



**AZƏRBAYCAN RESPUBLİKASI TƏHSİL NAZİRLİYİ  
AZƏRBAYCAN DÖVLƏT İQTİSAD UNIVERSİTETİ**

***BEYNƏLXALQ İQTİSADİYYAT MƏKTƏBİ***

***Kafedra: Beynəlxalq İqtisadiyyat  
İxtisas: Biznesin İdarə Edilməsi***

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**BAKI – 2019**



**The Ministry of Education of Azerbaijan Republic  
Azerbaijan State Economic University**

***International School of Economics***

# ***BACHELOR THESIS***

***Theme: Internal Corporate Branding in High Education Institutions***

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**BAKU-2019**

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## **Abstract**

Due to the high competition in the market of educational services and bringing market principles to the reform process of higher Institutions of higher education everywhere strive to become more attractive to their potential customers - applicants, students, investors. And in recent years, many higher education institutions see a way out of this situation - to create a secure and memorable brand. The brand of the university is formed due to the opinion of the target groups; subjective opinion, a process that is complicated by the impact of external and internal factors. Using the name, location, logo, history, corporate identity, website, and other attributes can be made an educational organization attractive and desirable in the eyes of the target audience. Based on this, we can conclude that the formation of a brand - Is a tricky task, which must be addressed on an ongoing basis. Basis. If you do not solve this problem promptly, the image of the university formed spontaneously and not rarely positive. Domestic and foreign higher education institutions the need to create a positive perception of their organization recognize and use with this popular marketing tool - rebranding. Rebranding is a management process that aims to the creation and development of relevant material and intangible characteristics universities that allow it to be unique and stand out among similar to themselves in the market of educational services. To date, there are few national universities, ready boast his "name" at least throughout the country. Based on this, there is a need to systematize the existing concepts of rebranding to put them into practice in further work, as well as creating practical recommendations applicable to the Azerbaijan State University of Economics (UNEC).

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# FIRST PART

## 1. INTRODUCTION AND CONCEPT OF HIGHER EDUCATION INSTITUTIONS

### Introduction

The branding is about equipping products and services with the power of the brand and making a difference between the products (Kotler and Keller, 2012, p. 243). Today, the brand is of vital importance not only for products but also for institutions serving in different areas. Recently, the brand and branding process for higher education institutions, whose number has increased considerably in the national and international context, is seen as the concepts that need to be managed strategically. Global trends in higher education increase competition in these institutions and make them have a competitive advantage (Nguyen et al., 2012, p. 779). Universities are focusing on some brand and image studies to increase the preferability ratios and improve quality. Every university aims to achieve international standards in education, to provide qualified graduates, to work with academicians specialized in their fields, to stand out in scientific research and development activities and to contribute to society. Universities fulfill these objectives and also support the process of branding. Therefore, the activities carried out by universities provide to their branding; On the other hand, successful work will help to strengthen the brand.

Product and service brands, such as brand loyalty, preferability, differentiation, to benefit people and society and identity affects; university brands also strengthen relations with students and other stakeholders, increase preferability, ensure the withdrawal of qualified

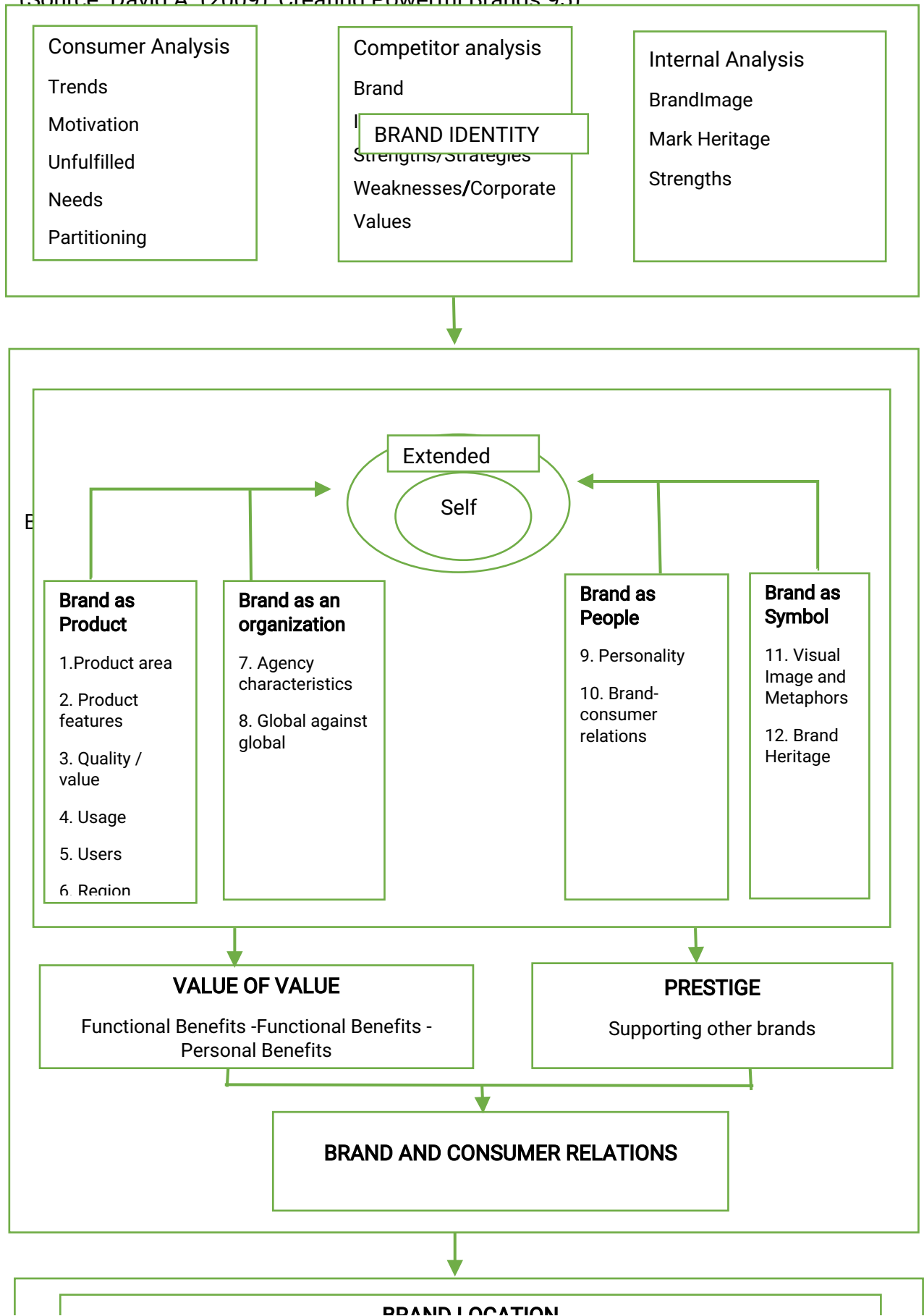
academics, pave the way for university-industry collaborations and contribute to a good position in the society's mind. This study aims to examine the process of branding in universities and to offer suggestions to support the branding of universities. In this context, Aaker's Brand Identity Planning Model is based.

According to the Brand Identity Planning Model developed by Aaker and emphasizing that the brand is a strategic element, the foundation of brand image is based on the strategic planning of brand identity and determining the communication strategy that guided the process (Aaker, 1996, p. 69). Aaker (1996) divides its brand identity into two dimensions: self and extended. Self-identity refers to a continuum that is independent of time and resistant to change. In contrast, the extended character describes the communication direction of the brand and includes brand associations. When this model is adapted to the university branding, university brands emerge from the association of universities' self-identity from the past/establishment years and the extended identity from communication with the community. When the values of a university are integrated with the benefits of society, it will constitute a brand based on the scientific and cultural basis for both social and academia. According to this model, universities offer students and their expectations; other universities and self-analysis in detail and accordance with this information based on the self-identity and extended identity within the scope of the branding process are managed. We can summarize the results obtained during this branding process as functional benefits, emotional benefits, personal benefits, and respectability. The promises of the universities to the students and other stakeholders and their inability to fulfill the signs are the determinants of their relations with their stakeholders. According to this model, students and other stakeholders need a good position in their minds so that universities can become a brand. Based on this, it



is expected that competitive advantage will be achieved through the development of university self-identity and communication efforts. It is necessary to follow a strategic communication study and results to be followed. In Table below, these steps are explained in detail.

