hand, based on the analysis of open questions within the survey, there appears to be a strong desire for more Nova SBE courses offering Lab participation to allow more students to sign-up. In the current semester, 2020/2021 S1, there is a total of 14 courses offering Lab participation. This is just a small fraction of the overall course offer at Nova SBE. Besides, these courses are usually instructed by active Lab researchers and are therefore not covering a very diversified field of studies. This current situation is neglecting students that have a slightly different focus of study, i.e., Finance, but are still interested in behavioral research topics and/or receiving a credit on their grade in exchange for Lab participation. Given that this grade credit appears to be a strong motivational driver among Nova SBE students, this current mismatch might even have an impact on future elective course bidding strategies and perceived fairness among students when comparing with their peers.

Nova SBE students: Segmentation

The research shows that Nova SBE students are mostly homogenous regarding their motivation to participate in Lab experiments, that is the extra credit on their grade. As a result, there currently appears to be a natural segmentation of students into two groups: students who are enrolled in courses offering Lab participation and are therefore eligible to sign-up, and students who do not have access to the Lab due to their course selections. However, as contributing to scientific research and the own learning experience does appear to motivate a significant number of students also, this should be considered when approaching the segmentation of Nova SBE students. The following segmentation is suggested:

- Students, who would like to participate (either for personal interest or grade credit) in Lab research and are eligible to do so due to enrolment in one of the courses offering participation.
- Students from ‘outside’ courses, that would like to participate (either for personal interest or grade credit) but are not eligible due to enrolment in courses not offering participation.
- Students that have no interest in participating in Lab research, either for a lack of perceived benefit (i.e., grade credit not high enough) or for a lack of interest (i.e., no time, no interest in scientific research).

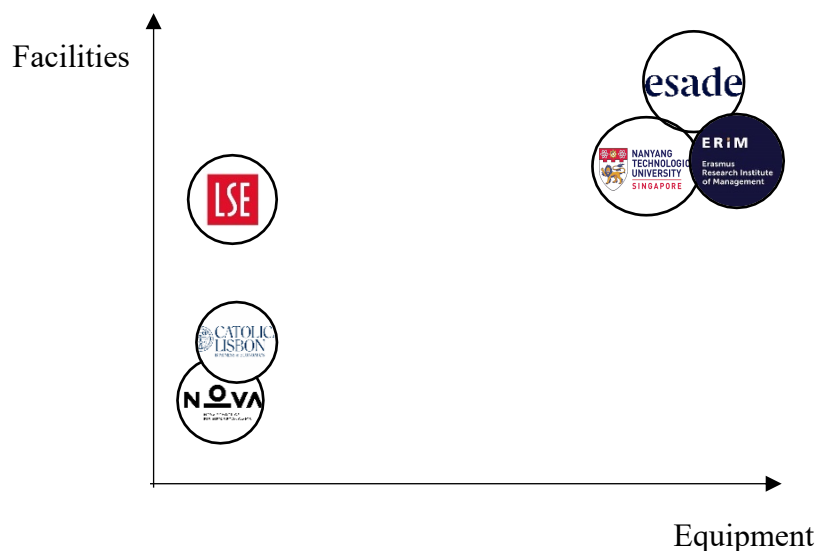
4.1.2 Competitor analysis

Performing a competitor analysis in the context of this Work Project comes with some analytical adjustments. This is due to the fact, that when approaching external sponsors, the Lab is competing not only with other Behavioral Labs in Portugal and Europe but also with other players within the university, e.g., other Research centers. In both cases, understanding the level of maturity of the Nova SBE Behavioral Lab compared to others and trying to adopt best practices observed in internal and external competitors can provide valuable learning opportunities. A more developed Lab will ultimately attract more students and professors, and thus more bargaining power internally in terms of funds and facilities, as also catch the attention of more external sponsors.

Therefore, an analysis of the strengths, strategies, and positionings of other behavioral research labs will be conducted. This will help to understand where the Nova SBE Behavioral Lab stands compared to other Portuguese and European Labs and allows for identification and development of best practices, including the type of equipment and facilities to use, or competitors’ overall *modus operandi*. *Appendix 6* provides an overview of some of these Labs,

including the most direct competitor in Portugal, Católica Lisbon Research Lab, as well as other European Labs that are considered, by indications from Nova Researchers, best practice examples. This table includes data about facilities and equipment, relations to external sponsors, the source of experiment participants, and incentives. The research on these dimensions was the main input for the creation of *Graph 1* that depicts the position of the various labs regarding (1) the quantity and quality of the equipment possessed, and (2) the size and quality of facilities.

This map highlights, that there is a considerable gap regarding these two dimensions between the Nova Behavioral Lab and best practices labs like Rotterdam, ESADE, or the Nanyang Technological University. These Labs are outperforming the Nova Behavioral Lab in terms of the number and quality of publications. Although the fact that the Nova Behavioral Lab has smaller facilities and less equipment does not necessarily mean that it produces less high-quality research than its peers, it might be one aspect to improve one to further close the gap towards these labs.



Graph 1: Perceptual Map (Author's interpretation from the competitor's analysis)

Furthermore, two aspects further distinguish these labs from the Nova Behavioral: firstly, they are providing access to experiments for external participants and therefore expand

the subject pool while also making it more diverse. Secondly, all these labs have been able to work closely with sponsors. As explained before, contact to the respective Lab managers or users of these labs was not possible. Receiving information from insiders would have been interesting to understand what managers consider to be their strengths and points of improvement. It can be assumed, however, that potential aspects of their successful sponsor acquisition include the scale of these Labs and strong communication skills, as most of these successful labs have been able to maintain a healthy relationship with sponsors.

This view was supported by some of the interviewees that know these labs and nurtured admiration for them. Oftentimes they were referred to as incomparable or on “another level” compared to the Nova SBE Behavioral Lab. However, when comparing with the national competitor, one prior user of the Católica Lisbon Research Lab stated that his experience in the Nova Behavioral Lab was much better, as he described the overall atmosphere as more welcoming and comfortable.

4.1.3 Self-analysis

After obtaining an understanding of the customers and competitive landscape, the last step is to analyze the brand itself, focusing on the current brand image, the soul of the brand, and its strengths and weaknesses according to the management and researchers (Aaker 1996).

4.1.3.1 Existing Brand Image

The Lab’s Personality

When it comes to the Lab’s personality, the management and researchers have the same perception. From their point of view, the personality mirrors a person who is very introverted, independent, and interested in science. When asking the management to describe the Lab’s personality, the following answer was given: “Someone who is interested in science,

independent, creative rather than pleasing sponsors – no gender as it serves everyone.” (Management 2021). According to a Researcher (2021), the Lab would also be “that silent person who does not engage with people, but when engaged is ready to help. This person believes in rigor. So it values things being done, in the sense that it is someone who is very clear and follows its rules.”

