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SOMETHING WITH IMPACT, CHANGE, FUTURE OR JOURNEY

Do European Business Schools differentiate their University Brand Personality in their
YouTube MBA Promotional Videos?

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ABSTRACT

This paper investigates University Brand Personalities in MBA promotional YouTube videos of European business schools using a mixed-method approach by first qualitatively analyzing themes used to display different dimensions and second quantitatively analyzing the relative positioning among them using an MCA based on the dimension's coverage. The results show that while the videos follow a homogenic narrating style, almost all European business schools communicate different brand personalities in them. This study additionally, shows that some findings in university brand personality that used Aaker's (1997) brand personality scale can be confirmed using the relatively new University Brand Personality Scale (Rauschnabel et al., 2016).

Keywords: Business Schools, MBA, Brand Personality, University Brand Personality Scale, Promotional Videos, YouTube

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1. Introduction

“With you all the way”, “From insight to impact”, “Real Learning. Real Impact”, “A force for positive change”, “for people who just won’t stop”, “be part of it”, “join us in designing tomorrow”. All these statements are taken from MBA promotional videos published on YouTube by European business schools. Despite sounding general, they seem quite similar containing something with impact, change, future or journey. This feeling gets confirmed when watching the videos: International students studying in groups, students being interviewed or running around the city, some drone flights over the campus, graduation ceremonies and so forth. This homogeneity in motives indicates little differentiation among them.

Education, like many other industries, was impacted by globalization. Higher Education Institutes (hereafter HEI) nowadays are highly influenced by massification defined by reduced barriers to access for previously not accepted groups as well as differentiation regarding missions, funding and quality (Altbach, 1994). For business schools internationalization became an important topic as businesses expand to operate on a global scale and face competition from other international organizations. Thus, there is a growing need for business education which strongly focusses on international topics which both students and employers are demanding (Hawawini, 2005). To obtain competitive positioning Hawawini (2005) underlines the importance for building a strong brand and offering an experience that make students closely identify rather with the institution than the degree they pursued.

Heslop and Nadeau (2010) argue that the Master of Business Administration (hereafter MBA) is crucial for a business school’s perception as it is the program with the highest visibility. This aligns with Lim et al. (2020) who discovered that the product brand has a positive impact on the university’s corporate brand.

Business schools and MBA programs are a relatively new phenomena in Europa compared to the US, which still dominates the MBA market. Antunes and Thomas (2007) explore the European business school market suggesting that they have strong niche brands (for

example finance or leadership) while obtaining quality business education with multiple strategic approaches. Additional findings include a strong international mindset as well as innovatory learning styles (Antunes & Thomas, 2007).

Having strong niche brands contradicts with the homogenic selection of motives in business school's promotional videos. Thus, this study addresses this issue by investigating European business school's promotional YouTube videos for MBAs under the lenses of themes used and relative positioning among them using the relatively new University Brand Personality Scale (Rauschnabel et al., 2016). First, a literature review was used to outline academic research and deduct hypotheses regarding expected outcomes. This is followed by qualitatively investigating themes used for each dimension as well as a quantitative comparison of school's brand personalities using coverage as metric for an multi correspondence analysis (MCA). After the findings are discussed, main conclusions and implications are highlighted.

2. Literature review

2.1. Promotional Videos in the HEI Context

The topic of promotional videos of HEIs is nothing particular new as Fielder already analyzed colleges' recruitment videos in 1993. She states that videos are one of the key sources of influence of the decision-making process of incoming students (Fielder, 1993). However, even though the rapid rise of video and image based social media platforms like YouTube in the recent years the topic of university promotional videos on them is rarely discussed in academic literature.

Gottschall and Saltmarsh (2017) analyze online promotional videos of Australian universities stating that lifestyle is more dominant motive than learning. Using the lenses of the so-called good life narrative they conclude that these videos often promote happiness, as a

commodity which can be acquired through choosing to study at certain university (Gottschall & Saltmarsh, 2017).

Another study in based in Australia analyzed the content of universities promoting Science, Technology, Engineering, and Mathematics (STEM) courses on YouTube. Although it identified course experience and labor market as the most common themes across the videos it criticizes that they lack unique selling points and rarely feature program related content (Mwenda et al., 2019).

The point of promotional videos being homogenic is also present in the research of Pham et al. (2017) as they analyzed 140 promotional YouTube videos of HEIs across Asia and English-speaking countries. They conclude that both appeal messages and the information content follow a standardized narrative style (Pham et al., 2017).

H1: The videos are homogenic following standardized narrative styles.

2.2. Brand Personality

Due to its complexity, the concept of branding is difficult to precisely define. Maurya and Mishra (2012) state that brands are a firm's conditional, intangible and legally binding assets, which serve as signal of perceived value for all parties involved. One way to approach branding is the so-called concept of brand personality which describes a collection of human traits linked to a brand (Sung & Kim, 2010; Aaker, 1997). According to Sung and Yang (2008) this concept may be understood from two distinct perspectives, the personification of brand features as well as people's emotional experiences to the brand.