(Source: David A. (2009) Creating Powerful Brands 95)



## 1.1 The concept of University Branding

The brand is a shared and unique idea that is expressed in product, service, position, and experience (Kapferer, 2008, p. 13). Branding within the global head-turning global economy is seen as a necessity for marketing success (Drori, 2013, p. 3). In many countries, universities are internationalized, and in this context, the brands of universities influence the ability to attract strongly qualified students and university employees (Ngyen et al., 2012, p. 779). Universities, like other service-oriented institutions, are also facing an increasingly competitive environment and have to find ways to differentiate their institutions and tell their stories (Judson et al., 2008, p. 57). Based on this necessity, universities should empower themselves by evaluating their opportunities and threats and should be able to manage their branding activities from a strategic point of view both nationally and globally. Whelan and Wohlfeil (2006, p. 317) emphasize the need to dominate the corporate brand in the management of higher education institutions. Branding in higher education institutions is explained by the increasing transfer of ethical business practices from the private sector (Wæraas and Solbakk, 2009, p. 449).

University brand (Ngyen et al., 2012), which is a universal creation of the stakeholders of the university based on actual experiences in education, in Attracting the wise students who reflect the capacity of the institution to distinguish themselves from the others, reflecting the capacity to meet the expectations of the students, and reveal the trust in the ability to fulfill a certain level and type of higher education. It is defined as a manifesto that supports its potential (Bennett and Ali-Choudhury, 2007). In academic institutions where the product is abstract, the image plays an essential role in helping students and parents often choose the institution's programs (Paden and Stell, 2006, p. 45). University branding creates awareness among brand candidates and their families through donation, faculty, business leaders, alumni and public officials (Joseph et al., 2012, p. 2). The branding in the academy has made the new dictionary, such as corporate communication, identity, and reputation, aware of the connection between the values and characteristics of higher education institutions and how it is perceived (Wæraas and Solbakk, 2009, p. 449).

Universities can differentiate with their prominent features. Some universities are remembered with strict training, links with well-known people, or a right campus. The image of the university creates a way for the differentiation and communication of the programs and educational

experience that the students will study when compared with other universities (Paden and Stell, 2006, p. 46). Thus, students will be satisfied with the emotional aspects that they cannot find in other universities, such as education, physical facilities, and activities, as well as being a part of the university and carrying the corporate spirit to their selves. It is not a coincidence that the graduates of some universities are proud to graduate from that university despite their long years of experience, and that their strong ties continue with the university and other alumni. The brand is seen as an artifact that defines the institution in a specific way and carries the personality of a particular university (Drori, 2013, p. 3). The brands of universities, in other words, people's perceptions of the university as a result of academic and organizational success and failure. Creating a brand means achieving more success, which requires academic and administrative work together and good leadership (Temple, 2011, p. 113). In this context, making the academic and administrative employees' part of the brand management processes and acting as a brand ambassador of the university is one of the basic requirements of having a strong brand.

Consumers learn about brand experience and brand messages and have an opinion about which brand meets their needs (Ural, 2009, p. 3). As the brand is, a promise to the consumer (, being a strong brand requires promising a benefit to the consumer (Tashkin and Akat, 2008, p. 29). Students do not have a complete experience of the educational process before deciding on joining a university and therefore rely on the brand name and image (reputation) of the university as the promise of ultimate satisfaction (Paden and Stell, 2006, p. 46). There are also critical perspectives on branding in universities. According to one view, if branding is an analytical tool and not only a myth, critical ministers say that practices generally challenge traditional values that exist in the academy and specifically in private universities. There are differences between academic disciplines in terms of costs and priorities, and branding leads to a specific set of values and a singular identity (Wæraas and Solbakk, 2009, p. 453). The focus of these criticisms lies on the fact that universities are continually developing, based on academic values, there are innovative-oriented institutions and cannot be standardized in the way of branding; Therefore, it is a necessity to act with the accepted fundamental values by taking into consideration that the academy cannot be kept in individual molds in the branding studies to be carried out by universities. ) Since education is not a simple and average service, service brand components cannot be applied directly to the university brand (Ngyen et al., 2012, p. 780).

In general, it is questioned whether the place of educational values in branding processes and whether these processes will be based on cultural heritage such as freedom of research, objectivity, truth, teaching, and independence of learning approved by universities as a science institute (Wæraas and Solbakk, 2009, p. 453). However, it is not possible for universities to carry out a branding process that will be shaped on the mentioned heritage. The adoption of widely accepted educational values in the process of banding together with innovations may contribute to the development process of universities. Sevier (1994) concluded that four factors that are most effective in choosing university schools are image or reputation, location, wages, and specific sections. Choosing a university is to enter a complex decision process and simplifies the brand selection process. Therefore, universities are increasingly aware of the importance of branding (Judson et al., 2008, p. 57).

## **1.2 Short History of Branding**

The history of branding dates back a long time, and brands are seen as a factor that gives quality to products and services from past to present. Ancient Egyptians, Greeks, Romans, and Chinese are said to seal pottery and other objects to indicate ownership and quality. With this seal, if people liked an item, it could be known who would be praised, where this property would be found in the future, and when there was a problem, who would be responsible (Perry and Wisnom, 2004, p. 12). Therefore, the quality of the product is guaranteed, and the consumer's trust in the brand is supported. This was the basis for brand loyalty.

Today, the brand concept is at the heart of marketing theory and practice (Pearson, 1996, p. 6). The brand is defined as detecting an internalized summary that results in the creation of a separate place of impressions of customers and consumers based on; they are perceived emotional and functional returns in their imaginations in (Knapp, 2000). Another identification brand all Product development, service, advertising, marketing, after-sales activities carried out by a manufacturer or seller are all created; it is the sum of abstract values such as awareness, image, quality perception, and commitment and (Deniz, 2008, p. 24). Aktughlu (2009, p. 16) named the brand takes The name that determines the identity of the goods and services, distinguishes the product from its competitors, facilitates communication with consumers as the focal point of marketing management and advertising management applications, provides a

number of legal advantages to producers and consumers; symbol, the symbol defines them as symbol.

It is a combination of brand characteristics (what the brand is), consumer benefits (product needs and requirements) and values (consumer connotations of the product) (Pearson, 1996, p. 6). The brand differentiates product or service from other products and services that meet the same needs. These differences can be functional, rational or concrete related to the performance of the product; it can be more symbolic, emotional or abstract (Kotler and Keller, 2012, p. 241). One of the most critical factors that underlie the strategic structure of the brand, as stated by Tashkin and Akat (2008, p. 3) is that it is a 'differentiation tool. Brands, businesses to touch the fabric, trousers to try, watermelon or apple to examine, when the test drive does not offer automobiles, serves as a proxy to the product (Berry, 2000, p. 128). By adding value to the brand, the brand distinguishes it from products with similar features and benefits (Pearson, 1996, p. 6). Together with the cost, it adds to the product. The brand also builds an identity, as well as the particular benefits of the product and connects with the consumers in abstract form. In this context, the brand has the meaning of introducing products beyond the definition of products with only signs, liking to the consumer, creating loyalty, supporting the business and product image (the Ural, 2009, p. 1). Consequently, the position acquired by the brand today is shaped by the influence of many components that add value to the product or service, far beyond simple marking and serves as a key to separation from others.

Table 2: Difference between product and Brand

Product	Brand
<ul style="list-style-type: none"> <li>• Produced in the factory.</li> <li>• The object is either the service.</li> <li>• The format has its properties.</li> <li>• Can be changed or improved over time.</li> <li>• It provides a physical benefit to the consumer.</li> <li>• There are physical components.</li> <li>• It addresses the left (rational) side of the brain.</li> </ul>	<ul style="list-style-type: none"> <li>• Brand created</li> <li>• The consumer perceives it.</li> <li>• It is permanent.</li> <li>• Satisfying consumer needs.</li> <li>• The consumer can evaluate it as a status indicator.</li> <li>• He has a personality.</li> <li>• There are emotional components</li> <li>• It addresses the right (emotional) side of the brain.</li> </ul>

(Source: Aktughlu, 2009, p. 15.)