However, the survey reveals that students have a different perception of the Lab’s human characteristics. When asked which characteristics describe the Lab the best, “extrovert” (~ 45.8 %), “collaborative” (~ 83.1 %) and “confident” (~ 54,2 %) were chosen the most (*Appendix 5*).

4.1.3.2 Soul of the brand

The Lab’s Mission

Both, the management and researchers are aware of the Lab’s mission, which anchors on “understanding human behavior in organizations and markets” (Nova SBE 2021). Yet, according to the survey results, ~ 47 % of respondents seem to be aware of the Labs’ mission and the logic behind it (*Appendix 5*). However, when asking them for a short description in the next step, their answers do align with the mission of the management and researchers (*Appendix 5*).

The Lab’s Vision

The Lab’s vision consists of two key elements: (1) growth and (2) impact. Regarding growth, the Lab aims to become “the largest lab in southern Europe” (Management 2021). Simultaneously, the Lab focuses on doing purposeful research and having an impact with given scientific solutions (Management 2021). The majority of researchers agree with this vision. When asking them where they see the Lab in the future, an Assistant Professor (2021) stated

the following: “The Lab should be recognized as a lab that bridges the two sides: Academic and business/ society. Their output actually has an impact on society. Research that is not too theoretical and actually solves a problem and something current”. One PhD student (2021) shared the same vision, stating that “the Lab can be seen as an ecosystem to practical research matched with company questions to be answered for society. This could also be a point of differentiation, and I think that we could be great in this”.

The Lab’s Values

To determine the values of the Lab, its management and researchers have been asked what the Lab’s common enemy is. The following answers were given the most: (1) fake news, (2) lack of transparency, (3) lack of scientific thinking, (4) naivety, (5) disorganization, (6) badly done research, (7) ignorance and (8) monotony.

4.1.3.3 SWOT matrix

The SWOT matrix (presented in table 1) is used to assess the Lab’s strengths, weaknesses, threats, and opportunities with the most important ones highlighted.

Table 1: SWOT Analysis Nova SBE Behavioral Lab

Strength	Weakness
- Excellence of high-quality research - Access to student pool - Credit-based participation with bonus incentive to the grade - Free research possibility - Learning experience and impact for students - Management’s dedication and support	- Lack of participation pool (size and diversity) - Misalignment/non-existing brand strategy - Lack of space, equipment, and funding opportunities - Lab is too invisible: Lack of promotion and collaboration

- More informal approach (less bureaucracy than other labs)	- Quantity of research - More informal approach (less bureaucracy than other labs)
Opportunity	Threat
- Co-operate with other companies/institutions - Nova SBE brand heritage - Create a research community by bringing people together with the shared passion for research - Extend the participation pool outside of the university to increase the number of overall participants - Find other professors to join the lab (obstacle: the extra credit point) - Attract high-quality teaching staff	- A young-established lab vs. long-established competitors with rich brand heritage - Lack of customizable space for all types of research - Nova SBE does not treat the lab as a very important asset - Losing independence due to working together with the wrong sponsors

As shown in the SWOT table above, the Lab currently owns a set of strengths that can be used as an advantage to develop a unique brand identity.

5 Discussion

This section's purpose is to answer research question 1.3 by presenting the brand identity of the Nova SBE Behavioral Lab and its elements (*Figure 2*) based on the key findings and gaps highlighted in the previous chapter.

5.1 The core brand identity

The core identity mirrors “the timeless essence” of the Lab (Aaker 1996), remaining constant over time (Aaker 1996). A key reason for the Lab's existence is the **high-quality scientific research output**. The Lab is known for its excellence in producing relevant scientific research that offers value to the university and society. The second core element is the

collaborative spirit that comes from the Lab's management attitude in offering unlimited support and accessibility to researchers and students. Lastly, the third core identity element of the Lab is **cultivating interest in science research**. The Lab aims to be approachable and open for everyone – with and without prior research experience – through offering “a safe space for the mind” (Researcher 2021).

5.2 The extended brand identity

5.2.1 The Lab as a Product

The Lab's main product scope consists of **research publications**. The attributes that can be attached to it are free access to a student's pool, the space on campus, equipment, support, and controlled experiments. The product end-users are mainly researchers as well as Nova SBE Bachelor-, Master-, and PhD students. Additionally, the product brand is strongly linked to Portugal as a country and the southern Europe area.

5.2.2 The Lab as an Organization

The attributes that the Lab as an organization identifies with are **integrity, quality, student concern, collaboration, and welcoming**. According to Aaker (1996), a brand should consider whether to position itself as a global brand or focus on connecting with the local market. As the Lab is relatively young, a local linkage is more effective to better understand the audiences' needs and desires and in a second step to grow the respected audience.

5.2.3 The Lab as a Person

“A brand personality can be defined as the set of human characteristics associated with a given brand” (Aaker 1996). In the Lab's case, the audience should associate it with a middle-aged, non-binary person that is **caring, open-minded, truthful, intelligent, and down-to-**

earth. To articulate the analyzed characteristics and shape the Lab's personality, an archetypal analysis has been done. Among 12 archetypes, developed by Mark and Pearson (2001), the archetype that matches the Lab's personality the best is the "Caregiver". This character is moved by the desire to help others and cares about people's needs, making them feel safe, secure, and nurtured (Mark & Pearson 2001). Although an archetype such as the "Sage" would be common among this category, the Caregiver adds an unexpected dimension. Especially because of nowadays uncertainty of life, such a character is a good fit to distinguish the Lab from its competitors and emphasize its values.

5.2.4 The Lab as a Symbol

As of right now, the Lab is symbolized by its logo that stems from Nova SBE's brand identity. Additionally, the Lab's management – Irene Consiglio and Samantha Sim – are associated with the Lab. Further visual representations of the brand have been established in the individual part "Verbal & Visual Identity" (Seiler 2021).