Aaker (1997) constructs a scale featuring five traits for mapping and evaluating a brand's personality. The five traits she defines are (1) sincerity, (2) excitement, (3) competence, (4) sophistication, and (5) ruggedness which are together with associated words displayed in

Table 1 (Aaker, 1997). Lin (2010) connects the personality traits of consumers to the brand personality dimensions.

Table 1: Brand Personality and Associated Words (Aaker, 1997)

Dimension	Associated Words
Sincerity	Down-to-earth, Honest, Wholesome, Cheerful
Excitement	Daring, Spirited, Imaginative, Up-to-date
Competence	Reliable, Intelligent, Successful
Sophistication	Upper class, Charming
Ruggedness	Outdoorsy, Tough

Despite many critiques which are summarized by Kumar (2018) Aaker's (1997) model is still used as a basis to analyze brand personalities even going beyond of traditional consumer products and services. For example, in addition to being used in analyzing hotels (Tran et al., 2013), print media (Valette-Florence & Barnier, 2012) and restaurants (Siguaw et al., 1999), it was used for tourist destinations (Murphy et al., 2007; Ekinci & Hosany, 2006), cities (Glinska & Kilon, 2014) and even container ports (Baštuğ et al., 2020).

2.3. University Brand Personality

Some academics even applied Aaker's (1997) scale to HEIs. Opoku, et al. (2008) analyze the online brand personality of Swedish universities. Polyorat (2011) investigates the connection between brand personality and brand identification as well as word of mouth at a university in Thailand. Opoku et al. (2009) focuses on the online communication of brand personalities of financial times' top 100 full time MBA programs. Opoku et al. (2006) use it to study the environment of South African business schools by investigating their websites stating this method acts as a simple way to differentiate in the MBA marketplace.

However, even though the use of Aaker's (1997) initial scale provides a way to analyze HEIs, Rauschnabel et al. (2016) adapt it to better fit the HEI environment by also including

critiques raised. Their University Brand Personality Scale (hereafter UBPS) proposes six dimensions, namely (1) prestige, (2) sincerity, (3) appeal, (4) lively, (5) conscientiousness and (6) cosmopolitan which are further described in Table 2.

Table 2: The University Brand Personality Scale

UBPS Dimension	Associated words	Description (Rauschnabel et al, 2016)	Links with Trait of Aaker (1997)
Prestige	accepted, leading, reputable, successful, considerable	“The prestige personality factor represents a university's overall reputation, perceived successfulness, and snob appeal. A truly prestigious university, [...] is not for everybody.”	-
Sincerity	humane, helpful, friendly, trustworthy, fair	„Sincerity [...] shares similarities with the sincerity dimension of the Aaker brand personality scale. The differences expressed by items such as fairness and helpfulness might arise from the strong interaction between students and universities. “	sincerity
Appeal	attractive, productive, special	„[...] reflects desirable traits of the university as a person.“	-
Lively	athletic, dynamic, lively, creative	„[...] emphasizes creative and athletic meanings“	excitement
Conscientiousness	organized, competent, structured, effective	„[...] describes how well organized and structured [...]. [...] administrative processes, behavior of university employees, and perceived teaching quality [...] “	competence
Cosmopolitan	networked, international, cosmopolitan	„[...] whether people view a university as a closed or open institution. [...] students evaluate institutions based relationships with companies or other universities“	-

While Rauschnabel et al. (2016) connect some dimensions of their model to the ones of Aaker (1997) the dimensions prestige, appeal, and cosmopolitan of the UBPS are neither connected nor compared to any previous equivalent as well as sophistication and ruggedness of Aaker (1997) vice versa. Thus, when comparing results between these different scales special attention to underlying characteristics and context is needed. In the following part suggested connections will be used for formulating hypothesis.

2.4 Brand Personalities of Universities

Rutter et al. (2017) show that brand personalities clearly differ among HEIs in the UK. In contrast, Opoku et al. (2008) suggest that just some but not all Swedish universities communicate clear brand personalities. While Rutter et al. (2017) identify sincerity as an underlying dimension across their sample, Opoku et al. (2009) suggest that for MBAs sophistication and competence act as base dimension with competence being the most communicated one. Based on Opoku et al. (2008) later is confirmed for Swedish universities as well as based on Opoku et al. (2006) for South African business schools.

H2: Conscientiousness is the most communicated dimension.

H3: Conscientiousness acts as the underlying dimension.

Taking cultural and personal preferences into account a combination of emotional and rational aspects might be effective to approach a certain segment as they influence the perceived value of the brand (Gray et al., 2003; Pham et al., 2017). For example, enhanced job chances are the key reasons for Asian students to study abroad, while cultural immersion and social life are less relevant (Gray et al., 2003). According to Pham et al. (2017) rational appeals are slightly higher than emotional ones in promotional YouTube videos of HEIs across Asia and English-speaking countries. Both elements being used is supported by Mwenda et al. (2019) who identify both rational pull as well as emotional factors in the most occurred theme, course experience. Lim et al. (2018) state that MBA students due to the application criteria are more motivated by utilitarian than hedonic reasons. Additionally, Elliott and Soo (2013) state that whereas higher GMAT scores of existing students and higher post MBA salaries increase the application rate, higher fees as well as a higher ranking decrease it. This can be explained as

higher rankings may serve as an indicator for prestige which negatively influences both word of mouth as well as brand love (Rauschnabel et al., 2016). Thus, it is expected that :

H4: The videos feature more utilitarian than hedonic elements.