As stated in the table above, while the product and brand are two mixed concepts, the product refers to more concrete components. Besides the specific parts, the brand also includes abstract elements such as image and charm. With the development of trade, competition, and technology, enterprises have to create brands that will enable them to leave their competitors in terms of branding their products and thus gaining profit (Engin, 2016, p. 278). A strong brand is a sign, emblem and a global symbol that can immediately reveal its creativity and attract attention in a new country, category, and industry; It is the most reliable way to draw attention regardless of competition and competitiveness. (Perry & Wisnom, 2004, p. 12). It is a guarantee that the brand promises will be fulfilled continuously and consistently beyond the name of a product (Engin, 2016, p. 278). The brand shows the source or manufacturer of the product to the consumer and thus serves to protect consumers and producers (Keller, 2008, p. 6; Engin, 2016, p. 278).

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## **SECOND PART**

### **II. GENERAL FRAMEWORK ON INTERNAL CORPORATE BRAND AND BRANDING**

## 2.1 Concept and Definition of Brand.

It is known that the brand being one of the most critical assets of the enterprise will take place with differentiation from its competitors (Uztugh, 2008, p. 21). Institutions that seek to achieve competitive advantage by differentiating themselves from their competitors may be inadequate to conduct product and service branding activities only. For this reason, institutions are trying to create a corporate brand that will stand out with their qualities and values (Aydın, 2017, p. 307). From the perspective of communication, it is possible to consider branding as attempts to tell the stories of an institution (Jundon et al., 2009, p. 54). Corporate branding is defined as the systematic planning and implementation of processes that will create a positive image and ultimately create a positive reputation and result in a positive image with the signs sent to all stakeholders, together with the management of behaviors, communication, and symbols (Einwiller and Will, 2002, p. 101). Corporate brand is seen as one of the most important strategic assets of an organization (Hatch and Schultz, 2008). Thus, the brand may be more valuable than the sum of the values that the institution offers materially. Therefore, the importance of branding is increasing. The corporate brand, which is seen as more complex than product branding, is abstract and consists of the races, beliefs, and values of people who can be very diverse about the organization (Wearaas and Solbakk, 2009, p. 451). Corporate branding involves providing differentiation and preference at the organizational level rather than products and services. The institution itself is a trademark (Curtis et al., 2009). Corporate brand affecting all internal and external stakeholders; it influences all organizational activities from top to bottom, inspiring everything the organization is saying and doing now and, in the future, (Hatch and Schultz, 2008, p. 10). In these circumstances, it can be said that there are significant differences between product and corporate brands both in terms of scope and applications. The following table addresses these differences.

Table 3: Differences Between Corporate and Product Brands

	<b>Product Brand</b>	<b>Corporate Brand</b>
<b>Scope and Scale</b>	A product and service or closely related product group	The whole institution
<b>The Origin of Brand Identity</b>	The vision of the advertiser who gets information from marketing research	The legacy of the organization, the widely accepted values and beliefs of the members.

<b>Target group</b>	Customers	Various stakeholders
<b>Responsibility</b>	Product brand manager and team, advertising and sales departments	Product brand manager and team, advertising and sales departments CEO or management team, usually marketing, corporate communication, human resources, strategy and sometimes design and development departments
<b>Planning Concept</b>	Product life	Institution life

(Source: Hatch and Schultz, 2008, p. 9.)

Mankiw (2015, p. 225) underlines that corporate brands are not only a proposal that contributes to the creation of the value and culture of the institutions but also a strategic management channel that guides the processes of the organization to create value. Branding plays a vital role in establishing positive attitudes towards the institution as one of the most important benefits of an institution (Curtis et al., 2009). Big corporate brands serve as significant leverage due to the positive associations associated with the name of the organization and the communication activities that the organization offers to its stakeholders as unique and different brands (Schultz and Kitchen, 2004). Those who have a corporate brand gain a competitive advantage against those who do not (Mankiw, 2015, p. 226).

## **2.2 Models of Formulation of Branding**

For a long time, the Russian education system was conditioned by the political system of the state and wore Planned character. However today there is an entirely different situation, since the socio-economic, the case in the country has changed accordingly and the principles of functioning of educational facilities, more and more acquiring features market economy. As the introduction of market principles In the process of reforming higher education institutions, competition is tightening. And we are building a market for educational services. This is facilitated by the emergence of a large number of educational institutions of the state and non-state types and various forms of the property providing a wide range of different



educational services. Since the field of education is often considered in isolation from needs transformable market, this position of higher education requires strengthening competitive areas of its subjects, forcing management universities to actively integrate marketing tools into the mechanism of strategic planning and management of higher education institutions, including technologies branding. A highly competitive market requires educational institutions of higher education take a closer look at adopting strategic decisions regarding the external environment of higher education institutions, which ultimately must ensure sustainable market position and constant the influx of consumers of educational services and loyalty to the university. Similar results are possible only when the presence of the positive image and strong brand based on high-level Organizational culture and quality of educational services, including the correct ratio of all elements of the marketing mix high school. Sustainable Russian educational there are a small number of brands. This determines the relevance of the analysis of the practical experience of universities and the development of a sequence of actions for the development and management brand of higher education institution in the region. Despite the abundance of literature on the formation of educational brands, the need to systematize existing models taking into account the specifics of Russian universities to put them into practice. Educational brands are usually formed historically; however large influence on the process have direct actions on the competitiveness of the school. Formation of educational brand institutions, especially higher vocational education, represents quite complicated and time-consuming as a well as lengthy process. To date, As the review of scientific works shows, a single model of brand formation has not been developed. Educational institution. Many researchers, practitioners, and experts in the field of marketing and branding have created their models. The brand building developed structural elements of the educational brand as well as identify the most

important of them. The first model considered is a model developed by the authors E. N. Bogdanov and V. G. Zazykin, which is called "Seven-component corporate model image." According to this model, the management of the corporate image of an educational institution takes place by modeling the image through its seven components. Let us characterize the positioning in more detail. The first component is a motivationally targeted, which implies the study of the needs of subjects of educational activities that are involved in shaping the image of educators and educational institution in general, psychological readiness of teachers to participation in work, experience, as well as the determination of motives and goals of action, as well as assessment of its results. The next component - meaningful - reveals the essence of the teacher's image, The structure, and characteristics of the forming elements, as well as the criteria for the representativeness of the picture. Technology component directly determines the sequence of the process steps formation of the image of the teacher, serviceability and technological readiness of labor subjects to pedagogical work, development of directions to improve the model. Let us proceed to the description of the next Russian model of brand formation institutions. When developing a brand strategy educational institution candidate of economic sciences, O.V. Nefedova used the model presented in Figure. In the structure of the brand platform in this Models include:

- values that are important to consumers (fame, prestigious diploma, stories, and university traditions, successful employment);
- brand identification is specific, unlike competitors, a long-term promise to consumers from an enterprise that consists of positioning (a place in the minds consumers versus competitors), character (human traits inherent in a brand university) and attitudes towards consumers;
- brand or unit architecture, faculties, institutes, and branches of the

university;

- Associations were arising with the training institution - history, graduates, bright successes and events in the life of the university. Summarizing the above, it becomes evident that using Branding in school management is a new requirement of the market environment, allowing to strengthen the competitive position Educational institution. Thus, to practically use Branding in the work of the university, you need to use the presented attributes and with their help control the mind consumers. The basic principle in the construction of the model developed by N. G. German was the postulate that modern education is not should only be a means of Learning because the current conditions imply the active form of the information society. Besides, training should be involved in multicomponent formation educational information environment. To build a model N. G. Herman designed structure core competencies of the university, which are of crucial importance. When choosing a university in the current market conditions, the factor becomes the no base competences of an educational institution and method of implementation. These basic competencies. I.e., reinforcements educational process elements - Brand and application of information technology in Learning are considered key. Basic Competence ceases to be the determining factor in choosing an educational institution. It becomes that way how the core competency will be implemented. Reinforcements

same capability not directly related to the baseline - they are optional Benefits for consumers guaranteed by the university brand. On this basis, the key competencies become an essential source differentiation because they are associated with the use of the latest information technologies in training and directly affect the image university brand educational services market. Based on the modern competence structure of the university, a multilevel model has been created. The formation of a brand of an