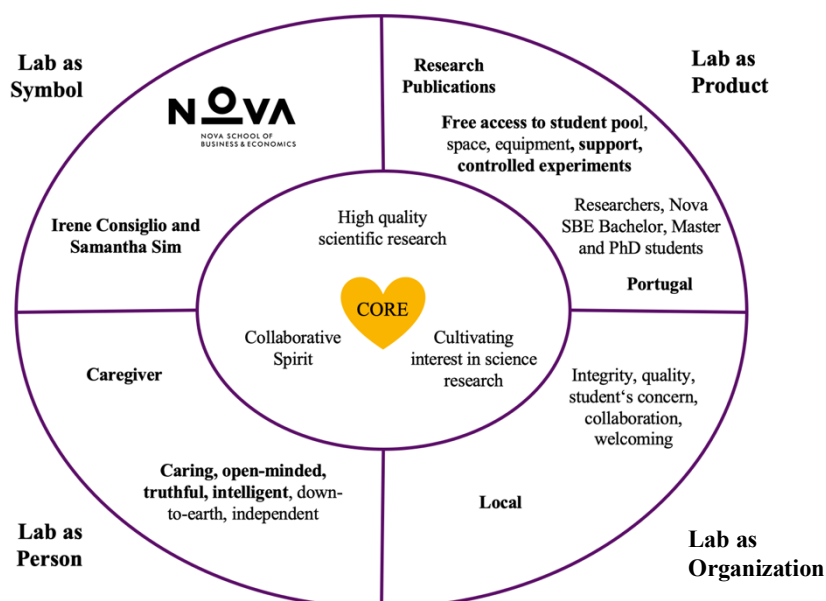


Figure2: The Lab's Core and Extended Brand Identity

5.3 The Lab's Value Proposition

The value proposition is an important part of the brand identity system. It includes the brand's functional-, emotional- and self-expressive benefits. As an interdisciplinary research facility that focuses on understanding human behavior, creating unbiased and high-quality research output is important. The functional benefit of the Lab is therefore related to **academic excellence**. Another functional benefit is **accessibility**. On the one hand, the Lab enables accessibility by providing a pool of students for controlled experiments directly on campus that is free of charge for registered lab users. On the other hand, the Lab is also accessible for students who have the chance to receive a bonus point to their grade when participating in a research study. In terms of the emotional benefit of the value proposition, **collaboration** is the key element. Due to the young state of maturity, the Lab follows a collaborative spirit with less bureaucratic processes that allow for flexibility, exchange, and support among the research community. While using the Lab, the users feel safe, supported, and cared for and work together as a research community to improve scientific understanding of human behavior. The last part of the value proposition is the self-expressive benefits, which in the Lab's case consists of having a **meaningful impact**. Using Nova SBE's brand heritage and driving it forward, the Lab builds the bridge between high-quality research and the Portuguese community to create an impact beyond society.

5.4 Credibility

Credibility is provided to the Lab through **Nova SBE's brand heritage** and reputation as one of the leading business schools in the field of Business and Economics (Nova SBE, 2021). Additionally, the Lab's academic excellence is demonstrated through the **management's reputation** as researchers, including their publications in relevant research journals. Another source of credibility comes from the **pedagogical council and feedback survey**, as they

present the learning experience for students. Lastly, credibility can be built up through providing the opportunity of a **local impact** that involves potential challenges once a year, reports, and webinars.

5.5 Relationship

The relationship between the Lab and its audience can be described as one that exists between a **mother and a child**. A mother is a supportive and respected member of the family and the relationship involves treating each other with respect, being honest, and caring for one another. The Lab is committed to nurturing the researchers, students, and society as a whole with high-quality scientific research and helps them stay connected in an ecosystem where the people involved care for one another. Care is not only demonstrated by unlimited support and a welcoming smile but by a commitment to high standards of quality at every interaction.

For researchers, the Lab provides support to ensure conducting high-quality academic research and a collaborative environment. For students, the Lab familiarizes them with the academic research approach and accelerates the overall learning experience. Finally, the Lab uses its expertise and resources to create a sustainable impact on current problems and challenges of society and the local community.

6 Conclusion and Implications

6.1 Conclusion

As the Lab is a small and relatively young-established research Lab, the management has not prioritized any branding efforts as they simply do not have the resources. Thus, the objective of this research was to develop a strong brand identity for the Lab.

Through related theoretical concepts, including Aaker's (1996) Brand Identity planning model, it was possible to gain an extensive understanding of what a strong brand identity and the building process behind it consist of. Based on the theoretical framework, as well as qualitative and quantitative research, multiple different perspectives, including customer analysis, competitive landscape, and self-analysis, have been assessed and integrated to get a clear understanding of the market and the Lab itself. Moreover, this work highlights, that building a brand identity is systematic work. It evolves from analyzing the brand's core values and from exploring what a brand offers not solely as a product, but as an entire customer experience, including the brand as an organization, person, and symbol.

The research and analysis in this report will provide the Lab concrete guidelines to play grow its research community and extend the audience to external sponsors. The discussion chapter presents a concrete brand identity for the Lab, including a clear articulation of the Lab's DNA, building the base for the next steps. The recommendations in the next section are practical suggestions the management can choose to incorporate to strengthen and implement the developed identity.

6.2 Implication for Management

The developed brand strategy functions as a starting point for several decisions, including the types of sponsors they should work with (Witte 2021), the type of communication strategy they should follow and the key messages to each audience (Fortunato 2021), and the expression into visual and verbal identity (Seiler 2021). To maintain a coherent and consistent brand identity in the future, it is recommended that the Lab focuses on brand building rather than investing resources and money in developing a new website. Brand building efforts such as providing the opportunity for the audience to engage and to create a local impact and a feeling of involvement will strengthen credibility and brand awareness. Such approaches may include

arranging a research challenge once a year or quarterly webinars. Additionally, one of the goals should be to increase participation among professors to increase the student participant pool – this is also a way of increasing internal awareness and perceived importance of the Lab.

To further implement the brand identity strategy, the Lab should make sure that all its internal as well as external communication documents align with the Lab's brand identity and follow the given strategy to avoid different brand perceptions. A brand book can help to formalize principles that should be distributed to everyone who is interacting with the Lab. However, as a brand is constantly evolving, the management needs to make sure that the principles are being updated quarterly, especially when hiring new team members.

6.3 Implication for further research

Despite the opportunity of interviewing the Management and most current researchers of the Lab, it would have been very interesting to have a wider range of interview partners in the field of best-practice institutions. Especially the Erasmus Behavioral Lab in Rotterdam and the Behavioral Sciences Institute of the Singapore Management University were repeatedly referenced for maintaining a very high level of maturity regarding their overall standard of scientific research. First-hand insights into these Labs' approaches to brand strategy would have certainly been helpful, however, despite reaching out, there was no possibility of scheduling interviews with these labs.

Regarding the online survey, the sample was by nature rather homogeneous, as it only consisted of current Nova SBE students. If the Nova SBE Behavioral Lab should expand its student pool to external participants in the future, it will be very important to challenge or verify obtained insights from the survey for these groups accordingly to ensure ongoing alignment and coherence of the developed brand identity.