H5: Prestige is the least communicated dimension.

Furthermore, also features regarding and surrounding institution must be considered as Opoku et al. (2009) show that location and environment are influencing the choice of the brand personality. Schools that decide to associate themselves with their environment typically choose either the excitement or rugged dimension (Opoku et al., 2009). Gray et al. (2003) claim that the university's image is inextricably linked to the image of the country in which it is located. Antunes and Thomas (2007) show that European business schools differ from American with one differentiator being their international mindset resulting from its international faculty as well as student body. Joseph et al. (2012) conclude that public and private university students differ in the importance of their decision drivers. Ostojić & Šimić (2021) state that whereas public universities in Croatia must focus on student satisfaction and the creation of university brand personalities which promote word of mouth recommendations privates must take their lack of traditions and their relative expensive products as well as negative stereotypes into account when developing a brand. According to Rauschnabel et al. (2016) sincerity has the highest positive correlation with word of mouth. Opoku et al. (2009) add while private universities communicate traits of competence and sophistication publics promote other traits. As the outdoorsy description of Aaker's (1997) rugged dimension fits into the lively dimension (together with excitement being already connected) this leads to:

H6: Schools that associate with their environment, strongly communicate the lively dimension.

H7: Private business schools communicate conscientiousness.

H8: Public business schools communicate sincerity.

3. Methodology

3.1. Data selection

Like in Opoku et al. (2009) the *Financial Times Top 100 MBA Ranking (2022)* is used as a base for data gathering. The initial dataset was reduced to business schools located in Europe which led to a subset of 26 institutions. In line with the research of Grey et al. (2003) only the highest ranked school of each country was chosen to proceed. However, two kinds of exceptions have been made. First, as both INSEAD and ESCP offer more than one main campus in more than one country both were taken for further analysis. Second, as there were two business schools of different funding schemes in Switzerland ranked, in line with Opoku et al. (2009) also publicly funded HSG got selected.

For all the ten schools chosen a search on YouTube was made and the top result published by the official university account got selected. The search included the university name, the term “MBA” as well as “experience” if the first two terms did not bring sufficient results. Videos promoting just the full time MBA as well as other forms (Double Degree, EMBA, Part-Time) of MBAs were considered if the full time MBA was a substantial part of them. Only videos between one and five minutes were considered. A list of all selected schools and their videos can be found in Appendix 1.

3.2. Data analysis

Although some adaptations were made, the data analysis was based on Video Content Analysis (Huber, 2020) in a mixed-method style using the MAXQDA Software for the coding process. First the audio and the video were divided to be separately analyzed before their results were

unified again and analyzed together. Thus, it is possible to analyze themes and impressions of the video qualitative along the different dimensions based on the visual level as well as the relative positioning between business schools using their quantified UBPS based on both visual and auditive coverage using Multi Correspondence Analysis.

The scenes of the video were first divided into different categories based on the video's storyline. The first categories have been defined pre-coding. The missing categories were inductively defined along the data set based on observation of common motives. All missing scenes were then assigned to the fitting categories resulting in one or more connections. Only thereafter the categories got deductively connected to dimensions of the UBPS (Rauschnabel et al., 2016) to ensure objectivity in the analysis. In the final coding round categories were then replaced by their corresponding dimensions.

The Audio then got transcribed and split up based on speakers and content that is mentioned. After that each block was deductively assigned to one or more dimensions of the UBPS (Rauschnabel et al., 2016). The analysis of the business schools' UBPS as well as their relative positioning was then made based on the coverage of the dimension in relation to the whole text respectively length of the video. The audio as well as the video dimensions were equally added resulting in the universities brand personality. Lastly, following Rutter et al. (2017) an MCA was done in SPSS to map the positioning of the universities in relation to the UBPS Dimension as well as a net diagram was created showing the individual UBP of each university.

4. Results

4.1. Qualitative analysis (content analysis of visual aspects)

The analysis of the visual component of the videos resulted in 40 themes that occurred. Themes were not exclusive meaning they could overlap. The classification into dimensions was made based on the associated words as well as their descriptions (Table 3). However, art, career

consulting, (career) fairs, field trips, alumina, student clubs as well as food and drinks got connected to more than one dimension. One common motive used by all universities continuously through the video are student interviews. As there was no clear association with any of the dimensions as well as it was mostly used for narrative reasons, it was not assigned to any dimension.

