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# RELATIONSHIP BETWEEN CORPORATE IDENTITY, PLACE ARCHITECTURE, AND IDENTIFICATION: AN EXPLORATORY CASE STUDY

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## ABSTRACT

11 **Purpose** – How organizations view, value, and manage their place architecture in relation to  
12 identification and corporate identity has received little research attention. The main goal of this  
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14 paper is to provide an integrative understanding of the relationships between corporate identity,  
15 place architecture, and identification from a multi-disciplinary approach. It is assumed that  
16 characteristics of the organization and of the way a corporate identity and place architecture are  
17 managed will affect employees' and consumers' identification.  
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19 **Design/methodology/approach** – The paper uses a theory-building case study within the  
20 phenomenological/qualitative research tradition. The data were gathered through 15 in-depth  
21 interviews with top management who were working at a London-Based Business School. In  
22 addition, six focus groups were conducted with a total of 36 academics, and new empirical  
23 insights are offered. NVivo software was used to gain insight into the various influences and  
24 relationships.  
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26 **Findings** – Drawing on one case study, our findings confirm that firms are utilizing the  
27 conceptualizations of corporate identity and place architecture, including the leveraging of  
28 tangible and intangible forms of consumers'/employees' identification, towards a university  
29 business school.  
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33 **Originality/value** – The relationships between corporate identity, place architecture, and  
34 identification have received little research attention and have hardly been studied at all from the  
35 perspective of this paper. This paper has value to researchers in the fields of marketing, corporate  
36 identity, place architecture, design, as well as professionals involved in managing a company's  
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41 architecture. Drawing on the marketing/management theory of identity and architecture  
42 alignment, managers and policy advisors should devote attention to each element of the  
43 corporate identity and place architecture and ensure that they are in meaningful as well as in  
44 dynamic alignment.  
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47 **Keywords:** Corporate identity; place architecture; identification; physical structure and  
48 functionality/spatial layout; symbolic artifacts/decor and artifacts; physical stimuli/ambient  
49 conditions of an environment  
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## INTRODUCTION

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10 In recent years, the creation of place architecture has become an arduous task for companies.  
11 Research in the place architecture and corporate identity areas demonstrated that developing a  
12 favorable place architecture can help customers to focus on the corporation, what it stands for,  
13 what it communicates, delivers; it allows the organization to send a more reliable message,  
14 which can be transmitted to stakeholders and improve the identification towards organizations.  
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18 Architecture lies at the heart of corporate identity (Balmer, 2005). Place architecture is an art and  
19 it is a significant piece of symbolism that operates in a competitive environment (Balmer, 2005).  
20 Modern architecture is an integration of industry, art and new social needs (Vischer, 2007).  
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26 (i) What is the relationship between corporate identity and architecture? (ii) What is the  
27 relationship between corporate identity and identification? and (iii) What is the relationship  
28 between architecture and identification? A large body of research, in domains including  
29 management and design (Kirby and Kent, 2010), social identity (Ashforth and Mael, 1989;  
30 Haslam, 2004; Knight and Haslam, 2010), environmental psychology (Sundstrom and  
31 Sundstrom, 1986), social psychology (Oldham and Brass, 1979; Proshansky et al., 1983;  
32 Sommer, 1969) have discussed this issue. However, a comprehensive view has not been  
33 provided which delineates the types of communication which may have an influence on  
34 corporate image and identification. The marketing literature has no systematic study on the  
35 relationship between corporate identity, architecture and identification. In addition, the  
36 assumption of Elsbach (2003) and Rooney et al. (2010) that there is a relationship between  
37 corporate identity and architecture has not yet been tested and validated. Also, there is little  
38 research into the different levels of importance among the components of the physical  
39 environment in predicting outcome variables (Han and Ryu, 2009).  
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52 Knight and Haslam (2010) assert that it is significant for decision-makers to understand the  
53 workspace and the benefit to both employers and employees in order to gain competitive  
54 advantage. Place architecture design is defined as the preparation of instructions for the  
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3 manufacturer of artefacts to create an image of corporate identity (Alessandri, 2001). Academic  
4 studies have focused on the design aspect of architecture and neglected the strategic aspects.  
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7 Architecture design helps transcend barriers due its visual character. Organizations spend  
8 substantial amounts of money on the construction of an effective building (Ellis and Duffy,  
9 1980). Effective modern architecture is an integration of industry, art and new social needs that  
10 is designed to portray an idea or an emotion about a company's purpose, its position in time, and  
11 its creators (Trueman and Cornelius, 2006; Vischer, 2007). The concept of architecture is not  
12 only related to the physical, but also to the social and cultural aspects of buildings (Saleh, 1998).  
13 In addition, place architecture is technical and sociological; thus, the atmosphere of an office is a  
14 key expression (Alessandri, 2001). Theorists agree that well-designed architecture should be  
15 recognized and have a positive effect.  
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24 Due to intensive marketplace competition, everything an organization does should confirm the  
25 company's corporate identity (e.g. Olins, 1995). Moreover, corporate identity is the expression  
26 as manifest in communication of the organization (Kiriakidou and Millward, 2000). Furthermore,  
27 corporate visual identity is arguably the most tangible facet of corporate identity, which reflects  
28 the company culture and values and that create physical recognition for the organization  
29 (Cornelissen and Elving, 2003; Dowling, 2001; Olins, 1991; Pilditch, 1971).  
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36 Corporate identity requires visibility, tangibility, and consistency with other aspects of corporate  
37 identity (Balmer and Gray, 1999) that can be dictated by their aesthetic attractiveness. However,  
38 the aesthetic aspect of architecture is essential for organizations, since there is an increase in  
39 desire among corporate managers to promote the physical expression of the building as a means  
40 of building corporate image and identification (Becker and Steele, 1995). Structure and design of  
41 a place influence the image of the organization and create a feeling of recognition to build an  
42 image (Gray and Balmer, 1998).  
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50 The article opens with a brief overview of the growing consensus gentium among many  
51 management/scholars with regard to the importance of the corporate identity, place architecture,  
52 and identification concepts from a multi-disciplinary approach. Then, the purpose of this article  
53 is to take a step toward integrating theories and empirical findings from diverse disciplines and  
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3 to describe how to build an architecture which influences both consumers and employees in  
4 service organizations. A typology of service organizations is presented that illuminates  
5 significant variations in form and usage of the servicescape. Next follows an examination of  
6 three dimensions (themes) of corporate identity and three dimensions of place architecture in the  
7 current study. By conducting a qualitative study, the researcher begins with a grounded theory in  
8 mind to test the data in relationships between corporate identity, place architecture, and  
9 identification enactment, and progresses to verification in the workplace and raises questions yet  
10 to be answered by current research. In focusing on finding the relationships, it is hoped that  
11 design, marketing, policy makers and management scholars will concentrate on the opportunities  
12 associated with the research concepts. What is clear is that the corporate identity, architecture  
13 and identification are particularly significant for a host of management disciplines and provide a  
14 new, supplemental lens by which an organization's quintessential attributes may be revealed,  
15 nurtured, managed, influenced and altered.  
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## 27 **COMPANY IDENTITY AND ITS CONSTITUENTS**