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Appendices

Appendix 1: List of interview partners

Stakeholder	Name	Role / Institution
Management	Samantha Sim	Faculty Co-Director
Management	Irene Consiglio	Faculty Co-Director
Management	Hao Rong	Assistant Lab Manager
Researchers	Sofia Kousi	registered Lab user, instructor
Researchers	Natalie Truong	registered Lab user, instructor
Researchers	Lucas Franieck	registered Lab user
Researchers	Cátia Alves	registered Lab user
Researchers	Chananan Dechadilok	registered Lab user
Researchers	Mattia Fracchia	registered Lab user
Researchers	Anibal Lopez	Lab user, instructor
Researchers	Julie Lorentz	Used Lab in thesis
Researchers	Liliana Brioso Andrade Dinis	registered Lab user
Best-practice institutions	Duarte Silveira	Nova SBE Digital Experience Lab (Manager)
Best-practice institutions	Jared Nai	SMU Behavioral Lab (former Manager)

Appendix 2: Management Interview Guidelines

Purpose

To receive deeper insights, motivations, and challenges regarding the Nova SBE Behavioral Lab.

Introduction and Process

The Nova SBE Behavioral Lab is currently exploring ways to define its brand identity and to ultimately seek out suitable sponsors to generate research-focused synergies - that is where we jump in. Our goal is to create a brand strategy that provides value to external sponsors while fulfilling the Lab's mission and boosting its research output. The following discussion guide serves to outline the subject areas we envision covering during the in-depth interviews, such as your personal view of the Lab, sponsors, and its future. It does not function as a script but rather as an open conversation. We kindly ask for your permission to record the conversation. Do you have any questions?

Let's get into it!

1. Warm-Up (05 min)

- Can you recall a special moment/ achievement with the Lab that you still remember today?
What made it so special?

2. Personal view of the Lab (20 min)

You are drinking a coffee in the sun at the Padaria on the Nova SBE Campus. An external professor is joining you and you somehow start talking about the Nova SBE Behavioral Lab.

- How would you describe to the professor what the Lab is and what the Lab exactly does?
- Let's imagine the Lab is a person and he/ she walks into a room full of potential sponsors. What do I see? What does the person look like, does it interact with others?
 - What types of conversations does he/she have with the sponsors / types of topics?
Does he/she talk to other people? Who are his/her friends? What are his/her values? What does he/she believe in?
- What does the Lab stand for you personally? How is it similar to other labs? What labs do you consider to be at the same level? What value does the Lab bring to Nova SBE?

Enemy-Exercise

Here is a brief explanation in advance of what is meant by "enemy" - meta-level and do not consider competitors as "enemies".

- What is the mission of the Lab? What are the goals?
- What metrics are used? How is the Lab evaluated and by who?
- If you could name one thing each that the Lab would have to start immediately or stop immediately - What would you say and why?
- And in which area(s) do you think the Lab still needs to improve?
- How is the Lab perceived among colleagues who are not directly involved in the Lab?

3. People & Culture (05 min – 10 min)

- How do you experience interactions with students/researchers/Nova SBE? Is it a positive experience?
- What kind of atmosphere is desired while interacting with these groups?
- Wherever there is light, there is also shadow: Are there any issues regarding collaboration and interaction, where you want things to go better or different?

4. Market, Sponsors & Competition (15 min – 20 min)

- Who do you consider a competitor searching for potential sponsors?
- In your opinion, how does the Nova SBE Behavioral Lab differ from these competitors?
- Why exactly do you want to work with sponsors? What value do they add? What are potential fears/dangers of working with sponsors?
- How does the Lab differ from Nova SBE? How exactly is the Lab supported by Nova SBE? Are there any potential unexploited synergies with Nova SBE itself and other Labs (e.g. Digital Innovation Lab)? Would you be interested in something like this? Is it feasible? digital experience lab because they have equipment.
- In your opinion, what are the main reasons for sponsors to work with the Nova SBE Behavioral Lab? And what are some reasons not to work with the Lab? What are potential barriers or where exactly are other institutions providing a better service?

The external professor in the Padaria is wondering whether her small tech start-up could possibly be considered as a sponsor?

- How would you describe the sponsors, the Nova SBE Behavioral Lab would like to reach? Values, goals, size - everything you can think of. And deliberately from your own perspective.

5. Future of the Lab (05 min)

Let's jump forward to the year 2026.

- Let's imagine the Lab has landed on the cover of Harvard Business Review. What does the headline say? What's the one feat you would like to read in the interview?

- Where do you see scalability potential for future growth? (e.g. more rooms, researchers, sponsors, etc.)
- To what extent can Nova SBE shape this future? Are there any limits of growth?

6. Closing (02 min)

- What do you sincerely wish for the Nova SBE Behavioral Lab for the next few years?

Thank you very much for your time and your valuable input. And now one last question for you personally: Were you able to take something away from the conversation for yourself?

END

Appendix 3: Researcher Interview Guidelines

Purpose

To receive deeper insights, motivations and challenges regarding the Nova SBE Behavioral Lab.

Introduction & Process

The Nova SBE Behavioral Lab is currently exploring ways to define its brand identity and to ultimately seek out suitable sponsors to generate research-focused synergies - that is where we jump in. Our goal is to create a brand strategy that provides value to external sponsors while fulfilling the Lab's mission and boosting its research output. The following discussion guide serves to outline the subject areas we envision covering during the in-depth interviews, such as your personal view of the Lab, sponsors, and its future. It does not function as a script but rather as an open conversation. We kindly ask for your permission to record the conversation. Do you have any questions?

Let's get into it!

1. Warm-Up (05 min)

- What are you currently working on? And which role does the Lab play in your research?
- Can you recall a special moment/ achievement with the Lab that you still remember today? What made it so special?
- How would you describe the mission and goals of the Nova SBE Behavioral Lab in your own words?

2. Your personal view of the Lab (15 min)

You are drinking a coffee in the sun in Carcavelos. A friend is joining, and you start talking about your current research for the Nova SBE Behavioral Lab.

- How would you describe to the friend what the Lab is and what the Lab exactly does?
- Let's imagine the Lab is a person and he/ she walks into a room full of potential researchers. What do I see? What does the person look like, does it interact with others?
 - o What types of conversations does he/she have with the sponsors / types of topics? Does he/she talk to other people? Who are his/her friends? What are his/her values? What does he/she believe in?
- If the Lab went away / closed down, how would this impact you? What solutions would you need to come up with to replace their function?
- How does the Lab help you succeed? How could they help you with your research goals more?

Enemy-Exercise

Here is a brief explanation in advance of what is meant by "enemy" - meta-level and do not consider competitors as "enemies".

- If you could name one thing each that the Lab would have to start immediately or stop immediately - What would you say and why?
- In which area(s) do you think the Lab still needs to improve?

3. People & Culture (05 min – 10 min)

- How do you experience the interactions with the Lab and its people? Is it a personal or a utilitarian relationship?
- Wherever there is light, there is also shadow: Are there any issues regarding collaboration and interaction, where you want things to go better or different?