Table 3: UBPS Dimension and Corresponding Themes

UBPS Dimension	Themes
Prestige	Art, Awards, Phone, Campus, Graduation, Jewelry, Make up Suit, On stage, Ranking and Promo Material, Sailing or Rowing, Summits , Backseat car
Sincerity	Career Consulting, Emotions, Group of Students, People interacting, Alumina, Food and Drinks, Faces
Appeal	Art, Special Courses and Events, Special Locations, Special Sports
Lively	Bikes, Brainstorming, Brein Coffee, Field Trips, Sports, Student Clubs, Walking Students, Food and Drinks, Photography, Timelaps
Conscientiousness	Books, Career Consulting , (Career) Fairs, Teaching Situation, Field Trips, Map, Working and Studying, Alumina, Presenting, Student Clubs, University Employees
Cosmopolitan	Company Names, (Career) Fairs, Cities, Field Trips, Group of Internationals, Flags or Countries mentioned

4.1.1. Dimension 1: Prestige

The prestige dimension was presented through different motives which indicated that the university is a prestigious institution. Common themes included showing the campus and the graduation ceremony which occurred in almost every video of the data set. Conspicuously, other themes in this dimension showed few reptations.

Other more subtle ways of displaying the school’s prestige were summits (RSM), prestigious sports like sailing (SDA) or rowing (MBS), a student walking through and being interviewed in a wine yard (IESE), a student in an art gallery handling paintings (HSG), students’ jewelry (HSG, INSEAD, ESCP), students answering calls (HSG) or rather scrolling

through their phones (INSEAD, IMD, HSG), a student making up his suit while looking in the mirror (IMD, HSG), a student sitting in the back of a car looking outside (HSG), displaying awards (MBS, SDA) and students on stage (IMD, LBS, RSM). Interestingly, RSM was the only school that visually included its rankings by showing a banner in the background as well as a close-up of a flag.

4.1.2. Dimension 2: Sincerity

Sincerity was mostly displayed by various forms of interactions between students or students and university employees as well as strong emotions. These motives often occurred repetitively along the videos. Themes that occurred in every video except one were close ups of students faces laughing or thinking and groups of students studying, talking, and having fun.

While teaching activities were often shown as monologues (see 4.1.5. Conscientiousness) INSEAD showed teachers interacting actively with students during a class. Other interesting impressions were MBS visually showing their alumni association as well as IMD showing a student mother walking with her child around campus. On the other side, IESE was the only school which did not include any visual motive connected to sincerity into its video.

4.1.3. Dimension 3: Appeal

Due to its characteristic of being special the appeal dimension was difficult to generalize in terms of themes. However, the schools show their appeal mostly through special courses and events, locations as well as sports.

IESE highlights its appeal by showing a student dancing a traditional dance. HSG presents a student in an art studio. As previously mentioned, IMD evinces a student with her child as well as their innovation lab and its international consulting project. RSM showcases its leadership summit. SDA displays a sailing trip. MBS shows a trip to Oktoberfest as well as

students rowing. ESCP highlights its MBA design that requires to study at two of their different campus across Europe. HEC mentions its MBA-Tournament as well as teambuilding and leadership activities at a military academy.

4.1.4. Dimension 4: Lively

There were multiple themes that universities used to impersonate themselves as active, lively, dynamic, and creative. One common theme was sports including running (IESE, HSG), dancing (IESE), football (HEC, LBS), table tennis (IMD), riding a bike (HSG, IESE), sailing (SDA), rowing (MBS), hiking (HSG).

Schools also often displayed the creativity of their students. IESE shows a woman doing pottery. HSG's video features a student taking photographs in a wood. IMD presents a group of students making music. In addition, different motives were identified that underline the university experience as a lively one. They reach from brewing coffee (HSG, IMD) over student clubs (SDA, LBS) to food and drinks in general (IMD, RSM, SDA, MBS) and parties (LBS, SDA, MBS).

4.1.5. Dimension 5: Conscientiousness

All the video's themes associated with conscientiousness were relatively similar as schools often displayed their competence around teaching situations and studying. These motives were reoccurring along the video's full length. LBS, IMD, SDA, ESCP, INSEAD and HEC showed teaching in a classroom. LBS, HSG, IMD, ESCP, INSEAD and HEC followed students studying or working for projects either alone or in small groups.

But there were also other motives occurring which especially prove organizational capabilities of the schools. Some unis (SDA, MBS, ESCP, HEC) included interviews of university employees into their storyline. Fairs, like career fairs, were present in the videos of

LBS, IMD, INSEAD and HEC. Additionally, students presenting their results was a theme used by LBS, IMD, ESCP and INSEAD.

4.1.6. Dimension 6: Cosmopolitan

The last dimension, cosmopolitan, was commonly addressed by including company names and logos associated with the university proving its connectivity in the business world as well as by international students and field trips underlining its internationality. All universities except LBS, IMD and MBS included the nationalities of students or alumni interviewed as annotation, with RSM, ESCP and MBS displaying their current working position there.

Company logos were present in the videos of IMD, MBS and HEC. International groups of students were shown by all schools except IESE which did not include groups of students at all. Showing students being on fieldtrips as well as exchange semesters was present in videos of LBS and IMD. IMD also proves its internationality by placing country flags on the name tags of students which are shown during the classroom scenes. Interestingly, besides the fact that the students interviewed were often from different regions, there were some nationalities that were more popular across the videos. HSG and IESE both included a man from Nigeria, wearing a suit and glasses. IESE and RSM both included a woman from Portugal. Other countries often represented were Finland (HSG, RSM), USA (ESCP, INSEAD, SDA, HEC), Germany (SDA, INSEAD), South Africa (IMD, RSM, SDA), Singapore (IESE, HSG), India (IESE, INSEAD, HEC), Morocco (ESCP, HEC), and Brazil (INSEAD, IMD, HEC).