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29 The notion of identity can be linked to organizations. Every organization has an identity.  
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31 Corporate identity is "articulation of what an organization is, what it stands for, what it does and  
32 the way it goes about its business especially the way it relates to its stakeholders and the  
33 environment" (Balmer, 2008, p.899). It is essential to address the term identity, when  
34 approaching ideas relating to corporate identity studies. Identity has been referred to in various  
35 contexts. The most essential of all identity types and the earliest definitions of identity related to  
36 individual identity (along with gender), which can shape corporate identities (Balmer, 2008).  
37 Individual identity is determined by corporate identity, which is particularly related to the fields  
38 of sociology and ideology (role theory) (Balmer, 2008) and psychoanalysis (Moingeon and  
39 Ramanantsoa, 1997). A significant part of identity in psychology is gender identity, which is a  
40 degree of how an individual views him/herself as a unique person and in relation to other people  
41 (Moingeon and Ramanantsoa, 1997). The earliest psychologist who was explicitly interested in  
42 identity was Erikson (1960). In cognitive psychology, identity is defined as a capacity for self-  
43 reflection and the awareness of self (Leary and Tangney, 2003, p.3). Erikson (1956) states that  
44 identity is "a mutual relation in that it connotes both a persistent sameness within oneself (self-  
45 sameness) and a persistent sharing of some kind of essential character with others" (p.102).  
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3 Analysis of this definition emphasizes that the subject of identity is individual rather than the  
4 organization (He and Balmer, 2007) and acknowledges the idiosyncratic things that make a  
5 person unique.  
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10 Corporate identity is about the articulation of tangible elements that establish and convey  
11 corporate image and reputation. Organizations increasingly share knowledge among managerial  
12 areas (Hatch and Schultz 1997), their management is a multifaceted phenomenon (Balmer, 1995,  
13 1998). There is a large and distinctive body of knowledge on corporate identity which is one of  
14 an organization's most important assets and therefore is worthy of constant management likely to  
15 benefit from a multi-disciplinary approach (Balmer, 2001, 2008; Balmer and Greyser, 2003;  
16 Balmer and Wilson, 1998; Brown et al., 2006; Cornelissen et al., 2007, He and Balmer, 2006;  
17 Van Riel and Balmer, 1997). Corporate identity pertains to the definition and acknowledgment  
18 of all forms of communication that convey an image and seek an integrated approach to  
19 articulate identity in coherent and harmonized messages through stakeholder forms of  
20 communication. Everything in and about a company is communication and has a wide spectrum  
21 of influence. The definition of corporate identity management captures and serves as a vehicle  
22 for expression of the company's philosophy (Abratt, 1989; Balmer, 1994; Bernstein, 1986;  
23 Bhattacharya and Sen, 2003; Melewar, 2003), values, beliefs, and mission (Ashforth and Mael,  
24 1989; Balmer 1996; Gray and Balmer, 1997; Simoes et al., 2005). Finally, corporate visual  
25 identity (CVI) is arguably the most tangible facet of corporate identity, which reflects the  
26 company culture and values and creates physical recognition for the organization (Carter, 1982;  
27 Cornelissen and Elving, 2003; Olins, 1991; Pilditch, 1971). At an operational level, our  
28 definition recommends that corporate identity is reflected in the three intertwined dimensions:  
29 philosophy, mission, and values, communications; and visual identity which influence  
30 consumers' and employees' identification (Balmer and Greyer, 2002).  
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48 ***Philosophy, mission, and value*** - The term corporate philosophy has become popular since the  
49 1980's (Ledford et al., 1995) and is critical for coordinating the company's activities. The  
50 creation of a "corporate identity often begins with the articulation of a business philosophy"  
51 (Simoes et al., 2005, p.158). Many publications described the concept of management  
52 philosophy with reference to company culture (Athos and Pascale, 1981; Ouchi, 1981; Wright,  
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3 1984). According to Abratt (1989), corporate philosophy is an element of corporate culture and  
4 embodies the core values and assumptions of an organization (Kono, 1990; Melewar, 2003).

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7 Philosophy is defined as the core values and assumptions that constitute the corporate culture,  
8 business mission and values espoused by the management board or founder of the company  
9 (Abratt, 1989; Collins and Porras, 1991; Ledford et al., 1995; Wright, 1984). The philosophy  
10 establishes the context of day-to-day operating decisions and guides the organization in making  
11 trade-offs among competing performances for short-term and long-term goals (Ledford et al.,  
12 1995; Wright, 1984), and the performance and all activities of the organization tend to be linked  
13 directly to the philosophy (Wright, 1984). The company's philosophy "directs decisions,  
14 policies, and actions and entails core motivating assumptions, principles, values, and tenets"  
15 (Simoes et al., 2005, p.158). Corporate philosophy can be expressed in the corporation mission  
16 statement (Collins and Porras, 1991; Simoes et al., 2005).  
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26 A corporate mission is the company purpose, the reason for which a company exists or its  
27 objectives (De Wit and Meyer, 1998; Melewar, 2003) and is the most important part of the  
28 corporate philosophy (Abratt, 1989; De Wit and Meyer, 1998; Melewar and Karaosmanoglu,  
29 2006). According to Swales and Rogers (1995), a mission statement emerges and collaborates in  
30 response to crises. Most are designed as displayable single page documents, which deal with  
31 abstractions, possessing a strategic level of generality and ambiguity (Fairhurst, 1993). Mission  
32 statements are very different and tend to stress value, positive behavior and guiding principles  
33 within the company's belief and ideology, in order to promote corporate culture and philosophy.  
34 Corporate missions are engendered by senior management or the CEO (Swales and Rogers,  
35 1995). Every organization has a mission and vision, which is formalized in a document, and  
36 contains the company's values.  
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46 A company's values are the dominant system of beliefs and moral principles that lie within the  
47 organization that comprise everyday language, ideologies, rituals and beliefs of personnel  
48 (Balmer, 1995; Campbell and Yeung, 1991; Melewar, 2003). Corporate value plays a significant  
49 role in the formation of its corporate identity (Melewar, 2003), and contains the beliefs and  
50 ethical principles that lie behind the company's culture, and is a major system of beliefs within a  
51 company that include daily language and ideologies (Van Riel and Balmer, 1997). According to  
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3 Ledford et al. (1995), organizational values are fundamental to organizational culture, and values  
4 need to be understood and are necessarily actively shaped. According to Melewar and  
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7 Karaosmanoglu (2006), there is an emphasis on ethical and cultural values, and organizational  
8 history and philosophy. A corporate mission, corporate philosophy, and value are articulated  
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10 through corporate visual identity and communication cues to the company's audiences and  
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12 employees (Alessandri, 2001; Baker and Balmer, 1997; Henderson and Cote, 1998; Gorman,  
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14 1994; Otubanjo and Melewar, 2007; Melewar et al., 2005; Melewar and Jenkins, 2002; Melewar  
15 and Karaosmanoglu, 2006; Van Riel et al., 2001).

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19 **Communication** - Communication is the aggregate of messages from both official and informal  
20 sources, through a variety of media, by which a company conveys its identity to its multiple  
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22 audiences or stakeholders (Gray and Balmer, 1998; Melewar, 2003).

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26 Corporate identity is the expression as manifest in communication of the organization" (Balmer,  
27 1995, 1998; Balmer and Soenen, 1999; Cornelissen and Harris, 2001; Markwick and Fill, 1997).  
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29 Communication is the touchstone for presenting an image and therefore is recognized in the  
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31 image formation process (Balmer, 1996; Cornelissen, 2000; Van Riel, 1995). Everything in and  
32 about a company is communication and has a wide spectrum of influence. Research on consumer  
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34 behavior has widely accepted that communication from annual reports to advertising and internal  
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36 communications impacts individuals' behaviors and attitudes (Christiansen and Tax, 2000; Lau  
37 and Ng, 2001). According to Fombrun and Rindova (2000) a clear communication can impact on  
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39 trust and enhance the commitment of stakeholders towards an organization. Communication has  
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41 a wide impact on how a company presents the company's image visually as well as verbally. The  
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43 main dimensions of how communications are managed in a company are: marketing  
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45 communications (e.g. advertising, sponsorship, public relations activities, corporate advertising),  
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47 corporate communications (e.g. annual report, internal publications) (Balmer and Gray, 2003;  
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49 Van Riel, 1995; Alessandri, 2001), and the intended consistency among all communication  
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51 vehicles and messages.