educational institution occurs through the consistent implementation of university competencies. So, in the first stage, the value becomes basic Competence is the main benefit of Learning, i.e., Getting an education. At the second stage, the necessary core competencies are implemented. - Extended benefits also called rational. The third stage is the implementation of the skills that reinforce the main advantage which include the modernization of the educational process, the introduction of innovative technical support in training, etc. Additional competencies may be both tangible and intangible. In the fourth stage, the university brand importance is the characteristics brand related to the perception of the university target audiences. In this way, the components of the university brand in the multilevel model are specific rational and symbolic values which are associated with the use of information technology in training. Researcher branding in the field Education DA Kaygorodova offers formation model a university brand based on the concepts of foreign authors such as Scott Davis, Douglas Holt is a marketing professor at Oxford University. The main idea is that the university brand created only in the representation of consumers through the points of contact directly in the process of implementing an educational service. This is how not only the external but also the internal image is created - among the employees of the university itself, sponsors, public organizations, market specialists. Another critical point of the model also serves the introduction of the term "authors" - these are people who form the brand. Among them is itself educational institution through all its manifestations activities; influence groups - experts, authorities, mass media (mass media), government agencies, competitors; popular culture and customers. This model of the university brand reflects the process, and the main points of interaction of the university brand with its medium are the authors. The main factor is the university itself - the entire team of employees who are known in the model as the authors of the brand. Besides, no less crucial collective co-author of

the university brand is a chain of authors main product: students, graduates, graduate students, undergraduates, teachers, scientists, because it is their stories, successes, and achievements that create Brand power. Author soloists the models see the rector, who, in addition to managing the university as a whole, also exercises leadership Branding. In general, the essence of the model is reduced to the idea that the university as the principal author can organize the process of managing the brand to control the actions of the co-authors. The "Model of Two-Dimensional Perception of the Brand Positioning of an Educational Institution" by researchers L. M. Kapustina and A. A. Kolga is based on the Martin Lindstrom multi-sensor model. The main idea of this model is the combination of a rational component of the process of cognition, as well as sensory perception. Thus, the traditional educational process with a predominance of the concept of practicality is complemented by a creative component with the dominance of freedom of expression and maximum individualization of the educational process. Innovative positioning, as the essence of a two-dimensional model, is an equivalent combination of keen intelligence and aesthetic principles, that is, a synthesis of the rational side of knowledge and the emotional sphere of human perception of the world. The area of feelings is the motive, the guiding force for activating the process of thinking and transition to practice. So, the creative implementation potential of a person will allow provoking the realization of scientific and entrepreneurial potential. According to the authors, the "Two-Dimensional Model of the Educational Brand" will help to establish useful contacts with a large number of specialists in various scientific fields. Thus, attracting intellectual resources is the basis for an effective and strong brand of higher education institutions. The authors of the next brand model, based on values and associations of consumers of educational services, are M.V. Selyukov and N.P. Shalygin. The core idea is to achieve the integrity of the individual image of the university brand, and for this, all

marketing efforts should be combined into a single set of activities. Of particular importance is the process of forming associations for the target group, which in the long-term project will strengthen the perception of the university's brand by consumers to achieve the economic and social effect. It is obvious that the personnel potential (the individual teaching staff) is one of the most important structural units in the formation of a strong educational institution brand. Also, business reputation is a high scientific-pedagogical level.

- laureates of awards, grants, academicians, achievements of leading teachers, their professional and pedagogical skills. An equally important element of a strong university brand is the organization of the educational process - the forms and technologies, the originality of the training systems is taken into account. The current trend is to attract practitioners and maximize the use of information technology. The role of emotional attraction is also fundamental. Here we can note the local patriotism - underlining its local place and importance in the life of the region. A significant factor worth noting and the material and technical base of the university for the formation of a strong brand. Multimedia equipment, sports complexes, dormitories, computer equipment, are important conditions in the learning process. The method of developing a brand called "Brand Wheel" was developed by the staff of the advertising agency "Bates" Concerning an educational institution, V. Shorokhova formed this model. Its essence boils down to defining the attitudes and feelings of consumers about the university brand, so the "Wheel of the educational brand" contains five levels: attributes, benefits (advantages), values, individuality (personality) and the essence or core of the university brand. The constituent wheels of the brand for higher education will be specific elements. The first layer presents the attributes brand which in the context of educational

Institutions include basic and additional educational programs, master's, postgraduate, research and scientific activities. The second layer in the framework of the university are the benefits represented by the overall results of the use of the university brand by the consumer. Among them are a diploma, training of highly qualified personnel, the involvement of specialists in research projects. The third layer describes the values of the university brand for the consumer, which are expressed by the emotions from contact with the brand. The fourth layer characterizes the personality or personality of the brand, concentrated in the faculty university, as well as graduate specialists. The fifth and final layer in the brand's wheel is the core of the brand - the most critical part, reflecting the essence of the university brand and based on its mission and strategy. Thus, the presented model describes the functional characteristics in conjunction with the emotional values of the consumer. In essence, this model is based on the quality of educational services, through which a positive image of the university is formed. A comparison of existing models of the brand led to the conclusion that the models do not contradict each other, but rather contribute to the improvement of conceptual approaches and the enhancement of their practical significance. Given the specificity of branding in the system of higher professional education (VPO), the application of two mutually enriching modern models will be optimal: the concept of integrated branding and the four-dimensional model Thomas Gad. These models can be taken as a basis and supplemented by other models for solving university problems. Anyway, all of the models presented. They use two components - ensuring the quality of the educational service and transmitting its uniqueness through brand communications. However, it is also essential to introduce a quality management system that will allow you to gain a competitive advantage, contributing to strengthening the university's brand through competent positioning.

Practice shows that the models of education in each country are determined to a higher degree by the political structure: political structure, mentality, aggregate values of peoples, their history, traditions and the current socio-economic system. Although individual schools reflect the characteristics of national models of higher education in varying degrees, in general, the indicated features are quite tangible. The table gives a detailed description – models of educational institutions of higher vocational education in some countries. Comparison of model formation conditions Education and educational brands shows that it is impossible to entirely focus on the experience of foreign universities, as each state has its own specific culture. Therefore, to form a brand of higher education in Azerbaijan, it is essential to balance the group of parameters listed cultivating a kind of political position, focusing on solving problems in the regions and throughout Azerbaijan.

### **2.3 Features of university branding: foreign experience**

In the process of positioning the university brings to the primary target markets the idea is its uniqueness. As world practice shows, similar the way the world's leading Universities - Oxford, Cambridge, Harvard. These universities focus on traditions, famous graduates, high qualifications of teachers, freedom and democratic values in the process of learning and conducting scientific research. Summarizing the western experience, experts note that the main idea behind the positioning of universities in Germany, Switzerland, and Austria is a dual education, which is based on harmonious the combination of training future specialists both within the walls of the university and at the enterprise. In the positioning of the brands of universities in these countries, It often emphasizes that there is no gap between theoretical and practical student training. Brands of these universities associated with applicants and their parents with a guarantee



of employment, demand for graduates. Positioning idea University is designed to absorb the values of the academic and corporate culture of a particular university, which, as a rule, synthesized in his mission. The mission is usually a brief statement describing the uniqueness of the university through his strategic goal or vision.

Table - Features of national models of universities:

<b>Country</b>	<b>Characteristics of educational institutions</b>
<b>Russia</b>	<ul style="list-style-type: none"> <li>- internationalization of education and training for international corporations;</li> <li>- reorientation of future domestic specialists to the experience and models of education highly developed countries;</li> <li>- the transition of vocational education to a multi-level system (bachelor, master, postgraduate);</li> <li>- liberalization of schooling;</li> <li>- introduction of state educational standards for training specialists;</li> <li>- the creation of a large number of non-state universities, as well as branches state universities in the regions;</li> <li>- expanding the specialization of technical educational institutions through humanitarian, economic and legal education;</li> <li>- insufficient financing of knowledge by the state and meager wages teacher fees;</li> <li>- borrowing models of European culture by the Bologna by agreement.</li> </ul>

<p><b>United Kingdom</b></p>	<ul style="list-style-type: none"> <li>- The concept of liberal education;</li> <li>- high attention to the formation of the student's personality, his individual features;</li> <li>- preference of graduates with broad intellectual abilities and personality traits;</li> <li>- striving for the fulfillment of a super-task by a higher educational institution by fostering personal characteristics of individuals;</li> <li>- the pursuit of high-quality research and training</li> </ul>
<p><b>France</b></p>	<ul style="list-style-type: none"> <li>- the professional, educational model of education;</li> <li>- strict hierarchical observance of subordination to the state;</li> <li>- a high degree of differentiation of scientific practice into intra- and non-university;</li> <li>- activation of the work of the university in the direction of professionalization based on the results pragmatically oriented non-university science.</li> </ul>
<p><b>Germany</b></p>	<ul style="list-style-type: none"> <li>- significant emphasis on research;</li> <li>- high cohesion and cooperation of students and teachers for science and research, the interaction of their work for research;</li> <li>- top speed of processing the results of scientific research and their transformation in curriculum material and other learning objectives.</li> </ul>
<p><b>USA</b></p>	<ul style="list-style-type: none"> <li>- consistent implementation of three models of European education;</li> <li>- borrowing a model of the English system at the first stage of getting higher training in the form of colleges with four years of preparation;</li> <li>- use the experience of French culture, expressed in the form of universities with six years of training;</li> <li>- active use of the expertise of German higher education in the form of</li> </ul>