4.2 Quantitative Analysis (UBPS positioning)

Table 4 presents the combined coverage of UBPS dimension for each business school. A chi-square test ($\chi^2 = 437.566$, $df=45$, $p < .001$) proves that University Brand Personality dimensions and coverage are depended. The coverage of brand personality dimensions ranges from 224,15% (IESE) up to 347% (HEC). While “cosmopolitan” (24,19%), “sincerity” (22,9%) and

“conscientiousness” (21,58%) were the most covered dimensions, “appeal” (11,39%), “lively” (10,24%) and “prestige” (9,69%) were the least.

Table 4: Coverage of UBPS dimensions (in %)

University	Prestige	Sincerity	Appeal	Lively	Conscientiousness	Cosmopolitan	Total
INSEAD	31,41	51,1	14,09	13,33	58,91	93,9	262,74
LBS	14,55	59,73	15,44	30,19	64,53	85,8	270,24
IESE	36,7	43,63	30,73	73,87	11,2	28,02	224,15
HEC	32,3	71,02	47,79	25,97	83,21	86,71	347
SDA	38,06	45,47	31,12	31,41	54,17	63,15	263,38
IMD	27,57	35,1	37,24	24,14	105,07	75,39	304,51
ESCP	12,5	46,75	44,21	5,61	75,04	98,56	282,67
MBS	24,71	127,57	29,96	45,69	42,14	69,78	339,85
HSG	36,65	83,3	30,67	28,76	55,84	39,19	274,41
RSM	21,75	89,08	43,23	12,76	64,81	48,82	280,45
Total	276,2	652,75	324,48	291,74	614,93	689,33	2849,43

The result of the multi correspondence analysis (Figure 1) reveals the relationship between the different UBPS dimensions. The plot shows that the dimensions of conscientiousness and cosmopolitan are closely related both lying close to the upper edge in the lower right quadrant. The dimensions of lively (upper left) and sincerity (lower left) are the furthest away from each other but also the other dimensions. Appeal, almost positioned at the center of the plot, is little distinguished between all business schools acting as the starting point from which all the brand personalities evolve.

In addition, the map also displays the relative positioning between the business schools as well as of business schools and the dimensions. IESE (upper left) was primarily displayed as lively institution, while MBS (bottom left) specially highlighted its sincerity. These two universities showed very strong and unique brand personalities. To help further analyze the positioning of the other schools their UBP was displayed in a net diagram (Figure 2). IMD (upper right quadrant) spotlighted its conscientiousness. HSG and RSM showed similar personalities both spreading between sincerity and conscientiousness with HSG additionally including to prestige and lively. ESCP showed low prestige and lively dimensions but strongly pointed to its cosmopolitan dimensions as well as less but still strong to its conscientiousness.

This shape was quite common as also LBS, INSEAD, SDA and HEC revealed high in the dimensions of cosmopolitan and slightly lower in conscientiousness. Besides this LBS and INSEAD are high in sincerity. SDA showed no distinctive brand personality. Same holds for HEC.

Figure 1: Relative Positioning of Business Schools (MCA)