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53 **Corporate visual identity** - Corporate visual identity is an assembly of visual cues that form an  
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55 expression of the organization (Cornelissen and Elving, 2003) by which an audience can

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3 recognize the company and distinguish it from others in serving to emphasize the real corporate  
4 purpose (Abratt, 1989, Melewar, 2003). Corporate visual identity has received the attention of  
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6 marketing researchers (Henderson et al., 2004; Tavassoli, 2001; Childers and Jass, 2002;  
7 Henderson and Cote, 1998; Veryzer and Hutchinson, 1998) who feel that it needs to be  
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9 supported by clear corporate visual identity guidelines and consistent marketing  
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11 communications. A corporate visual identity consists of an architecture, corporate name,  
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13 corporate symbol/logo, typeface, color, building, interior design, symbolism understanding, and  
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15 staff appearance which express organizational characteristics (Carter, 1982; Dowling, 1994;  
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17 Melewar and Saunders, 1999; 2000; Schultz et al., 2000; Van Riel et al., 2001) as well as  
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19 providing recognizability (Balmer and Gray, 2000). According to Melewar and Saunders (2000),  
20 corporate visual identity is essential for the well-being and communications mix (Melewar,  
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22 2001) to make an expression of the organization (Cornelissen and Elving, 2003) in serving to  
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24 express the corporate real purpose (Abratt, 1989).

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27 The intangibility of services exacerbates the need for management of visual components. The  
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29 visibility and consistency should emphasize the physical dimensions of service delivery  
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31 (Bharadwaj et al., 1993), which impact on the corporate identity. For instance, staff appearance,  
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33 color, architecture are essential to the brand awareness and transmitted image in the service  
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35 context (Berry, 2000). Furthermore, physical evidence such as environmental design,  
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37 architecture, interior design, decor, signage, stationery, convey tangible hints that impact on  
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39 employee and customer behavior (Bitner, 1990). The visual identity management has imperative  
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41 business implications (Schmitt et al., 1995). According to Bitner (1990) in a service encounter  
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43 context, the physical environment can influence how consumers perceive service failure.

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45 Conceptualizing management of philosophy, mission, values, communications, and visual  
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47 identity in terms of specific dimensions are essential as they involve generating and  
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49 implementing guidelines for the use of symbolism within the company. A company's corporate  
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51 identity is transmitted through architecture and physical environment (Olins, 1995; Melewar et  
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53 al., 2006) which can be instrumental in affecting decision-making processes (Elsbach and  
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55 Bechky, 2007).

## PLACE ARCHITECTURE AND ITS CONSTITUENTS

Research in the place architecture areas demonstrated that architecture is an art and a significant piece of symbolism which lies at the heart of corporate identity (Balmer, 2005) and influences how the corporate identity is perceived (Melewar and Jenkins, 2002). A favorable architecture has a desirable outcome such as identification (Knight and Haslam, 2010). Identification can be defined as the degree to which employees/consumers define him/herself by the same attributes that he or she believes define the organization (Dutton et al., 1994, p.239; Knight and Haslam, 2010; Rooney et al., 2010). Office spaces can influence the formal communication and other elements of the organizational structure (Moleski and Lang, 1982). According to previous authors, place architecture can be defined as a visual presentation of a company (Jun and Lee, 2007) that encapsulates a company's purpose and identity (Elsbach and Bechky, 2007; Trueman and Cornelius, 2006); it is a set of elements (*spatial layout/physical structure and functionality, physical stimuli/ambient conditions of an environment, and symbolic artifacts/decor and artifacts*) (Elsbach and Bechky, 2007; Han and Ryu, 2009; Kamarulzaman et al., 2011; McElroy and Morrow, 2010), which influence consumers' and employees' attitude, and behavior (Bitner, 1992; Brennan et al., 2002; Han and Ryu, 2009; Kamarulzaman et al., 2011; Nguyen, 2006; Rooney et al., 2010). It can be decisive in facilitating employee- and consumer-company identification (Bhattacharya and Sen, 2003; Knight and Haslam, 2010; Rooney et al., 2010).

*Spatial layout/physical structure and functionality* - is expected by managers to impact on how people behave and interact (Davis, 1984, p. 272). The physical structure of a place is an essential in service settings, as it is the purposeful environment that exists and must aid the accomplishment of employees' and customers' specific needs and wants, and which affects the comfort of the customers and employees (Bitner, 1992; Han and Ryu, 2009; Nguyen, 2006). The exciting place architectural expression, inspiring internal spaces and good functionality are essential parts of a work-place. Office design needs careful consideration of functionality because it has many consequences through a variety of functions (Elsbach and Bechky, 2007, p.96). The functional features of an organization are mainly based on the work place (Danielsson and Bodin, 2008, p.641). Designers expose the functionality of the object (Fayard and Weeks, 2007, p.610). Modern design of a place is primarily based on the functionality of ergonomic

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3 design elements and employees are moved from private, enclosed offices to cubicle workspaces  
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5 (McElroy and Morrow, 2010, p.612).  
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8 Spatial layout of a place influences or regulates social interaction (Davis, 1984, p.272), is  
9 intended to affect perceptions of culture (McElroy and Morrow, 2010, p.614), and influence  
10 customer satisfaction (Brennan et al., 2002, p.288; Han and Ryu, 2009, p.505; Fischer et al.,  
11 2004, p.132; Oldham and Brass, 1979, p.282), productivity (Ayoko and Hartel, 2003, p.386;  
12 Kamarulzaman et al., 2011, p.265) and motivation (Oldham and Brass, 1979, p.282). Moreover,  
13 the structure of an organization can affect the behavior of organizational members and  
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15 employees' comfort (Davis, 1984, p.273). Comfort, overall layout, table/seating arrangements  
16 are the main elements of physical structure of a place (Han and Ryu, 2009, p.496).  
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24 ***Physical stimuli/ambient conditions of an environment*** - service settings encourage consumers  
25 to pursue the service consumptions (Han and Ryu, 2009) and subsequently affect employees'  
26 behaviors, attitudes, satisfaction, and performance (Elsbach and Pratt, 2007; Kamarulzaman et  
27 al., 2011; Nguyen, 2006; Parish et al., 2008) toward the service provider (Han and Ryu, 2009;  
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29 Nguyen, 2006). Ambient conditions/physical stimuli are those aspects of the place physical  
30 setting which are intangible background characteristics that intrude into the managers' or  
31 organization members' awareness and are likely to have a pervasive effect on his/her behavior  
32 (Davis, 1984, p.274). The physical stimuli are important factors of an environment to employees  
33 in many interpersonal service businesses such as banks, hospitals, and hotels (Bitner, 1992).  
34 Environmental psychology research suggests that employees need to have the opportunity to  
35 control task-relevant dimensions of their workplace environment (Elsbach and Pratt, 2007,  
36 p.196) because employees spend long hours in their workplace (Bitner, 1992). The physical  
37 stimuli have a direct influence on employees' attitudes, behaviors, satisfaction (Brennan et al.,  
38 2002) in turn, these provide improved job performance (Brennan et al., 2002; Kamarulzaman et  
39 al., 2011) and productivity (Parish et al., 2008, p.222).  
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51 Ambient conditions of a place may need to be a major priority for many managers (Davis, 1984).  
52 Managers regularly introduce ambient conditions into the workplace environment to remind  
53 themselves "of what needs to be accomplished" (Davis, 1984, p.275). Ambient conditions of a  
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3 place impact on physiological reaction, which can cause comfort or discomfort during the service  
4 encounter (Bitner, 1992; Nguyen, 2006). Importantly, the managers need to be aware that the  
5 employee preferences must be balanced against customer needs (Bitner, 1992).  
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10 ***Symbolic artifacts/decor and artifacts*** - can be related to the aesthetics of the environment,  
11 which are intended to affect perceptions of culture (McElroy and Morrow, 2010) as well as  
12 affect customer satisfaction (Han and Ryu, 2009). According to some authors (Han and Ryu,  
13 2009; Wakefield and Blodgett, 1994), symbolic artifacts/decor and artifacts not only contribute  
14 to the attractiveness of the physical environment but also affect customer satisfaction and  
15 customer loyalty (Han and Ryu, 2009). Furthermore, physical artifacts impact on professional  
16 creative identities, personalities (Elsbach, 2009, p.1065) and develop a complex representation of  
17 workplace identity (Elsbach, 2004, p.99). However, there is a limited examination of “how  
18 employees perceive specific dimensions of workplace identities in work environments that limit  
19 the display of personal identity markers” (Elsbach, 2003, p.623).  
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29 Symbolic artifacts consist of the features of the physical setting of a place, which can be defined  
30 as the quality of the environment for a company’s employees (Davis, 1984, p.278). Elsbach  
31 (2004) states that in corporate settings, “office decor sits on the front lines of social judgment  
32 processes” (p.119). A company’s artifacts as the visible display of an organization may lead  
33 employees to perceive psychological pressure to express organizational attachment (Elsbach and  
34 Pratt, 2007, p.201), employee thought processes, and behaviors, and feelings (McElroy and  
35 Morrow, 2010, p.613). Elsbach’s (2004) study shows how corporate employees may interpret  
36 office decor as cues of workplace.  
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45 Companies try to communicate status differentiation between employees by assigning more to  
46 higher ranked individuals or improving their office rather than colleagues’ (McElroy and  
47 Morrow, 2010, p.619). Employees feel of loss of workplace identity because of the restricted  
48 ability to show uniqueness and classification through the display of their personal artifacts  
49 (Varlander, 2012). Furthermore, employees build their own alternative means of signaling status  
50 through other physical markers, for instance, the number of personal artifacts shows the different  
51 levels of managers (Elsbach, 2003, p.262). Employees personally select and display artifacts  
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3 even though they are not related to work, however, these types of uniqueness categorizations are  
4 essential to an employee's core sense of self (Elsbach, 2003, p.235). According to Elsbach  
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6 (2004), a variety of “physical artifacts are examined and compared to specific managerial  
7 exemplars to develop a complex representation of workplace identity” (p.99).  
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## 11 **METHOD**