4. Market, Sponsors & Competition (15 min – 20 min)

- Why do you work together with the Nova SBE Behavioral Lab? Are there any alternatives?
- In your opinion, how does the Nova SBE Behavioral Lab differ from these alternatives?
- From your own perspective, what are some potential sponsors working together with the Nova SBE Behavioral Lab (especially considering your own research)?
 - o What type of sponsors are these? For what type of projects? What sponsors are to be avoided?
 - o How would these Lab sponsors impact your work? What value could they add?

5. Future of the Lab (05 min)

Let's jump forward to the year 2026.

- Let's imagine the Lab has landed on the cover of Harvard Business Review. What does the headline say? - What's the one feat you would like to read in the interview?
- How would the Lab ideally evolve to help you succeed in your own work?
- To what extent can Nova SBE shape this future? Do you personally perceive any limitations in growth potential?

6. Closing (02 min)

- What do you sincerely wish for the Nova SBE Behavioral Lab for the next few years?

Thank you very much for your time and your valuable input. And now one last question for you personally: Were you able to take something away from the conversation for yourself?

END

Appendix 4: Best Practices Interview Guideline

Introduction & Process

The Nova SBE Behavioral Lab is currently exploring ways to define its brand identity and to ultimately seek out suitable sponsors to generate research-focused synergies - that is where we jump in. Our goal is to create a brand strategy that provides value to external sponsors while fulfilling the Lab's mission and boosting its research output. The following discussion guide serves to outline the subject areas we envision covering during the in-depth interviews, such as your personal view of the Lab, sponsors, and its future. It does not function as a script but rather as an open conversation. We kindly ask for your permission to record the conversation. Do you have any questions?

Let's get into it!

1. Warm-Up (05 min)

- What was your role in the XY-Lab?
- Can you recall a special moment/ achievement with the XY-Lab that you still remember today? What made it so special?
- Have you had any encounters with the Nova SBE Behavioral Lab? How would you describe the mission and goals of the Nova SBE Behavioral Lab in your own words?

2. Your personal view of the Lab (10 min)

You are drinking a coffee in the sun in Carcavelos. A friend is joining, and you start talking about your current XY-Lab participation.

- What are in your opinion the main reason for the success of the XY-Lab?
- What does the XY-Lab stand for you personally? And what makes the XY-Lab unique?
- If you could name one thing each that the XY-Lab would have to start immediately or stop immediately - What would you say and why?
- And in which area(s) do you think the Lab still needs to improve?

3. Sponsors (15 min – 20 min)

- Why are you working with sponsors? How did you decide what sponsors to work with?
- Please describe your first interaction with a sponsor.
- How does the sponsor acquisition take place in the XY-Lab?
 - o Do sponsors approach the Lab or the other way around? Is there a person dedicated to this? What types of collaborations do you have (e.g. exchange of equipment, money, etc.)?
- Do you think this acquisition strategy works for other Nova SBE Labs as well?
- In what way does the XY- Lab sponsors impact your work? What value do they add (if any)?
- What are some sponsors you are currently working together with and how would you describe the relationship?
- Wherever there is light, there is also shadow: Are there any issues regarding collaboration and interaction between the XY-Lab and sponsors, where you want things to go better or different?

4. Future of the Lab (05 min)

Let's jump forward to the year 2026.

- What are the goals for XY Lab?
 - o What are the metrics and how are they measured (e.g. growth, revenue, publications, grants, patents, etc.)?
- Where do you see scalability potential for your own future growth (e.g. more sponsors)?
- To what extent can Nova SBE shape this future? Do you personally perceive any limitations in growth potential?

5. Closing (02 min)

- From your experience with your own Lab, what advice would you give the Behavioral Lab, in terms of working with Sponsors?

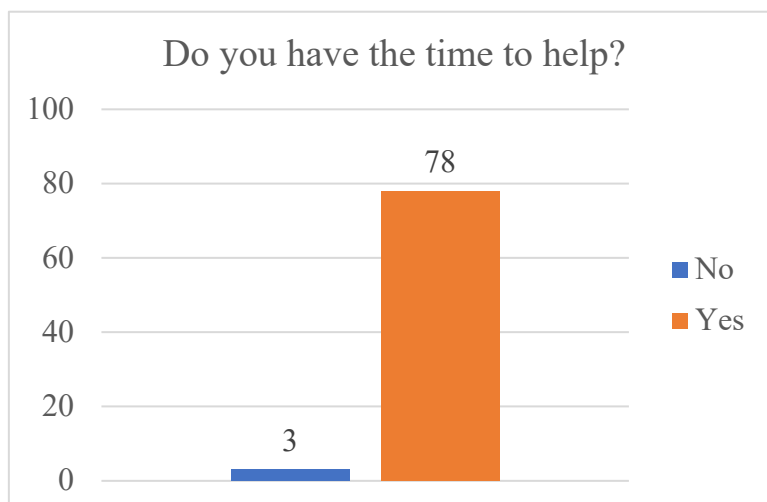
Thank you very much for your time and your valuable input. And now one last question for you personally: Were you able to take something away from the conversation for yourself?

END

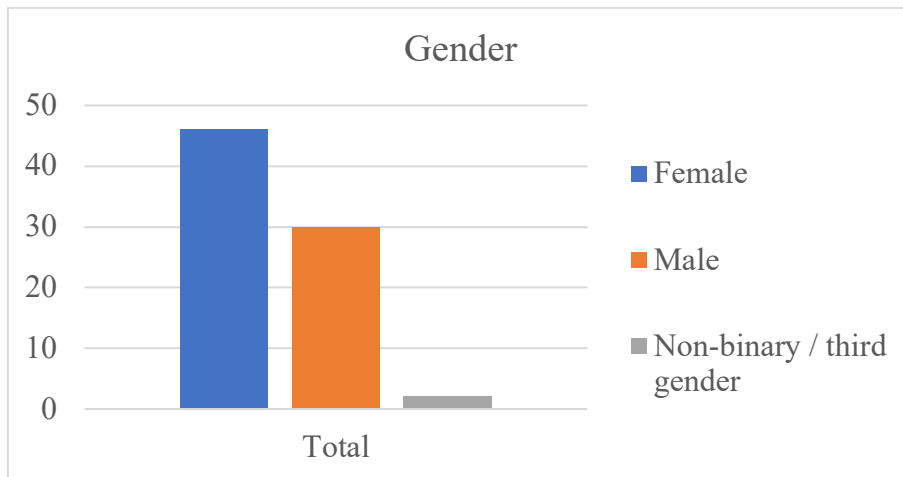
Appendix 5: Analysis of the survey

Note that the principal limitation of this survey its lack of diversity in terms of programs enrolled, with only one respondent being from the undergraduate level. Apart from that, the survey was initiated by 81 individuals, but since the survey required at least one participation in a previous Lab study, only 60 respondents were able to progress in the survey. In the end, only 58 full finished the survey.