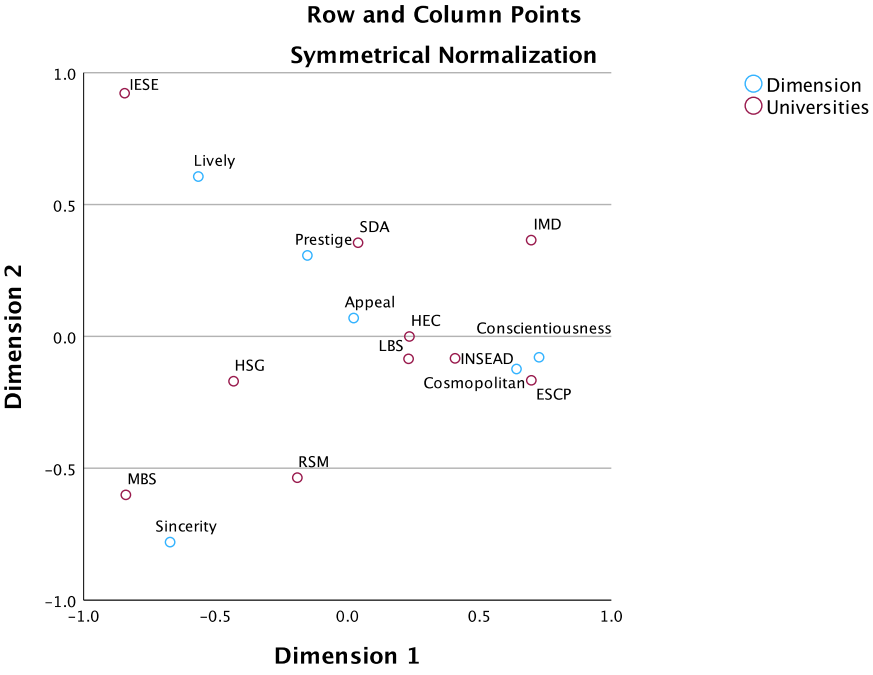
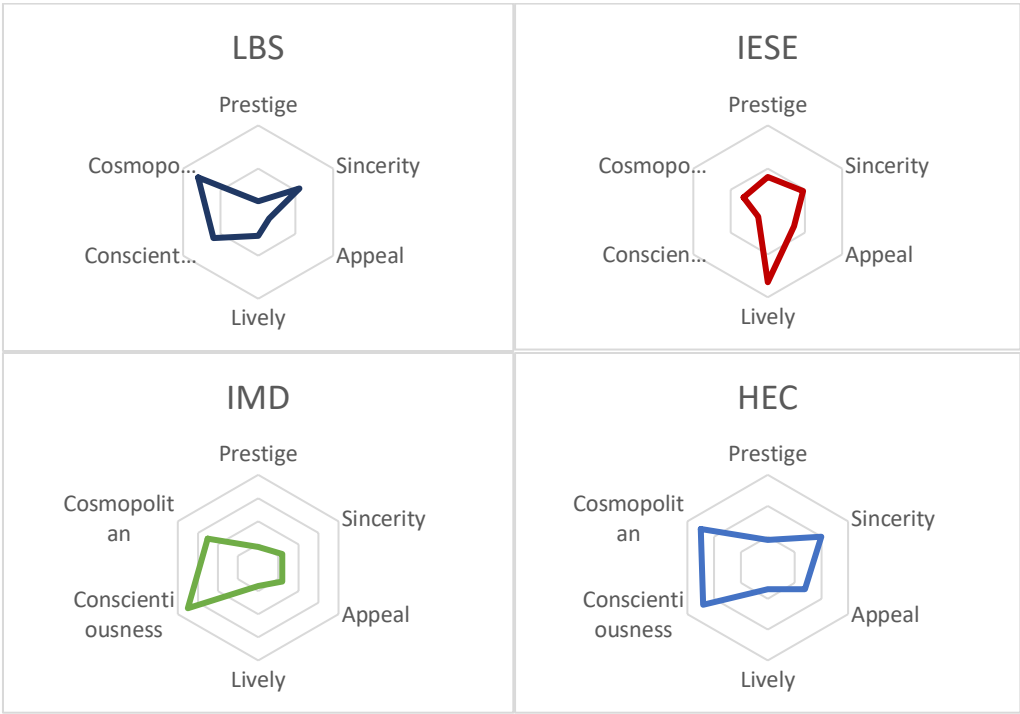
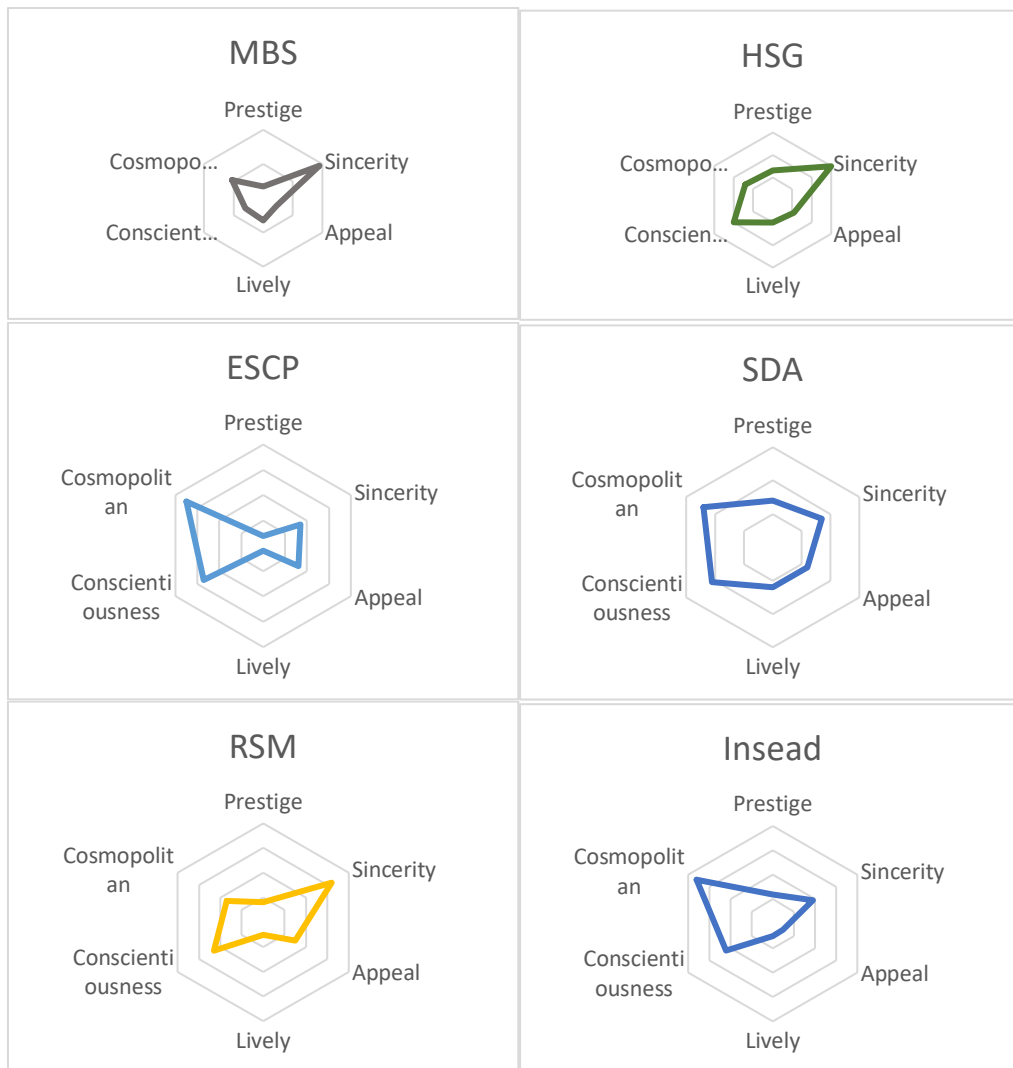