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13 In order to examine the relationships between corporate identity, place architecture, and  
14 identification from a multi-disciplinary approach, a qualitative, explorative approach was found  
15 to be appropriate. Previous studies on this specific topic are limited, and in cases where relatively  
16 little is known about the matter to be investigated, exploratory research is recommended  
17 (Easterby-Smith et al., 2002). In alignment with Urde et al.'s (2007) recommendation, the main  
18 source or method for the data collection in the qualitative stage was semi-structured interviews  
19 and focus groups in order to gather qualitative data in order to determine which are important in  
20 the context of the research and why (Patton, 1990). This is explained in the following sections.  
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29 The context selected for this research is based on consumer/employees' perceptions towards a  
30 university business school. In order to capture the contextual and relational nature of corporate  
31 identity, where place architecture and stakeholders' identification are mutually related, then in  
32 undertaking one case study of a middle-ranked London-based Business School it is essential to  
33 discover the relationships between the research constructs. In addition, a middle-ranked London-  
34 based Business School would constitute a key case study for in-depth organizational analysis as  
35 it has a leading role in the UK education sector and has a distinctive and modern building. Using  
36 Yin (2009), there are three reasons why the single case study is appropriate in terms of theory  
37 development, (i) First rationale is that the case study represents a unique case. (ii) Second  
38 rationale for a single case study is to represent a critical case in testing a well-formulated theory  
39 by means of a clear set of propositions. As such, this case study confirms and extends social  
40 identity and attribution theory. Therefore, the case study makes a significant contribution to  
41 knowledge and theory building. (iii) Third rational of the case study is that it is a revelatory case,  
42 where the observer has access to a phenomenon that was previously inaccessible. In addition, a  
43 case study helps to understand firm social phenomena (Yin, 2009, p. 61). Because the research  
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3 concepts from corporate identity do not consider industry-wide identity, for this reason, it was  
4 felt to be necessary to study corporate identity, place architecture, and the identification triad.  
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8 This approach facilitates us to achieve insight about consumer/employees' perceptions regarding  
9 the important elements of corporate identity and place architecture achieving identification. The  
10 goals of explanatory research are (i) to investigate the nature and degree of association between  
11 the corporate identity, architecture, and stakeholders' identification as the main variables, (ii)  
12 decide if additional variables are needed to provide a more accurate description of the  
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17 phenomenon, and (iii) offer theoretical explanations of observed relationships. In addition, it  
18  
19 addresses the issue of causality between variables (Snow and Thomas, 2001). As a result, new  
20 concepts of the relationships between the research constructs are defined and developed.  
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22

23  
24 There are multiple reasons for selecting experts as the informants. First, the employees of  
25 Business Schools are likely to have more experience and knowledge about the school's identity  
26 and architecture of the building than the academic staff of other schools. Second, the respondents  
27 were chosen as they are likely to be able to verbalize their perception towards the building and  
28  
29 the Business School identity and can provide more reliable organizational and industrial  
30 information. Third, senior managers and academics are mainly responsible for organization and  
31 identity decision-making (Balmer, 2001). Fourth, it is essential to incorporate the Business  
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33 School members' perception about their feelings towards the workplace. Moreover, the academic  
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There are multiple reasons for selecting experts as the informants. First, the employees of Business Schools are likely to have more experience and knowledge about the school's identity and architecture of the building than the academic staff of other schools. Second, the respondents were chosen as they are likely to be able to verbalize their perception towards the building and the Business School identity and can provide more reliable organizational and industrial information. Third, senior managers and academics are mainly responsible for organization and identity decision-making (Balmer, 2001). Fourth, it is essential to incorporate the Business School members' perception about their feelings towards the workplace. Moreover, the academic staffs of Business Schools were a group of respondents whom the researcher could easily access. Therefore, the information obtained from managers and middle managers and academics at the Business School was expected to provide insight into the investigated phenomena, which was deep and rich as well as facilitating the generation of measurement dimensions.

Two sets of interview protocols for managers and employees were designed based on earlier studies, to check whether all the areas of interest were covered during the interviews (Malhotra and Birks, 2003). A two-stage study approach was employed. At the first stage, a pre-study interview was conducted with 3 academics. After the pre-study, the interview protocol guide was moderated and made slightly more precise. At the second stage, 15 interviews were conducted as the preliminary research stage and the interviewees were mainly the School Manager,



Administration team and academic staff of the Business School. The interviews were a face-to-face interpersonal role situation designed to elicit answers pertinent to the research phenomenon (Nachmias and Nachmias, 1987, p.232) and in order to establish a clear overview of the interplay of corporate identity, architecture, and identification to give the opportunity of obtaining a deeper understanding of the research objective. Table 1 illustrates the details of in-depth interviews.

<<<Table 1 Here>>>

In addition, 6 focus groups were conducted with a total of 36 academics (21 men and 15 women) to produce a wider range of information (Malhotra and Birks, 2003, p.163), to encourage a sufficient level of group interaction so as to foster discussion (Greenbaum, 2000; Krueger, 1994) and examine more directly the concept of the school identity, architecture, and identification (Table 2). The participants' social background was homogenous (Greenbaum, 2000) while between-group and in-group heterogeneity (e.g. age, gender, marital status, and occupation) were allowed (Glaser and Strauss, 1967). The age of the respondents ranged from 23 to 41 years. The details of focus group interviews are illustrated in Table 2.