	<p>orientation</p> <p>for research;</p> <ul style="list-style-type: none"> <li>- great attention is paid to the magistracy</li> </ul>
<b>Japan</b>	<ul style="list-style-type: none"> <li>- Significant planning in the field of education;</li> <li>- focus on long-term established links with certain social strata - elitism;</li> <li>- focus on the priorities and expectations of consumers of educational services;</li> <li>- focus on the company about the staff of the organization;</li> <li>- a high degree of orientation to the requirements for intra-company atmosphere, on the tradition of the team;</li> <li>- caste and elite principles of building a model of universities.</li> </ul>

Conclusion: practice shows that the models of education in each country are determined to a higher degree by the political structure: the political system, mentality, the totality of the values of peoples, their history, traditions, and the established socio-economic system. Even though individual educational institutions reflect the characteristic features of national models of higher education in varying degrees, in general, the indicated features are quite noticeable.

## 2.4 Problem of Branding

At the turn of the XX-XXI centuries, the national education systems of various countries underwent a transition to the market logic of functioning. Dynamic changes are observed in the structure of demand for educational services: some of them are losing popularity, an increase in interest characterizes others. In Russia, there is a general tendency to exceed

supply over demand. The market for educational services has expanded significantly, and in addition to public educational institutions, non-governmental institutions have entered the market. This led to competition between state and non-state universities, universities of various forms of ownership, operating in the same market segment.

In competitive conditions, modern universities strive to strengthen their positions in the regional, national and global educational services markets, meeting the needs of different categories: students in obtaining the desired specialty, business representatives - in topical economically relevant knowledge, implementation of the functions of the scientific, educational and cultural center of the territory.

Y. Zvezdochkin and V.Serbinovsky distinguish three main factors that increase competition between the two:

- The reform of higher education and is associated with a reduction in budget funding for universities;
- the demographic crisis, which peaked in the 2000s;
- low household incomes, respectively, reducing the sufficient demand for educational services.

With the adoption by universities of the values of internationalization and academic capitalism, the issue of ensuring competitiveness at the regional, national and global levels becomes topical. Factors affecting the competitiveness of a university are not homogeneous. According to sources of origin, they are usually divided into internal and external.

The environmental factors include a set of conditions to which the university adapts, internal factors determine the possibility and effectiveness of adaptation.

The main environmental factors, according to GF. Shafranov-Kutsev, are:

socio-demographic factors of the region and the level of its economic and technological development; consumers of services, works and other products offered by the university; environmental factors; poly-legal factors; cultural environment; demand structure in the regional labor market; level of development of the market infrastructure, availability of marketing information; the presence of competitors and their strategies.

The factors of the internal environment are usually attributed to: the qualitative composition of the university management and the personality of the leader; the number and structure of specialties and forms of education; the scale of the branch; the quality of the teaching staff; price policy; material and technical base; introduction of innovative methods and technologies; degree of use of information technology; communication policy, organizational structure of management, corporate culture of the university, etc.

Taking into account the fact that many universities, in accordance with the current educational standards, offer almost the same set of educational services, when choosing a place of study, applicants are mostly guided by the reputation and image of the university, leading role goes to the competition at the symbolic level, suggesting efforts to build a brand educational institution.

Various problems of image formation and brand building in higher education institutions are addressed in the works of A.L. Alaverdov, I.A. Anisimova (Regional), V.V. Volkova, I.V. Grosheva, E.A. Dagayeva, Yu.Yu. Zvezdochkina, I.V. Tatting, A.P. Pankruhina, B.Yu. Serbinovsky, G.F. Sunyagina, E.V. Stepanycheva, N.R. Khachaturian, I.A. Fedorov, O. Frolova, G.R. Yusupova, V.M. Yuriev, and others. However, many theoretical and applied questions of the formation of the image and brand of the university have not yet received proper study and coverage.

A positive image is intended to help solve problems related to achieving a stable position in the market of educational services, developing new directions of educational and scientific activities, expanding the range of services provided.

In the conditions of the need to attract funds from various sources, as well as through commercial activities, it is essential to take into account the economic effect of having a favorable image. Positive image, according to Yu. Zvezdochkina and B.Yu. Serbinovsky increases the value of services provided, therefore, is considered by marketing experts and managers as a factor affecting the value of intangible assets of an organization, promoting services to the market, changing the pricing policy of a university, and capable of generating additional income and profits. The term "image" in the middle of the 20th century in the United States began to denote the mechanism for expanding the value range of a commodity. Much later, this concept was included in the Russian practice, gained popularity in the work of specialists-theorists. The idea of "university image" in Russia became widespread in the mid-1990s when it became clear that education was a service that should meet the needs of society.

At the same time, along with government agencies, commercial universities began to provide this service. The increased competition in the educational services market was the prerequisite for the formation of the "image of the university." Often, the concept of image is endowed with a clear, superficial understanding, and the technologies of its formation are reduced only to external ("cosmetic") solutions. Studies of recent decades have allowed deepening the theoretical and applied foundations of imageology, including in the field of higher education. A favorable image is, perhaps, the primary source of competitive attractiveness and popularity of regional universities in the eyes of potential applicants. Thus, according to the resource approach developed by scientists at the University of Harvard,

the image of an organization is its intangible asset and, along with other components, is a real source of competitiveness and a key factor in adopting any organization to external conditions. V.V. Volkova suggests the following interpretation of the educational image: "a set of educational institutions characterizing and identifying a higher educational institution pedagogical features recorded in certain symbols or forms of information that are created and purposefully transferred to various target audiences in the process of external and internal communications are recognized, are fixed, evaluated and perceived by them and, having taken the form of a stereotype, occupy a certain place in the consciousness (subconsciousness), determine further actions in relation Shani university". The image creates specific competitive advantages and additional intangible, hidden values in the form of reputation, name, recognizable brand, positive image of a reliable institution that can give the student enough knowledge for a successful career, a promising scientific partner for cooperation in the field of innovative development of economic entities, etc. The image (image) of a university, its credibility, according to researchers, is "the main attractive force for an applicant." Creating a competitive image is possible not only through the use of traditional marketing tools but also thanks to the contribution of the staff of the educational institution (faculty, support staff), students, i.e., those categories that are called carriers of the comparative culture. According to experts, investment in the educational brand is the leading investment in quality. Particular attention in the formation of innovative strategies of regional universities should be given to the development and financing of innovations aimed at the development of university brands, since investing in a brand faster than in any other areas of the university's activity brings "dividends": suitable prepared applicants, successful students turn into won grants, growth in the volume of paid educational services, etc. A strong brand and successful branding, in the opinion of Serbinovsky and

Scheffer, create conditions for a positive dynamic of the sources of income of the university, which determines the feasibility of allocating resources to the processes and activities of the brand. This fact is of particular importance since the sources of funding for different types of university activities are not constant; they are probabilistic.

The basis for building a strong university brand is its inner culture, which at the present stage is described in terms of the academic and corporate culture. The acquisition by the University of elements of organizational culture is determined by the need to form a competitive image of the university on the national and international educational services market. When considering the problem of the relationship of image and corporate culture of A.V. Korotkevich suggests studying these phenomena as the contents of different scales of business scales, thereby making it clear that a robust corporate culture serves as the foundation for a sharp image. According to another opinion, "the corporate culture of a university is the degree of its high reputation, an image created in a competitive environment.

The need for a "revision" and improvement of the corporate culture of higher educational institutions has pushed many universities to monitor it. Thus, the study of the indicators of organizational culture became the purpose of monitoring, which for five years was carried out by the Center for Sociological Research of the Moscow State University. Lomonosov. Regional universities of Russia also hold events to monitor the values and norms of the academic community, which form the corporate culture of each university. Such monitoring allows not only to highlight the contours of the university's corporate culture, but also to identify problem areas that prevent its strengthening and, as a result, the formation of a sharp image. Thus, a study conducted at Moscow State University revealed several problems. Moscow State University named after MV Lomonosov has



always been considered one of the flags of national higher education and the prestige of studying at this university was associated with a guarantee of obtaining knowledge from qualified teachers and scientists, reputable scientific schools. Low wages in the 1990s led authoritative specialists to leave the university, and the young change was in no hurry to take their place. According to the monitoring data, this state of affairs was stopped. Special attention has been given to supporting young scientists.