Figure 2: Business School's UBP





5. Discussion

The results reveal that although similar themes were chosen by business schools to promote their MBA programs most tend to communicate unique brand personalities. An overview of all hypotheses rejected and accepted can be found in the appendix (Appendix 2).

5.1. General discussion

The investigation of the motives used in the videos revealed a variety of themes used for some dimension while others were displayed by a relatively small number of themes. Additionally, themes were often combined, and some motives referred to more than one dimension.

Prestige included a huge variety of themes that often occurred only one time per video which accounts for being the least covered dimension. Thus, H5 can be accepted. Exceptions are the campus, which was shown more often, generally used as a visual divider between different sections of the video as well as the graduation ceremony. Although it can be argued that these can be connected to the dimension of appeal the way they were staged gave the impression of focusing on the university's success and reputation closely connected to its snob appeal. As according to Rauschnabel et al. (2016) the prestige dimension is the only dimension negatively correlated to both word of mouth and brand love, the low coverage indicates that business schools are aware of this and thus rarely display themselves as prestigious institutions.

Sincerity was mainly represented by human interactions as well as close ups of human faces which were used continuously in most of the videos resulting in the perception of the videos being homogenous. Despite it was the second most covered dimension, the data reveals that unlike in Rutter et al. (2017) sincerity was not a common trait displayed. However, for MBS, RSM as well as HSG sincerity had the highest coverage with MBS strongly promoting it. As RSM and HSG both being two of the three public business schools H8 is partly supported. On the other hand, this does not apply to the only other public school analyzed, LBS.

Although almost all business schools included themes associated with appeal it was only the 4th most covered dimension. Being relatively close to the center of the correspondence analysis plot (Figure 1) it rarely distinguished along the schools, acting as underlying dimension. This contradicts with Opoku et al. (2009) leading to H3 being rejected. For business schools that want to revise their brand personality communicating appeal has potential for differentiation.

Like appeal the lively dimension was also less prominently covered around the business schools aligning with Lim et al. (2018) stating MBA students are less motivated by hedonistic reasons when selecting the university to apply for. However, IESE strongly promoted itself as lively institution. The lively dimension was often displayed by showing students doing sports

or creative hobbies. Interestingly, IESE was the only university that did not show teaching activities as well as groups of students studying together. Instead, they relied on being lively as a narrative also including mostly various locations in and around Barcelona. The opening of the video, a woman that stated she came to Barcelona to spice up her life, perfectly sums up their message. This supports Opoku et al. (2009) stating that universities that associate with their environment tend to choose the excitement dimension and thus H6 is accepted.

Conscientiousness was closely related to the dimension of cosmopolitan. Except for IMD, schools referring primarily to both, conscientiousness, often displayed by teaching activity and studying students, was slightly less covered indicating that it is rather used as a supplement than a differentiator. This dimension was sometimes chosen as the videos overarching narrative with multiple universities structuring their videos along the students expected journey. While Opoku et al. (2009) state that private universities tend to rather promote competence, this is only partly supported by the results as in particular IESE had the least correspondence with it. However, looking at the plot (Figure 1) reveals that except MBS all other private schools are in the right quadrants which shows the importance of this dimension resulting in H7 being partly supported. Interestingly, LBS is the only public school on the right side. This is the second occurrence of MBS showing itself like a public as well as LBS showing itself like a private school. The reason may be that MBS closely associates with the public University of Mannheim even showing their campus and merchandise in its videos while LBS do not make any references to its overarching public institution the University of London. However, thus further research regarding the influence of brand architecture and organizational structure of universities on the UBP is suggested.

Cosmopolitan, was often displayed through international students as well as references to companies and the school's connectivity to job market. As this was the most covered dimension it leads to H2 being rejected. The high coverage indicates that for European business schools showing traits of being cosmopolitan is an important element when promoting

themselves to an international audience. This aligns with Lim et al. (2003) who state that enhanced job chances are a key reason for Asians to study abroad. This also supports Antunes and Thomas (2007) as they discovered international mindset as one of the key strengths of European business schools.