<<<Table 2 Here>>>

## FINDINGS AND DISCUSSIONS

Following an overview of the findings, the researcher began with a theory in mind to test the data in the relationship between corporate identity, architecture, and identification enactment. The data needed verification in the workplace and raised questions yet to be answered by current research.

These points follow from the results: i) corporate identity, place architecture, and stakeholders' identification which are mutually influential. The associations between these concepts are reciprocal. Corporate identity can drive, guide, facilitate, prevent, and constrain identification while architecture can support, shape, dilute, and blur identification. ii) The relationship between identity and place architecture is more complicated than mutual influence. For example, place

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3 architecture and corporate identity are linked and are significant factors affecting internal-  
4 stakeholders' perceptions of identification and corporate image (Nguyen, 2006). The changes in  
5  
6 the social, physical, and psychological work environment affect identification, self-verification,  
7 and identity enactment (Thatcher and Zhu, 2006, p.1082) and this interplay between the concepts  
8 becomes more salient and significant. iii) Identity, place architecture, identification are  
9  
10 symbiotic, and related to each other. Identification can be inferred from and enacted by identity  
11 and architecture. Moreover, the symbiosis of corporate identity, place architecture, and  
12 identification can be suggested by managerial cognitive reconciliation of perceived corporate  
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14 identity, place architecture, and identification dissonance. At first glance the findings indicate,  
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16 and the qualitative study supports the previous dimensions generated from literature. Based on  
17 the review of the related literature and qualitative analysis, the research model of corporate  
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19 identity, place architecture, and identification is presented in Figure 1.  
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26 **< Please Insert Figure 1 Here >**  
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29 ***Corporate identity*** - is “increasingly important for contemporary consumer marketing due to the  
30 post-modern levity resulting from globalization of consumer markets, technologically savvy  
31 consumers” (He and Mukherjee, 2009, p.2). The richness and complexity of corporate identity is  
32 reflected by the existence of multiple types of identity within an organization. A model which  
33  
34 has been developed by Balmer and Soenen (1999) is a sophisticated model of corporate identity  
35 management which was modified and improved by Balmer (2001) and Balmer and Gray (2003).  
36  
37 The five identities have been termed in this model as: actual identity, communicated identity,  
38  
39 conceived identity, ideal identity, and desired identity; they are supported by the focus groups  
40  
41 and interviews in the research at the Business School. An academic defines corporate identity as  
42  
43 “the family of things that are unique. The name, the logo, the slogan, many things that really  
44  
45 differentiate the company from another company...It’s a kind of organizational culture. Each  
46  
47 organization has their own strategy, view and vision and it impacts their behavior. I’m not sure  
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49 about corporate identity but for me it’s the same”. The following comments illustrate  
50  
51 participants' assessment of the findings from this source:

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54 *“I think possibly the first association that springs to my mind is brand, which is very  
55 similar I think to corporate identity. If you take the brand of the business is about*

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3 *what the members of that entity think about the brand, what it means to them.*  
4 *Internal to me about corporate identity is the way something feels about itself. But I*  
5 *realise there is external perceptions of the brand as well. The first thing that came*  
6 *into my mind was about internal perception of the brand ...” (School Manager).*  
7  
8

9 *“... I think it is related to the company’s goals and missions, ... is aspirational, how*  
10 *you want your company to be perceived by internal and external entities, it must be*  
11 *perceived clearly and accurately in order to achieve the organization’s goals,*  
12 *mission and objectives. Corporate identity should communicate a company’s unique*  
13 *attributes and values very very clearly to stakeholders. Every organization,*  
14 *regardless of size, already has a corporate identity, planned or unplanned which*  
15 *should manage its identity in a purposeful manner” (Operations and Finance*  
16 *Manager).*  
17  
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19 The above quotation is consistent with corporate branding corporate identity, and organizational  
20 behavior authors (Abratt, 1989; Balmer, 1998, 2001, 2008; Bick et al., 2003; Olins, 1990; etc.).

21 They emphasize that corporate identity is ‘the sum of all the factors that define and project what  
22 an organization is’ (Downey, 1986, p.7) and management is responsible for fostering a culture of  
23 adaptability and flexibility. Management should be quick to respond when changes need to be  
24 made, quick to spot the need to do things differently, very flexible, quickly change procedures to  
25 meet new conditions and solve problems as they arise (McElroy and Morrow, 2010).  
26 Furthermore, actual identity is rooted in corporate ownership, the leadership style of  
27 management, organizational structure, business activities and markets, the quality of products  
28 and services, and business performance (Balmer, 2001; Balmer and Gray, 2003). An employee  
29 states that he is inclined to adopt the most meaningful vision and identity that are aligned with  
30 his belief structures. “It might actually be the one of the X University’s school. For some reason,  
31 it just appears to have a strong defined goal and you know, you can see some sort of value in  
32 what X is doing, like something that’s valuable being achieved”.  
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44 Management should convey the same message to the internal and external audience. Moreover, a  
45 consultant participant stated that “management of corporate identity is very significant for any  
46 organization; it helps to promote an image, change the reputation and also in the process of  
47 communication to people and employees. It can help organizations to motivate an employee and  
48 also motivate students as our main stakeholders. Our organization has its own brand, X which  
49 contains new building, X’s logo and other branding items to reflect our identity. All can be  
50 created to keeping the target audience in mind. Our school tried to express the personality  
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3 through a clear identity. The revised identity includes building, culture, values and mission of X.  
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5 However, still I believe it needs more time to transmit the revised identity". Furthermore, a  
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7 Lecturer states,

8  
9 *"I believe, the reason of improving of the ranking the university is related to the*  
10 *management of corporate identity of X which is used as a tool to systematically and*  
11 *consistently communicate a company's unique attributes and values. As the evidence*  
12 *recently shows, management tried to ensure that all corporate communications*  
13 *reflect and reinforce the company's attributes and values in a consistent and positive*  
14 *manner through internal and external consumers"* (Senior Lecturer).  
15  
16

17 The findings are consistent with research by Balmer and Greyser (2003). They confirm that  
18 corporate identity is a hot topic for company management and those who advise them as well as  
19 for academics studying/working in the field. Management must make a judgment as to which  
20 groups' perceptions are most important. They recommend that managers should be sensitive to  
21 these variations, but should be cognizant of the single identity type of which they all are a part  
22 (Balmer and Greyser, 2003). The participants state that management "should be aware that  
23 corporate identity is manifested through histories, look at X, it dates back to around 18th century.  
24 Our old logo is the key element of our corporate identity. Over the years, it has become a symbol  
25 for our reliable services"... it's the image of corporation, organization, that differentiates it from  
26 the other company, in terms of its image and reputation". The following quotes reflect this idea:  
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35 *"I think from where I am sitting my ambition of the school is to embody its mission,*  
36 *its strategic vision. I have quite an idealistic perception and I think, we are quite*  
37 *successful in explaining to staff what mission of the school is but only to some extent.*  
38 *My ambition will be to completely get them aligned and on-board with the mission*  
39 *and the vision, but I realized we are not entirely successful. And I associate that with*  
40 *the identity"... I think the main purpose of X is related to its mission statement and*  
41 *it's aligned with the university mission statement, and we have a substantial strategic*  
42 *plan to try to implement that"... "Regarding corporate style and ethos, in order for it*  
43 *to be attractive for academics we have to emphasize collegiality and we have to*  
44 *emphasize support for their ambitions and their activity. It's how we reward either*  
45 *explicitly through paying conditions or implicitly by recognition. So I like for the*  
46 *school to establish the culture with that level of collegiately and respect what people*  
47 *do"* (School Manager).  
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52 Corporate visual and verbal elements are used to contribute to the corporate identity, corporate  
53 image, and corporate reputation; they may even reaffirm trust in the organization (Dowling,  
54 1993). Corporate visual identity is the foremost element of corporate identity that a company  
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3 employs to project its prestige, quality, and style to stakeholders (Melewar and Saunders, 1999).  
4 Furthermore, corporate visual identity is a vehicle to form an organization with a modern touch  
5 and the organization employs graphic language to specify its modernity (Henderson and Cote,  
6 1998; Martinez, 2006). Some authors believe that corporate visual identity should be up-to-date  
7 and modern (Balmer and Gray, 2000; Olins, 1978, 1989; Van den Bosch et al., 2005). Some  
8 authors state that when the company changes its strategy, it needs to change or update the  
9 organization's visual identity (Brun, 2002; Olins, 1978; Van Riel and Van Hasselt, 2002).  
10 Corporate visual identity uses tangible clues to differentiate its services (Onkvisit and Shaw,  
11 1989) and is essential for the well-being and communications mix (Melewar, 2001) to make an  
12 expression of the organization (Cornelissen and Elving, 2003) in serving to remind about the  
13 corporation's real purpose (Abratt, 1989). Some authors (Abratt, 1989; Melewar, 2003; Melewar  
14 and Saunders, 1998, 1999) define corporate visual identity as an assembly of visual cues by  
15 which people can recognize the company and distinguish it from others. These explanations  
16 emerged from the in-depth interviews during the exploratory stage, when the respondents  
17 commented on the X visual identity:

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*"... wish the corporate visual identity guideline was provided to all employees as well as students. It really influences that we are part of a family, we belong here, then all of us could have a signature of X. I think it has a big big impact on outsiders and could attract more students. If they feel we are proud of where we are studying, it motivates them to join" (Lecturer).*

The results are consistent with the authors Balmer (2001) and Balmer and Gray (2003).

Corporate identity is used in an organization as a trustworthy and reliable indicator to reinforce the market leadership and brand strengths of the organization (Balmer and Soenen, 1999; Gray and Balmer, 1998; Kirby and Kent, 2010). For instance the statement, "I think the relationship between X architecture and corporate identity is the fact that anything bearing images of the building automatically inspires feelings of reliability and trustworthiness to me and my colleagues", illustrates this point. A focus group participant stated that "there are many opportunities to learn and there is a lot of information in the website but just promising. For this reason, I had to attend some relevant to my PhD workshops at Oxford University. I believe X is just promising to us as students and not delivering their promising which affects our perceptions.

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3 For example, more should be given the students academically, more academic support, rather  
4 than only building. I can see they are struggling to raise their standard”.

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8 Conceived identity covers corporate image, corporate reputation, and corporate branding, which  
9 are the perceptions of various stakeholder groups (what X is seen to be). In the respondents’  
10 opinion, what X is seen to be is shown by what a lecturer states, “I witness a progress, I could  
11 see it improving the students, the quality of research, for three years it’s a nice and tough  
12 atmosphere and easy going ... They form their idea on what school and we communicate to  
13 them. I think its PR, I think they communicate quite well but I’m not sure people invested lots of  
14 time to think about the school. But I think people would have another way of thinking if the  
15 school would really stress some unique points, like we moved to new building and very  
16 accessible to airport, variety of people with different cultures and unique MBA programme. It  
17 should communicate in the right way to be in the people’s head. It’s not really the classical  
18 things. But in general I never met anyone who came here and they had a negative opinion,  
19 always positive opinion from people. Well, it’s an education institution part of the larger  
20 institution where they are teaching groups of related (more or less) topics at different levels  
21 Masters, Undergraduates, PhD... The main activity is about education and teaching but they are  
22 also very active in terms of research and projects. So I would say it’s quite an active institution  
23 mainly working in education, research and also collaborating with industrial projects”. It can be  
24 explained more by the next comments,  
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39 *“The bottom line is I wouldn’t work here if I didn’t want to. I’m happy to go to my*  
40 *job. I have a positive view of the school. People are doing the best to work for the*  
41 *Business School. That is one side, on the other side, in order for us to achieve*  
42 *everything we want, there are a lot of constrains to fulfil our mission, mostly external*  
43 *constraint-financial constraints, because of volatility of the sector at the moment.*  
44 *There are limits because of our positioning on the caliber of people that we can*  
45 *attract, so we found it difficult to attract high rate 4 star researches but we have*  
46 *quite a solid research, so in general it is a quite good place to work” (School*  
47 *Manager).*  
48  
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50 Regarding what respondents think other people think about the school, the majority believe that  
51 they are part of X and they receive favorable comments from the University. For instance, some  
52 of the respondents note the sense of favorability of corporate image to corporate identity,  
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3 *“I would hope that majority of people are relatively positive about it. If they won't it*  
4 *would be because of constraints of expenditure and I guess it has a lot of fall out in*  
5 *terms of people have to work hard in many cases and not seeing an immediate future*  
6 *and support which they feel they need. These are tough times people working very*  
7 *hard for the same rewards as last year. If we are wanted to improve we will have to*  
8 *increase our profitability as a university” (School Manager).*

9  
10  
11 *“I think X Business School is working very hard and they are better than before.*  
12 *However they are middle and a bit above middle but didn't reach a level of top*  
13 *universities yet ... There are 2 types of friends that go to high-ranking universities,*  
14 *they don't think very high about X Business School. But my other friends that study*  
15 *in lower ranking universities, they said X is very good university. It's not easy to get*  
16 *to Cambridge ... Value for money-education-it's not bad but it's not very great either*  
17 *... I associated with X quite long and I can relate myself to X ... I get good response,*  
18 *people like it. Most of people think that it is in the middle of London ... I think they*  
19 *like it. We have such a big campus and so many students. When I talk to people, they*  
20 *know someone who is doing a degree here or done degree here. So I think it's quite*  
21 *popular” (Focus Group 2).*

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25 Communicated identity includes controlled and non-controlled communications, called by  
26  
27 Balmer and Gray (2000) total corporate communications (primary, secondary, and tertiary  
28  
29 communications). To understand what X tries to communicate to people, a lecturer said, “as a  
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31 school it has to prove its identity on different levels, to its customers which are the students and  
32  
33 the parents of students and the corporations for employees to sign contracts etc. and how good it  
34  
35 is to advertise to the public and it's important to have a certain ranking. The budget for libraries  
36  
37 and everything goes for ranking, but it mainly doesn't affect the customers, it affects the other  
38  
39 peers for investment or sharing resources but not to customers... But there is the point research  
40  
41 wise, when we are introduced to each other we need to give a background about the X and the  
42  
43 university and the facilities this is the other type of identity”. In addition, a manager confirmed  
44  
45 that X is “trying to communicate to people that the student here achieves a lot at the end, and  
46  
47 what you pay for it and the degree it's all worth it. At the end you leave X and should have a  
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49 good job. They work towards improving image. It's good... It's about what its mission and the  
50  
51 vision is. You might have the opinions that differ from it because they are not aware of the  
52  
53 mission or the vision of the school and rather focus narrowly in their particular role” (School  
54  
55 Manager).