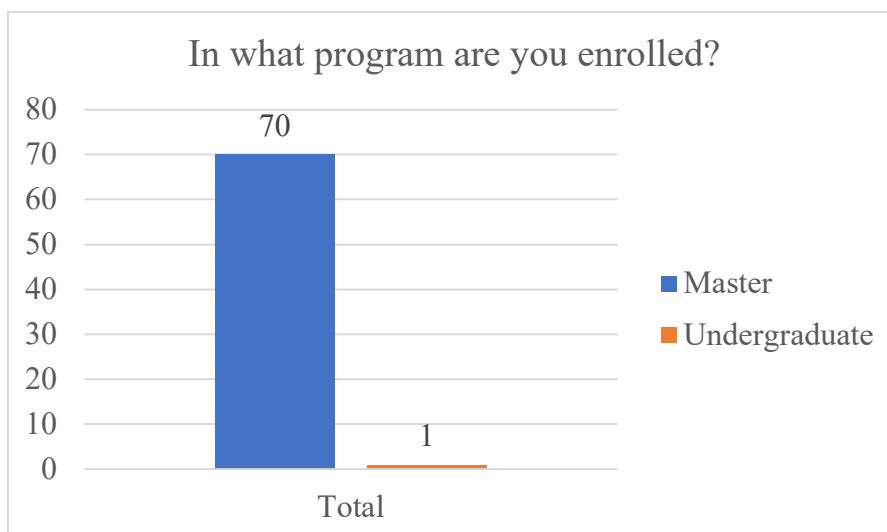
Note: All bar charts refer to absolute values, whereas the pie charts refer to percentage values, highlighted accordingly.



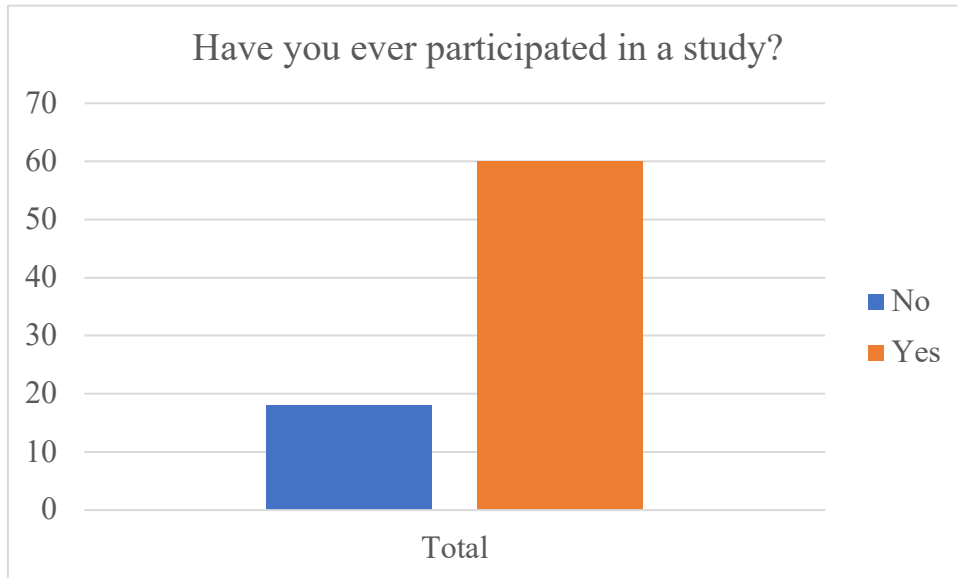
N=81



N=78



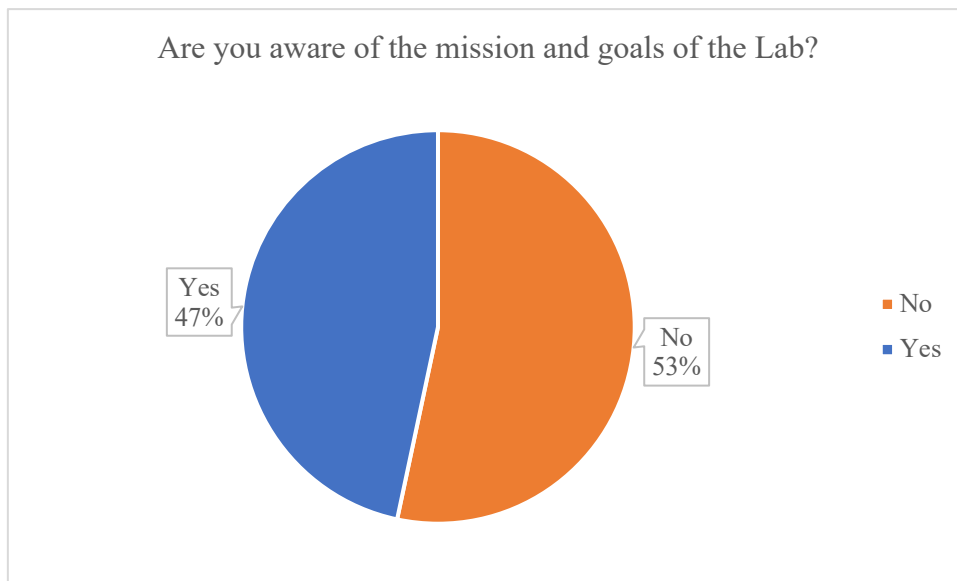
N=71



N=78

If you have not participated, please explain why.
Because
Didn't find the time
Didn't know that existed until recently
Didn't have a lot of time with the workload
forgot about it
Have never heard of the lab
I did not receive information
I was never asked
I was never asked to participate
If your answer was no, can you please tell us why?
Incentives missing or too bad
Never heard about it / I was never asked directly to do one.
never heard of it
Never saw an opportunity to do it. Maybe lack of communication
Never was interested in participating/Only once heard about a study going on
No clue
The surveys and studies never reached me
Too lazy