Another reason for monitoring the corporate culture of the university as the basis of its image is the need for a controlled transformation of the corporate culture. Changes in the activities of Russian universities as a social organism led to a spontaneous adaptation to the current conditions. Constant changes in value bases can influence the elemental form of a university's reputation.

According to E.A. Dagayeva "Images are a fundamental characteristic of organizational culture and a way to translate the corporate identity of an organization. Therefore, the construction of a holistic and consistent image of a higher educational institution is impossible without complex preliminary work on the formation of the organizational culture of the university and its basic components such as philosophy, mission, corporate identity".

Construction of the image/brand of the university should go on the principle of "from the inside - out." The unified and shared by all co-workers, the system of values and adequate methods for their implementation is the foundation for the formation of both the corporate culture of the university and its image afterward.

Yu.Yu. Conducted a rather in-depth analysis of the problems associated with the formation, monitoring, and correction of the image of the university. Zvezdochkin and B.Yu. Serbinovsky. They offer the following

interpretation of the term "image of an educational institution": "a positive impression, prestige, reputation of an educational institution that are purposefully or unwittingly formed and maintained by instruments of rational and emotional impact on people, individual professional and non-professional groups public at large, the general public and the public, creates additional non-perceivable consumer values that contribute to success in business, the acquisition of competitive advantages and strengthened the position in the educational and scientific market ". The image implies two components: descriptive (informational), which is an image of an organization, or a set of ideas (knowledge) about an organization, as well as a component associated with a ratio – the evaluation component. The evaluative component is based on the graphic element, as the information stored in the memory awakens assessments and emotions, which can have varying degrees of intensity. The organization is evaluated through the prism of experience, value orientations, generally accepted norms, and moral principles. In reality, both components form a single whole, i.e., image.

In theory and practice, several requirements to the image of an educational institution have emerged. Image must be:

- active, i.e., to be competitive, to have a stronger influence on the behavior of consumers than other firms, products, and also to be engaged in the time aspect - its strength should contribute to the stability of the image in time, in a long-term perspective;
- favorable for the business of the university and for the consumer, for the exchange of values between these interacting parties, beneficial in the sense of facilitating transactions and reducing the transaction costs of the university and the consumer;
- positive, creating a good reputation, positive impression and image;

- Unique, possessing unique features, including leadership competencies, strengths, competitive advantages. An individual model should highlight the university among other educational institutions.

Despite the considerable array of research in the field of imageology and branding, the problem of differentiation of the concepts "brand" and "image" is debatable. About the university, the brand and image can be correlated as follows: the university brand is the outer shell of the image, and the picture is the inner content, which is formed in the minds of the audience. In unique literature, the concept of a brand is often interpreted through the idea of the image. Indeed, one of the elements of the brand as a complex semiotic construct is the image of the organization, product/service. A modern university should be oriented both toward achieving a positive vision, as well as at building a robust and competitive brand.

The brand of an educational institution is considered as a system that combines the product, image, brand image in the minds of consumers, as well as the manufacturer's vision of the image of the service provided, the university brand, and the main characteristics of consumers.

According to another definition, a brand in the field of educational services is understood as "a semiotic construct, the semantic content of which is a complex of educational services of this educational institution, transmitted through its external and internal communications to applicants, students, graduates and employers positioning in the market of educational services".

In the work of N.R. Khachaturian brand of an educational institution is understood as "experienced by a target group of consumers of educational services expectation of obtaining a specific benefit from a particular source (specialty, successful career growth), often associated with a standardized set of symbolic representations (name, logo, pictogram, color,

image, etc.), which allows to use the brand effect in the sphere of educational services more fully ”.

A university brand can be considered as a dual system, the elements of which can be conditionally defined as an internal and external image. The internal representation is formed by students, staff, graduates and faculty members. An external image is a set of impressions and associations associated with this institution of higher education that is forming among applicants and their parents, partners, the public, government agencies, employers, representatives of the business environment. The internal image directly depends on the current organizational culture, which, in turn, affects external agents, forming their particular brand attributes.

I.V. Groshev and V.M. Yuriev denote the connection between the organizational culture of a university and its reputation, image, and brand for. In their opinion, this connection is explained by the intangible nature of the educational service and the impossibility of assessing the result directly at the moment of its provision. In other words, when choosing a higher educational institution, the consumer of educational services has to be guided by the authority of the leadership, the established reputation and brand, which are formed under the influence of the corporate culture of the university.

The tasks of university branding include two main functions: strengthening the position of the institution in relations with external audiences and strengthening the unity of the members of the collective. Nothing rallies the team as pride in the name and prestige of their institution. Building the image (brand) of an institution of higher education is an essential direction in the management system of an educational institution, which presumes the formation, monitoring (both external and internal), and the maintenance (correction) of the image.

Research Yu.Yu. Zvezdochkina and B.Yu.Serbinovskogo based on the assumption that the assessment of the image of the university applies the rule of adding the pictures of units. There is some difference in assessing the image of the group in different grocery areas. Therefore, it is advisable to use the image addition rule by defining the components (components) of the model in functional and product areas, and then in the first step to calculate the integral estimates for the divisions, summarizing the private photos in their product areas, and share the image of the university as a generalized essential assessment. At the same time, the conducted study allowed them to speak not about addition, but rather about accumulation and averaging of impressions, as a result of which a “collective image - image” is formed.

In our opinion, the image of an educational institution should not be considered only as a sum of copies of structural subdivisions, at the same time, it is their efforts that allow forming a competitive image (brand) of a university, incl by building an influential corporate culture, through internal branding events. The image of the university is formed, including, through information transmitted by the external environment of the institution.

G.R. Yusupova also proposes building a brand for a university based on two areas: 1. a “visible area” that includes market positioning, a system for identifying a brand, market relevance; 2. corporate sector, which contains the internal positioning of the brand, the system of identification, communication, internal marketing and organizational support.

The need to further explore the specifics of building the image and brand of a higher education institution as a theoretical and practical phenomenon is determined by the current requirements for competitiveness and development in the competitive environment of the global educational and scientific space.

## **2.5 Forming a Brand of Educational Institutions on the basis of Knowledge Management**

In the field of higher education institution of higher education (hereinafter - the university) is valid as an organization providing educational services, carrying out scientific activities, and forming an intellectual product. For successful activity The institution of higher education should use various resources: material and intelligent. The material resources of the university include equipment, devices, infrastructure and technical equipment ensuring the functioning of educational and research activities in the university. The intellectual resources of the university include the system of scientific knowledge, the intellectual work of the faculty (including management) and the international (or national) rating of this university. Considering the property of knowledge in the process of providing educational services Universities, it can be noted that knowledge is a product of human activity that occurs in process or individual activities (self-education, individual research), or collective activities within scientific institutions. In XXI century knowledge turns into the main economic resource. Many factors production contain intellectual and informational resources of knowledge. Educational space of a modern higher education institution characterized by a large flow of information, new information technology and new knowledge. Knowledge as a resource is central content of the competitiveness of university services. In modern economics, the term "knowledge" refers not only to the result reflection of reality in the minds of people, but also part of the product or service. According to the theory of I. Nonaka and G. Takeuchi, there are two types of knowledge: implicit and explicit. Explicit knowledge is formed information objects that exist in the form of words, numbers, pictures, recorded with the help of information carriers and existing in the form of content interpersonal communication, as part production process. Explicit

knowledge is stored and transmitted through books, databases data, internet or other storage media. The main difference of explicit knowledge is the possibility of their existence outside the subject of intellectual activity, i.e. person In university activities, explicit knowledge includes curricula, training plans, disciplines, orders, documents, etc. Implicit knowledge is represented mainly by accumulated experience, a combination of certain skills, which are people, employees of the organization. In the process of providing educational services, tacit knowledge includes personal experience. teachers, authority, responsibility in work, corporate (organizational) culture, etc. Knowledge management is focused on the process of creating, producing and application of knowledge. The advantage of the university in competition is ensured by that a university using efficient knowledge management improves a number of functions: cognitive, communicative and managerial. Knowledge management requires Universities both standardize the process of educational activities and transform intangible assets into real benefits. Standardization is a regulatory management method. Its impact on educational activities carried out by establishing rules and regulations, issued in the form of regulatory document, and regulating the behavior of people inside the university. Compared to explicit knowledge, the implicit knowledge that exists in corporate culture, management mechanism and personal experience are original and unique elements of competition. In the university material resources (for example, technical equipment, laboratory equipment, etc.) may be copied and the knowledge management system formed in a certain space and time can not be repeated. Knowledge as part of the intangible assets, the educational services market remain valuable elements of production. Knowledge management is not a necessary management function. organizations, and is a strategy for its innovative development. In university knowledge management is based on the management of other functions, and its result is embodied in other types of