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57  
58 *“How I see it there is a lot of promises and I just get used to being frustrated, always*  
59 *constantly we end up with the second best. Even when we moved in to this building,*  
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3 *the space given to PhD students at least there was a dedicated space, every desk had*  
4 *a machine. There were a lot of unfulfilled promises. I don't meet the staff here, they*  
5 *don't like their offices, and their noisy and etc. A lot of happy people and they voted*  
6 *by not coming in. MBA is quite happy, they got not much associated space. Our*  
7 *culture didn't become very interactive and you can argue for all sorts of reasons how*  
8 *much it was due to the building. When we were in a tin building we used to get*  
9 *frustrated by the lack of staff interaction. This building to me is not a friendly*  
10 *building, it never served its key point the staff and the students interactions, in fact*  
11 *undergraduate students we lost contact with them, we lost them a long time ago, but*  
12 *it is not a building thing. As a PhD student I never meet the PhD students. They*  
13 *weren't strongly interactive with staff; we never found the way to get people to*  
14 *regularly meet”.*

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18 Participants commented on advertising and public relations as communication tools,

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21 *“We do have a lot of advertising but not traditional print media. It's a static media*  
22 *like websites and we also use social media-twitter, LinkedIn and etc. with a*  
23 *consistent set of images ... I distinguish between advertising, communication and*  
24 *public relations. When it comes to what classically relates to public relations then*  
25 *the university retains the PR Company as a needed basis and it has a contract with*  
26 *PR Company. Their job is to promote us as a classic role” (Operations*  
27 *Administrator).*

28  
29  
30 *“I think X doing quite good in PR and they have dedicated people to do that and they*  
31 *are doing quite well” (Lecturer).*

32  
33  
34 *“I think within the school you can see some ads but nothing special, it's keeping up.*  
35 *Like other schools I assume ... They are doing some PR on Facebook, I add them as*  
36 *a group but I don't use it” (Operations Administrator).*

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38  
39 **Place architecture** - is a visual presentation of a company (Jun and Lee, 2007) encapsulating the  
40 company's purpose, identity (Elsbach and Bechky, 2007; Trueman and Cornelius, 2006), and  
41 culture (Gray and Balmer, 1998) which influence stakeholders' attitude, and behavior (Brennan  
42 et al., 2002; Han and Ryu, 2009; Kamarulzaman et al., 2011; Nguyen, 2006; Rooney et al.,  
43 2010). It can be decisive in facilitating employees' and stakeholders' identification (Bhattacharya  
44 and Sen, 2003; Knight and Haslam, 2010). Previous studies have highlighted the importance of  
45 place architecture in sustaining a competitive advantage in today's global market (Kirby and  
46 Kent, 2010).  
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3 Several studies have developed the three main components of place architecture which are i)  
4 symbolic artifacts/decor and artifacts, ii) physical structure/spatial layout and functionality, and  
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7 iii) ambient conditions/physical stimuli (Bitner, 1992; Han and Ryu, 2009; McElroy and  
8 Morrow, 2010; Nguyen and Leblanc, 2002; Wakefield and Blodgett, 1999). The focus group  
9  
10 interviewees made some comments on their feelings, experience, and the atmosphere of the  
11  
12 current building of the school: “I think the building is very good, very nice, very convenient and  
13  
14 better compared to the other Business Schools and the previous building”.

15  
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17 Another interviewee added, “I think X is the best building in the university. It’s a good place, the  
18  
19 location is perfect. Everything is ok, except sharing desks. Only our X share desks”.  
20  
21 Furthermore, another interviewee said, “... X is very comfortable place I think high technology,  
22  
23 and secure. Well organized”.

24  
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26 “I really like this building, it has influenced the students’ and lecturers’ behavior and attitude, for  
27  
28 example, they used to come with slippers to their office but since we moved to this building,  
29  
30 everyone is dressed up, perfumed, and chic, also girls wearing makeup, I feel I belong to this  
31  
32 building more than the old one”. “I prefer this building much more than the previous old ugly  
33  
34 one. I would like to see a bit of light in this building. This building is for PhDs and  
35  
36 postgraduates. Inside it should be more lively and more space to socialize”. “First of all in terms  
37  
38 of location, I would say it’s acceptable. It’s not near the library or other university facilities. But  
39  
40 in terms of parking I don’t drive. The important thing I notice there is so much noise in this area.  
41  
42 Many cars make a noise for the students here in this building”. An academic states “... X is a  
43  
44 part of X University which is a more research based university than teaching. They focused on  
45  
46 developing students to develop our skills in general, many workshops and courses, but in X there  
47  
48 is no large room with many computers for the workshops, I think it is a beautiful building but not  
49  
50 practical as such”. Employees’ comments stated,

51  
52 *“I see X place architecture as a product which changes the shape of uni, in general I  
53  
54 do like the building. There was a design parameter that wasn’t particularly useful. If  
55  
56 you have open plan space you have to put in security measures, which put a distance  
57  
58 between typical students and undergraduate or postgraduate students and the offices  
59  
60 of the space where the staff are sitting” (School Manager).*

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3       *“... from outside it’s quite nice. Personally they covered some mistakes from other*  
4 *buildings such as not too much glass now and not everyone can see what’s going on*  
5 *inside. Located on the main entrance to the university means a lot. So every visitor*  
6 *will notice this building is the Business School. Architecturally it’s nice from outside.*  
7 *But from inside out could be better” (Lecturer).*  
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10       **Physical structure/spatial layout and functionality** - can serve as an integral part of supporting  
11 the place architecture, even though it may not act as a primary factor. It has the most effect not  
12 only on the satisfaction of individual workers but on the performance of teams (Vischer, 2007).  
13 Comments about the physical structure/spatial layout and functionality of the school were seen  
14 as a main factor of the place architecture. Physical structure/spatial layout and functionality is the  
15 architectural design and physical placement of furnishings in a building, the arrangement of  
16 objects (e.g. arrangement of buildings, machinery, furniture, and equipment), the spatial  
17 relationships between them, physical location and physical layout of the workplace which are  
18 particularly pertinent to the service industry (Bitner, 1992; Elsbach and Bechky, 2007; Han and  
19 Ryu, 2009; McElroy and Morrow, 2010; Nguyen, 2006) and can be used to symbolize something  
20 (Saleh, 1998). The physical structure of place provides messages about a firm’s capabilities and  
21 qualities to outsiders and employees alike (Bitner, 1992) and has been found to affect employee  
22 attitudes as well (Parish et al., 2008). Participants made numerous comments on the effective use  
23 of the right spatial layout and functional design and its influences on co-stakeholders’  
24 perceptions and behavior in the marketplace (Davis, 1984).  
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38       The focus group members discussed more practical issues, to which employees pay less  
39 attention. For example, one focus group member commented that: “I think they tried to use all  
40 the spaces, but I believe there are lots of waste spaces. I wish before they design the place, they  
41 collect questionnaires or interviews with the employees and students to find out their  
42 requirements. I do have enough space for my books and papers but as you are aware, PhD is not  
43 teamwork, is individual work... importantly, I don’t have privacy and this place sometimes is  
44 very noisy”. As mentioned by another interviewee, “...I think it has excellent location it’s near to  
45 London, it’s near to the underground. It’s in a very good area which is a safe area. Price is  
46 excellent. A respondent in a follow-up interview states,  
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52       *“I think it’s used very good and modern construction methods. The atmosphere of*  
53 *the school is quite good. The tuning of the school in case of lighting, heating,*  
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3 *pluming and arrangements is still going on, but I can see that they have properly*  
4 *done, it is not yet reforming fully” (School Manager).*  
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7 *“Ambient is bad, the color scheme is bad. The interior structure is bad. When you*  
8 *enter university it has to have a big entrance. The entrance is not inviting ... Noise is*  
9 *fine, privacy is fine. It’s taking care of you but it lacks the ambient” (Focus Group*  
10 *2).*  
11