N=18

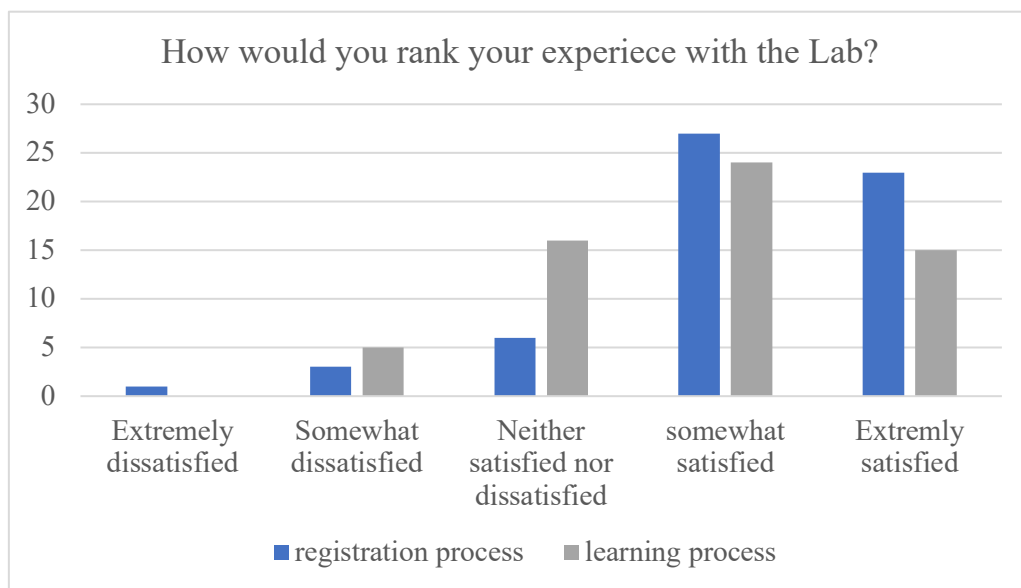


N=60

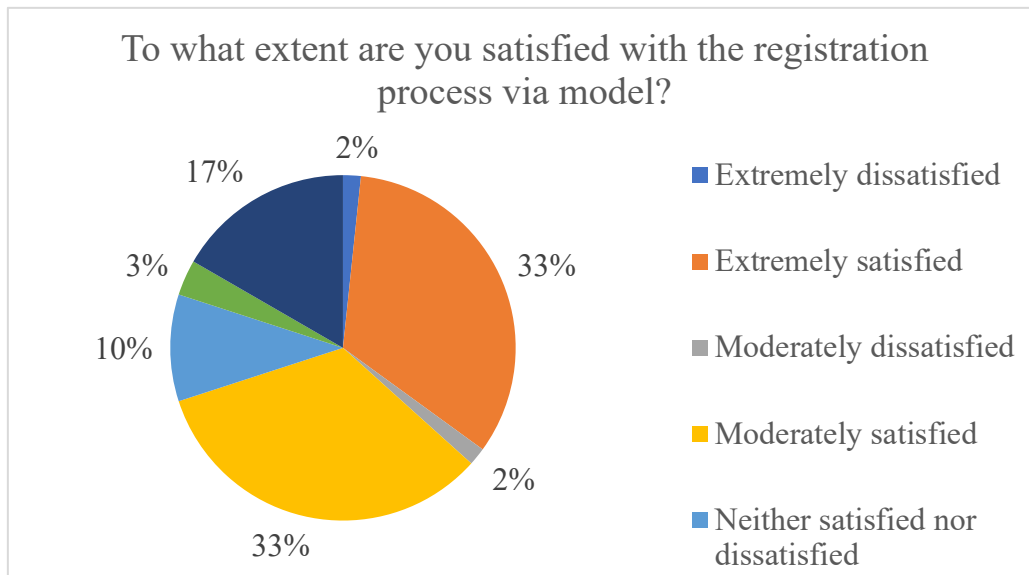
If your previous answer was yes, please describe them.
conduct consumer study
Gathering of answers for the completion of various studies related with behavior
Gathering research related data from a broad range of students/people
Offering professors and researchers a platform to publish quantitative and qualitative research approaches
Help other students on their researches, thesis, projects... Collect informations to make conclusions
Help the faculty who is focused on studying human behavior to find useful insights about behaviors.
Improving scientific knowledge about students behavior (Behavioral Economics, Management, Marketing)
It's a way of collecting data for research studies of Nova SBE investigators.
Learning consumer behaviour
Provide insights about behavioral topics
Providing learning experience and academic excellence
study behavioural traits in an experimental setting
To conduct research about certain topics, mostly considering customer behaviour
To gather data crucial for the development of papers, and thesis with the main goal of broadening the knowledge of some areas
To get respondents for studies.
To involve the students in researches in order to collect data, offering bonus points in some courses

To know behaviours in certain circumstances
To let students contribute to different research projects and also teach students different topics by letting them experience them
To provide data for master thesis or projects developed by professors and students.