management activities. Can There are two types of knowledge management: a model for managing explicit knowledge and implicit knowledge management model. Standardization of the educational process became a characteristic of the explicit knowledge management model. All activities the behavior of teachers and students (for example, what to teach, how to organize training activities and disciplines studied) recorded and documented. Strict curriculum system, simulated learning activities and structured knowledge system are characteristics of the process standardization. As a management method, standardization requires teachers to provide educational services on the basis of a single standard, which would regulate the types of used textbooks, the form of writing lectures plans and examination sheets, as well as the mode of work and rest. According to this model All activities must comply with the uniform requirements of the university. In a way implementation of management of implicit knowledge is transformation. Value implicit knowledge can only be realized through the mechanism knowledge transformations, i.e. making implicit knowledge explicit and shaping life cycle of knowledge production. The purpose of knowledge management is the formation of the strategy of the university and improving the competitiveness of services. Solving strategic tasks is possible. only with a positive image, a strong brand, which is based on high level of organizational culture [2]. The brand of the university is unique and an attractive image for consumers that reflects the attitude consumers to the services provided by the university. The process of forming a university brand can be divided into four stages: positioning of educational services and products on the market; Integration of educational resources within the university; creating a corporate culture with interiorization knowledge; brand renewal to overcome dependence on previous development.

1) The formation of a brand begins from the moment the university enters



the educational services market with the development of a strategy. Each university is engaged in production knowledge and provides a variety of educational services. University focused on knowledge management, understands what knowledge it has, where and how it is stored, how structure them and preserve within the organization, when and how to apply. Positioning educational services and products on the market are actions to the development strategy of the university, aimed at taking a separate a favorable position in the minds of applicants, their parents and other consumers. The definition of the university services brand should take into account its three main features: value, individuality, efficiency. The value of the university brand is that the brand provides maximum useful information and guarantees a stable the amount of consumer properties for consumers of educational services. The university will not be able to infinitely expand the range of specialties in all scientific fields in conditions of limited resources. To create a brand, a university must highlight rapid development of specialties as a marketing strategy. The personality of the university brand is a peculiarity of educational services and products, which is different from other universities. Through the prism of individuality values can be manifested. knowledge. The personality of the university brand may include individuality. their structural units (institutes, faculties and departments) and individuality of teachers. The effectiveness of the university brand lies in ability to attract educational resources and produce high quality educational services and products in the higher education market thanks to owning a brand. Brand positioning on the market allows the university to get surplus value and also raise its national and international prestige generally.

2) The formation of a university brand is a reflection of advanced management thinking and an ongoing process that is linked to the integration of educational and scientific resources. Integrating resources

means combining disparate resources into one holistic system to increase the competitiveness of services. At the stage of reforming higher education in China, the main means of integration is to build a rational management structure with free knowledge sharing space.

3) Image and organizational culture are integral factors. the formation of the university brand. The value of organizational culture for the development of the university is determined, firstly, by the fact that it gives employees an organizational identity, determines the intragroup perception of the university, being an important source stability and continuity in the organization. It makes employees feel reliability of the organization itself and its position in it. Secondly, a correct understanding of the culture prevailing in the organization helps newcomers to properly interpret the events. Third, organizational culture stimulates the self-awareness and high responsibility of employees.

4) Update the brand of the university - it means adding fresh emotions and ideas to the brand, to expand the audience, make it relevant, effective and unique. In the process of university development, external and internal changes may occur that require the university to make adjustments to the brand strategy. Influenced by the force of "inertia" The university shows a strong dependence on previous development (pathdependence). The following three factors can be distinguished that hinder the renewal of the brand of university services: the stability of the structure of the mechanism of functioning of the university private leadership experience and the degree of awareness of the unity of its organizational culture, its identity.

Firstly, the mechanism of the functioning of the university is formed in a certain period of time and is difficult to imitate in the process of brand formation. Structural elements in the university management system (institutes, faculties, management departments, departments and established disciplines) are fixed in the process of management and

difficult to change, especially when the current control mechanism is not functioning worse than alternative innovative, abandoned. Therefore, too introduce new thoughts into the brand; it is necessary to overcome the obstacle of the control mechanism itself inside the university.

Secondly, the development strategy of the university is usually corrected by the rector, who decides on changing external and internal circumstances. So, personal Experience and knowledge of the rector of the external environment of the university are very important aspects for solving tactical and strategic issues.

Third, a strong organizational culture not only creates advantages. for the organization, but can also act as a serious obstacle to organizational change. "New" in culture is always weaker at first. For cultural change takes a long time. New values and norms must be approved by employees. In the process of forming a university brand, all changes are closely related to knowledge. You can highlight the functions of knowledge that promote competitiveness brand:

1) The process of forming a university brand includes a communication process, in which the exchange of knowledge and ideas is realized. Knowledge is as central content of educational services, and an important aspect of the formation of the brand. Forms of communication are usually classified according to the nature of knowledge transfer. For example, classes are classified by subject, students are classified by groups, conference - by section, etc. Process of communication with teachers, administration, librarians and other staff members cause positive or negative feelings from students and affects the effectiveness of the services of the university.

2) A key element of a university brand is people who possess knowledge and skills. Man is the carrier of knowledge and culture. Two universities

operating under the same conditions can have very different brand characteristics. Many universities offer similar educational programs, but each teacher conducts classes in his own way, and each has its own results (achievements).

3) Knowledge is usually present in the marketing activities of the formation brand service of the university. Most universities provide a detailed list of specialties. and specializations for which training is conducted, as well as its existing forms (full-time, part-time, part-time, distance, etc.). To increase the attractiveness of a university, many universities emphasize certain experiences in preparing graduates, as well as on the prestige of the professions and the number of professors.

4) Knowledge that exists in the form of human capital is involved in the process of building a university brand. Competitive advantages of services between universities largely achieved not at the expense of material, but at the expense of human resources. University graduates with knowledge and skills are the best testimony of the university brand. The fame and prestige of a university is acquired by its stories, successful professional careers of their graduates, fame of teachers working in them, etc. Each such university-brand is strongly associated in the minds of consumers with specific benefits that determine their choice. Thus, universities that use knowledge resources provide educational services. Knowledge is one of the main resources that need to manage. It has the ability to transform educational resources into human capital and is continuously updated in the form of intellectual activity. The objectives of knowledge management are the formation of a university brand strategy and the increase in the competitiveness of its services. Solving strategic tasks is possible. only with a positive image, a strong brand, which is based on high level of organizational culture

## **2.6 Methodology**

A methodology based on traceability conditions, experience, and results obtained to achieve scientific facts. In this chapter, there will be given a clear understanding of the methodology and the methods that have been applied by the researchers with the quality criteria for this research. According to Saunders, M., Lewis, P. & Thornhill, A. (2003) methodology means how an analysis should be carried out, while methods refer to the techniques and tools are used during data collection. Research is something that people study, which they aim to find out things in a systematic way, whereby rising their knowledge (Saunders et al., 2003).

## **2.7 Type of Research**

Generally, the type of research can be classified into different types according to the nature and formulation of the problem. Classifications can be descriptive, exploratory, or explanatory.

The main goal of that project is to describe the Internal Corporate Branding as the whole, its aim, formulations norms. Last part of that project covers the examples that covers Internal Corporate Branding of the Azerbaijan Universities, Research made according to the data collected from different sources that cover not only general information about Internal Corporate Branding but also the specific time that includes branding of the local Universities.