Combining the sincerity, appeal and lively dimension's coverage and comparing it to the overall cover might serve as an indicator for whether more utilitarian or hedonistic elements were covered in the videos. Having 44% coverage shows that less hedonistic elements were used. Thus, H4 is accepted. However, it can be argued that themes associated with prestige also act as hedonistic elements which would lead to the rejection of H4. Which UBPS dimensions connect to hedonistic respectively utilitarian perception should be further researched.

Lastly, although all universities using students talking about the institution as an overarching narrative supports H1 some universities additionally included other narratives like the students expected journey. However, additional narratives do not substantially influence the original one. Thus, H1 is accepted. Seeing students talking, mixed with various shoots of the campus, sports and teaching situations might be the reason for the videos being perceived as homogenic.

5.2. Limitations and future research

As all studies also this has some limitations. First, because this study is based on European business schools and their MBA programs the results might not be generalizable and applicable for other degrees and faculty types as well as other regions. Another limitation to the results is based in adding the coverage of the visual with that of the audio equally assuming that both have the same influence. Future research should thus focus on the influence of spoken text and visual motives on the viewers perception of the UBP. Lastly, the communicated UBP based on coverage shows how universities want to be perceived by potential students. However, whether

they perceive the university's personality in that way cannot be determined by this study and should be further analyzed.

6. Conclusion

This research aimed to investigate European business school's promotional MBA YouTube videos using the lenses of the UBPS (Rauschnabel et al., 2016). Based on qualitative analysis of themes used in the video as well as quantitative analysis of positioning among business schools, it can be concluded that while the videos follow the same narrative style, all the communicated brand personalities differ in their UBP. However, SDA as well as LBS do not show distinctive brand personalities. The results indicate that while appeal acts as a common dimension used, European business schools tend to especially highlight their international mindset and their connectivity into world of working being represented by the cosmopolitan dimension.

6.1. Theoretical implications

Besides being the first study that combines findings using Aaker's (1996) personality scale with results using the UBPS (Rauschnabel et al, 2016) this study was also the first that investigated promotional YouTube videos of universities using coverage as a metric to identify the UBPS. This method allows to easily and objectively analyze communicated brands; thus, researchers should consider using it to further investigate the topic of universities video branding. As this research was based on MBAs of European business schools, suggested research areas for this are other degrees as well as regional areas both individually as well as comparatively.

6.2. Managerial implications

The findings of the studies have various implications for brand managers of European business schools as analyzing the communicated brand personality helps to better understand and revise

it. This will help to target different or even new segments of potential students. This study provides an insight of common motives that managers can strategically use to boost certain desired dimensions and thus personalities. Additionally, as it is rarely distinguished across videos, focusing on the institution's appeal shows potential for further differentiation among the competitive market of MBAs in Europe.

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APPENDIX

Appendix 1: Selected Business Schools and Videos

#FT MBA '22	Name	Short	Location/Campus	Funding	Keywords	Link
3	Insead	INSEAD	France/Singapore	private	Insead mba experience	https://www.youtube.com/watch?v=UomcaS7GwCA
8	London Business School	LBS	UK	public	london business school mba experience	https://www.youtube.com/watch?v=CHZ54GUHr20
10	IESE BUSINESS SCHOOL	IESE	Spain	private	iese mba	https://www.youtube.com/watch?v=N4VaaiaO6vc
11	HEC Paris	HEC	France	private	hec paris mba experience	https://www.youtube.com/watch?v=XXD5MKDy0y0
13	SDA Bocconi School of Management	SDA	Italy	private	bocconi mba experience	https://www.youtube.com/watch?v=qACI09_g8Y
28	International Institute for Management Development	IMD	Switzerland	private	imd mba	https://www.youtube.com/watch?v=vc-YqJNqAFg
52	ESCP Business School	ESCP	France/UK/Germany/Spain/Italy	private	escp mba	https://www.youtube.com/watch?v=kDacJmgUIqk
72	Mannheim Business School	MBS	Germany	private	mannheim mba	https://www.youtube.com/watch?v=g-CAHikdLQ0
76	University of St Gallen	HSG	Switzerland	public	st gallen mba	https://www.youtube.com/watch?v=-PuzSnuNf3M
86	Rotterdam School of Management Erasmus University	RSM	Netherlands	public	rsm mba impact	https://www.youtube.com/watch?v=yW_HxN-Paul

Appendix 2: Overview Hypothesizes

Number	Hypothesis	Validated
1	The videos are homogenic following standardized narrative styles.	yes
2	Conscientiousness is the most communicated dimension	no
3	Conscientiousness acts as the underlying dimension.	no
4	The videos feature more utilitarian than hedonic elements.	yes
5	Prestige is the least communicated dimension.	yes
6	Schools that associate with their environment, strongly communicate the lively dimension.	yes
7	Private business schools communicate conscientiousness.	partly
8	Public business schools communicate sincerity	partly