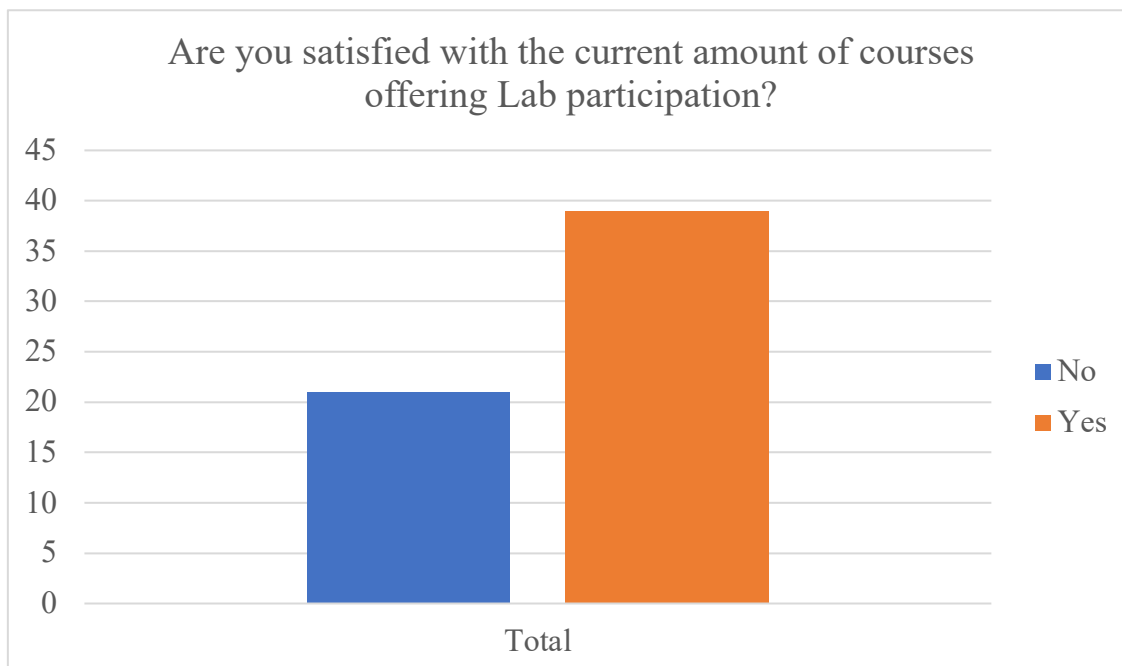
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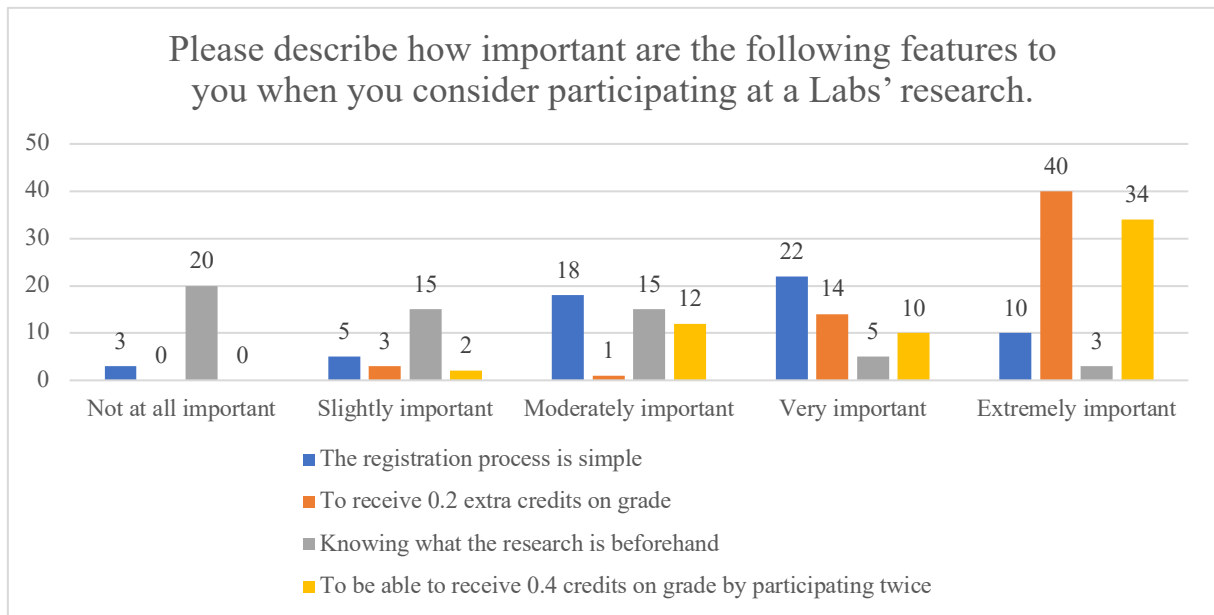
N=60



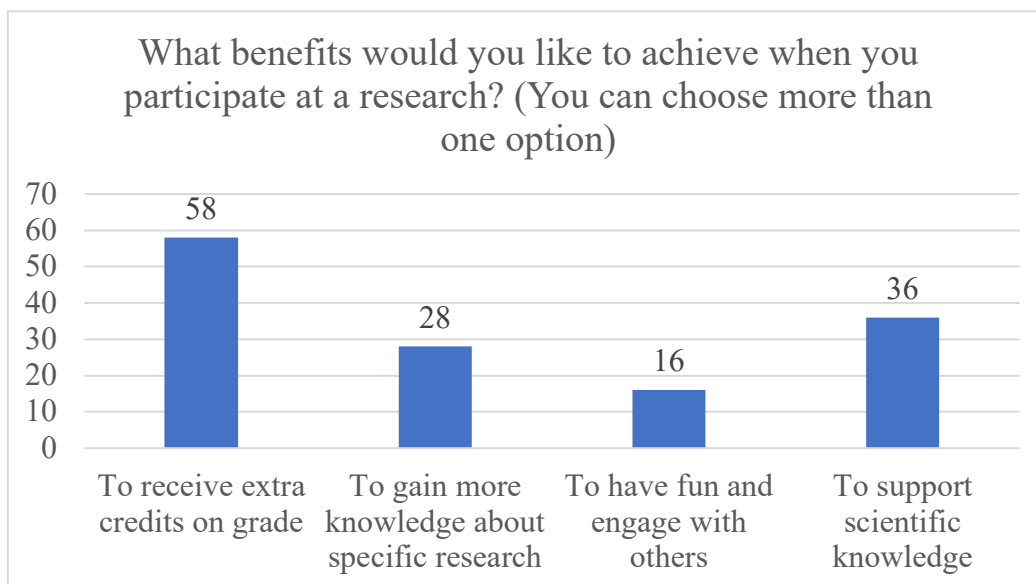
N=60



N=60



N=58



N=58

Q21 - We conclude with an imagination game! If the lab was a person, what characteristics do you think would best describe it?

#	Field	1	2	3	4	5
1	Introvert:Extrovert	10.17% 6	20.34% 12	23.73% 14	30.51% 18	15.25% 9
2	Creative:Rational	10.17% 6	18.64% 11	30.51% 18	27.12% 16	13.56% 8
3	Careful:Risky	22.03% 13	37.29% 22	27.12% 16	13.56% 8	0.00% 0
4	Collaborative:Egoistic	49.15% 29	33.90% 20	13.56% 8	1.69% 1	1.69% 1
5	Insecure:Confident	5.08% 3	10.17% 6	30.51% 18	33.90% 20	20.34% 12

N=58

Appendix 6: Competitive Landscape

University's Behavioral Labs	Foundation	Participants	Type of incentive	Facilities	Equipment	Relation with sponsors
London School of Economics	2013	Students and external participants	Money	- Group and individual rooms (cubicles) - Observation room - Waiting room	Software	No
Católica Lisbon	2015	Students	Course credits	Similar to Nova, but with a retailer simulator room.	Similar to Nova, regarding software and programs.	Yes
Rotterdam- Erasmus Institute of Management	1998	Students	Course credits/Money	Different types of rooms, including: - Waiting room - Observation room - Individual - Group rooms	2 eye-trackers. Electroencephalography	Yes

				- 28 cubicles (can take up to 200 students)		
Nanyang Technological University Singapore	2014	Students and external participants	Course credits/Money	Different types of rooms, including: - Waiting room - Observation room - Individual - Group rooms - Soundproof - Wash basin	- 2 eye-trackers - AI, VR - Skin conductance - Heart rate - Psychological monitoring system - Photography studio	Yes
ESADE	-	Mainly students, but also external.	Course credits/Money	- Observation room - Individual (cubicles) - Group rooms - Large room (21 workstations) - Control room	- Tactile screens - Video and audio recorder - VR glasses - Heart and psychological monitoring	-
<u>Nova SBE</u>	2018	Students only	Course credits	1 room, with compartments.	Computers and software.	No

Source: Information collected from University websites