## **2.8 Research Approach**

There are mainly two kinds of approaches widely used in the economic literature for reasoning while conducting research. Inductive reasoning is a theory building process that starts with the observation of particular cases

and examples and seeks a generalization of the phenomenon. Instead, deductive reasoning is a theory testing process which beginning with grounded theory and asks for applicability of it for specific instances. (Saunders et al., 2003)

The deductive approach has been used in this research. Sanders et al. (2003) define the deduction as “a clear theoretical position is developed before the collection of data” (Saunders et al., 2003, p. 28). There are several reasons that deductive reasoning has been adopted in this research. First of all, the researchers wanted to test and develop (if needed) the existing theory by investigating the specific case. Secondly, it takes less time to execute the deductive approach than the inductive one. (Saunders et al., 2003)

## **2.9 Research Methods**

The research has have been carried out by using both primary and secondary research methods. Primary research has been carried out to gain a clear understanding of the process through direct data collection from official sources.

Secondary research has been carried out to give a theoretical and conceptual framework for the analysis, as well as to gain in-depth info from published resources. Many books and articles about brands, also corporate brands, branding, and corporate branding, as well as internet resources and university documents, have been used as a source of secondary research.

# THIRD PART

## III. Internal Corporate Branding in Higher Educational Institutions in Azerbaijan and Analyze of its effect.

### 3.1 Internal Corporate Branding in Azerbaijan.

Based on the theoretical and methodological foundations of branding of Universities, discussed in Chapters 1 and 2, the development of the concept of university branding Using the example of Azerbaijan Universities, it is essential to begin with an analysis of a brand that includes unique and recognizable system of brand designations of Azerbaijan Universities (name, logo), educational service (quality education, teaching staff, learning conditions) image (expectations, associations), mission and values.

There are a few cases of university branding and rebranding in Azerbaijan. The Azerbaijan State University of Economics accompanied one of the active university branding actions Economics (UNEC). In 2016, Azerbaijan State University of Economics began using a different color and a new logo and an increased reduction of its name (UNEC, 2016). Azerbaijan The State University of Economics began to use: UNEC as a trademark. Concerning the new branding ambition, the University needed to design a new brand of the University that ultimately reflected its high-quality education and services, and so make its representatives and students proud of being associated with it. As a part of the branding initiatives, UNEC designed a new mission, vision, and set of norms and values. UNEC's branding aimed to position itself as the number one profiled economics university in the region to attract more students and qualified faculty. In this regard, UNEC

began a recruiting campaign to attract young and foreign-educated Azerbaijani professors and teachers to the University to develop its image in society. Hence, more than 200 hundred young Azerbaijani with international education has since been employed as faculty staff and supervisory officers at UNEC. University branding was also aimed at ranking in global banking institutions. In 2017, UNEC entered the list of top 150-200 best universities in Emerging Europe and Central Asia ranking of QS. UNEC's vision is to be among the 500 best universities in the world on its 100th anniversary in 2030. Branding process at UNEC is also aimed to provide to Azerbaijan's global competitiveness and support the sustainable development of Azerbaijan. In this regard, Muradov and Bagirzade (2016, p. 18-41) noticed that competitive higher education institutions and advance education base has a positive impact on country competitiveness in the global market UNEC offers full bachelor, master, and doctoral programs in four languages: Azerbaijani, Turkish, Russian, and English languages.

In addition, UK "Quacquarelli Symonds" has announced the rating of the best universities in the region in the "Emerging Europe and Central Asia" (QS EECA University Rankings 2018) for 2017-2018. The regional rating list, which includes 300 high schools from 24 countries, includes 6 Azerbaijani universities.

Baku State University leads the Azerbaijani universities in ranking. The best 100 universities were BSU (95th) and Khazar University (100th place). Our other universities entered the rating in the following sequence: Azerbaijan State Economic University (161-170), Azerbaijan State University of Architecture and Construction (171-180), Azerbaijan University of Languages (171-180), Baku Slavic University (201-250).



### 3.2 Result and Recommendations

Thus, the analysis of the capital of the Azerbaijani Universities shows increasing consumer loyalty to the brand, Positive satisfaction with the education received at the university, the complex and not always pronounced perception by clients (students) of brand leadership. Increasing the popularity of the brand requires considerable efforts by PR and advertising companies. We also believe that a severe analysis involves the perception of brand values by the internal audience. The individual characteristics of the university brand are quite high. But for the public to also consider this, a series of targeted PR campaigns are required. Consumers in the educational services market are faced with the problem of differentiating the brand of the local universities and the brands of other universities. Solving this problem also requires to enhance PR and promotions. The same can be said about the generally low awareness and public awareness of the university brand in Azerbaijan. In general, the history of the existence and development of the local Universities testifies to the successful and dynamic formation of fame of its brand. University market behavior can be called sufficient Market share is not declining. However, this does not give rise to sharp price increases for a paid education.

Managers, heads of departments, faculties and departments, as typically base university brand identity and corporate strategy development on the properties of educational programs: high-quality teaching, modern technological equipment, acceptable price. However, the understanding that the university is something more than just high-quality educational services has important implications for pricing strategies, segmentation, and communications. There is a reason to assume that the university has no necessary, and perhaps contraindicated to compete in segments,

Price sensitive. It's better to focus your attention on those target segments

interested in having a prestigious education at a leading university. And on this basis to develop relevant communication messages that would cause associations about unique educational opportunities in this branded high school. The fact is that the volume of communications can objectively be limited by the availability of the list of own services, their range, albeit considerable. Moreover, it is possible that other market participants. Education can also position its similar services. Such are competition laws in the markets. It is difficult for consumers to differentiate broadcast benefits and benefits, little distinguishable from each other educational facilities. Such a model of brand formation meets the conventional classical sociology theory of rational behavior. This model suggests that potential consumers carefully collect information about the properties of services, organize it, and then make a reasonable, balanced choice. Many buyers not so much concerned with the functional features of the educational facility, how much the acquisition of a modern, prestigious profession, matched future specialty to its desired, desired social status and

Roles, but these are no longer rational motives. Demand for individual educational services may suddenly shrink or fall because of the almost unpredictable. Moreover, the macro environment factors (demographic, economic, political, socio-cultural, etc.) Can dramatically affect the change in the market situation, for example, the deterioration demographic or political maneuvers of the government. Therefore, in these circumstances, it is more expedient to carry out the formation University's social brand identity by non-brand associations like product / specific service, and on the university brand as a unique organization in whole Educational brands tend to add up historically. However, directional actions have a significant influence on the process. The formation of competitiveness of the University. Brand formation educational institutions, especially higher

professional education, is rather complicated and time-consuming, and Long process. Based on the review of brand concepts, proposed by the authors, we chose, in our opinion, the actual elements applicable to the formation of the rebranding of the Azerbaijan Universities. The proposed concept of rebranding consists of the features:

1) values that are important to consumers (fame,

prestigious diploma, history, and traditions of the University, successful employment);

2) brand identification - the attractiveness of universities

the long-term promise of the target audience and attitudes consumers of educational services;

3) associations arising from the university- history, graduates, bright successes and events in the life of the University;

4) primary and additional educational programs,

The magistracy, postgraduate studies, research, and scientific activity;

5) brand identity, united in the person of the professors and teachers of the university.

Thus, taking into account the proposed elements, the concept rebranding of the local universities will consist of a series of stages.

The first stage: the formation of awareness of university by tracking the views of students, graduates of schools, parental community, employers regarding abilities GPU to meet their needs and requirements. Criteria awareness can serve depth as ease of recognition and brand recall and width as the frequency of recalling a single brand when the presence of many others.

The second stage creates awareness of the primary and additional

educational programs, magistracy, graduate school, research, and scientific activities; about the single GPU in his faculty members. Criteria are three indicators: the power of identification with associations, favor, uniqueness.

The third stage provides an appropriate response to the brand of GPU, which is determined by the evaluation of trust in promises, significance values that are important for students, graduates, parental employers (fame, prestigious diploma, history and University traditions, successful employment), excellence and the uniqueness of the associations that form the image of the GPU brand, the emotional reaction of customers. Brand Criteria Evaluation Criterion - a positive attitude.

The fourth stage transforms the reactions of students, school leavers, parent community, employers on the university brand in an active, loyal attitude. A depth of psychological connections characterizes this. (behavioral commitment, affection, sense of community with people associated with this brand, active involvement in brand interaction. Taking as a basis the proposed concept of the university will acquire some competitive benefits by providing brand communication with targeted audiences, monitoring brand perception by viewers, tonality references to the media, covering various criteria of the educational system university rebranding will lead to a holistic image of the prestigious University. For the further information about Internal Corporate Branding in Azerbaijani high educational institutions empirical research required. This bachelor thesis covers general issues about internal corporate branding and rebranding, also general analyze and first view of local universities' corporate branding.

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