12 ***Ambient conditions/physical stimuli*** - of an environment in service settings encourage  
13 stakeholders to pursue service consumption (Han and Ryu, 2009) and they subsequently have an  
14 effect on employees’ behaviors, attitudes, satisfaction, performance (Brennan et al., 2002; Bitner,  
15 1992; Elsbach and Pratt, 2007; Han and Ryu, 2009; Kamarulzaman et al., 2011; Nguyen, 2006;  
16 Parish et al., 2008) and attitude toward the service provider (Han and Ryu, 2009; Nguyen, 2006).  
17  
18 The modern office design or re-design efforts should be resisted given the increase in distractions  
19 and violations of personal space inherent in the changes in physical stimuli that accompany such  
20 designs (McElroy and Morrow, 2010). Similarly, in the current study, a manager and a lecturer  
21 comment on some aspects of the ambient conditions/physical stimuli, for example,  
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29 *“I’m working in the open area for researchers, light is fine when there is light*  
30 *outside. The temperature there is another issue, doors open automatically... It’s a*  
31 *professional working place” (Lecturer).*  
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34 *“I think except where we need to establish particular cultures in the open plan area,*  
35 *around quietness. I think the architecture works well the sound insulation between*  
36 *offices is good, but not perfect, most of the actual office areas are light and airy. We*  
37 *need to leave throughout summer cycle. Aesthetics are quite nice. Ventilation has a*  
38 *few problems. There are very nice teaching rooms” (School Manager).*  
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41 The lighting, noises, temperature and privacy were very influential factors that affected people’s  
42 judgment about ambient conditions/physical stimuli. For instance, “Light is ok in the morning,  
43 but at night it doesn’t work. I have to move every 7-10 minutes. The noise in the office is quite  
44 noisy because people are talking all the time”. In addition, another added that “... fine noise from  
45 outside, but inside it’s noisy and no privacy at all”. Also, the following interviewee highlighted,  
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49 *“... As I mentioned the most important thing you need to be in a quite area. I found it*  
50 *very difficult to have a quiet place here in the student area. This is one of the most*  
51 *important things that it makes me dissatisfied about the building” (Focus Group 2).*  
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3 *“Noise is fine, it’s not noisy, it’s good. (It’s very private here; it’s too private-*  
4 *meaning security and safety). But it’s not private, this is a very bad point, they*  
5 *should give each student a desk. I am paying 2000 pound per month and I deserve*  
6 *the desk. I am paying money I expected to have my own desk. This is so bad” (Focus*  
7 *Group 2).*

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10 **Symbolic artifacts/decor and artifacts** - are aspects of the place’s physical setting that  
11 individually or collectively guide the interpretation of the social setting (McElroy and Morrow,  
12 2010), can be related to the aesthetics and attractiveness of the physical environment (McElroy  
13 and Morrow, 2010), develop a complex representation of workplace identity (Elsbach, 2004,  
14 p.99) and are mainly relevant to the service industry (Han and Ryu, 2009) since they create a  
15 positive image in the marketplace. Authors (Davis, 1984; Elsbach, 2004; Han and Ryu, 2009;  
16 McElroy and Morrow, 2010) emphasized the value of the symbolic artifacts/decor and artifacts  
17 expressed through the architecture, which is also espoused by interview participants. As  
18 mentioned by interviewees,

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27 *“X has an iconic identity another symbolic feature of X as an icon is its*  
28 *characteristic to communicate, its means of identification, with no longer bound by*  
29 *the specificities of culture, tradition or location. X constitutes a complex manifold of*  
30 *experience, lifestyle and effect” ... it has rebranded Uxbridge” (Research Student*  
31 *Administration).*

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34 *“It’s good because I think it is quite modern and fits ambience of the building. White*  
35 *painted doors with open doors. At the same time it reflects to be environmentally*  
36 *friendly, building is a match to the furniture-both modern. I like my chair and my*  
37 *table” (Lecturer).*

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40 *“I don’t mind the prevailing background, but we need to make sure that we populate*  
41 *the building with the color and the variety. The standard desking would be*  
42 *particularly my choice but it’s ok. The chairs are very good indeed, especially*  
43 *teaching rooms. The artwork is chipping at the moment and we are still busy doing*  
44 *things like communication screenings. We are adding a lot to back ground ... I like*  
45 *carpet, I’m perfectly happy with base colors” (School Manager).*

46  
47 *“Chair is fine. Again the desk is fine in my opinion it should be bigger, before it was*  
48 *bigger” (Focus Group 2).*

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51 **Identification** - is the degree to which a stakeholder defines him/herself by the same attributes  
52 that he or she believes define the organization (Dutton et al., 1994, p.239; Knight and Haslam,  
53 2010; Rooney et al., 2010). Twigger-Ross and Uzzell (1996) recognized the two ways in which  
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place has been related to identity. The first is ‘place identifications’ which refers to a person’s expressed identification with a place. For instance, sex, race, occupation, sports or a person from London may refer to themselves as a Londoner and place can be considered to be a social category (the same rules as a social identification within social identity). As with this paper, the article by Marin and de Maya (2013) deals with issues of identification (social identity theory). The second way in which place has been related to identity is through the term place identity, which describes the person’s socialization with the physical world.

*“... overall I can say I am satisfied studying here, we faced lots of difficulties such as moving three times from office to office, sharing a table with very unorganized person, but since a week ago which I changed my table, I feel happy and motivated to finish my thesis soon... also I introduce X to friend of mine who started his research a couple of days ago” (Focus Group 2).*

*“I am feeling commitment to X as I wanted to study here... now, I am happy to spend the rest of my working life here ... and I have strong commitment here... here is my second home” (Lecturer).*

*“As a student I had my own table but since we moved here, I was given a hot-desk which means the desk is available to whoever arrives at the office early, I don’t have my own table, I have to share with a colleague, it means I can’t come to the office every day, otherwise I have to use another table, so annoying, I am not comfortable here when I have to move ...However, with all lack of comfort, when someone ask me where do you study, with a proud reply, from X Business School. Most of people say wow, especially who is studying in lower ranking university” (Focus Group 1).*

## **CONTRIBUTION**

As a qualitative exploratory study, this study provides rich data on the phenomenon to develop the triad relationship between corporate identity, place architecture, and identification. The most significant finding of the current study was to provide a better understanding of the following research questions: RQ1 – What is the relationship between corporate identity and place architecture? RQ2 – What is the relationship between corporate identity and identification? RQ3 – What is the relationship between place architecture and identification? and RQ4 – What is the relationship between corporate identity dimensions and place architectural dimensions?

### *Managerial Implications*

In light of the findings, this paper provides policy/management recommendations to multiple substantive areas, such as university managers, school managers, and senior managers (who are instrumental in planning and delivering the changes that supported the new policy and strategic agenda, (Rooney et al., 2010)), board directors, identity management, strategic management and corporate branding to X Business School. Generally, the high or upper levels of the organization are responsible for strategic planning, policy and decision-making. The results of this research confirm, expand, but also challenge the extant understanding of the corporate identity/architecture/identification interplay. In other words, a clear understanding of the dimensions of the relevant concepts can assist managers in policy development to develop a coherent policy for managing favorable corporate identity and architecture which can influence stakeholders' identification.

The findings of this study should enable policy makers whose responsibilities it will be to determine the future identity of the corporation to be better informed about the ways in which universities can actively improve identification within their stakeholders. It is argued that i) corporate identity should be managed strategically, and should be in alignment with the identity elements (company's corporate visual identity, communication, and philosophy, mission and value); ii) place's architecture should be managed strategically, and should be in alignment with the identity elements; iii) corporate identity/ place architecture gap should be constantly carefully managed; iv) place architecture/identification (emotional attachment) gap should be regularly monitored. Moreover, the paper provides policy recommendations for higher education in the UK. In addition, the findings of this study may support and shape business policy.

By taking a holistic approach, this study suggests that the goals of the organization should ideally be transformed into a clear corporate identity, together with corporate visual identity - philosophy, mission and values - and corporate communication. From this research it becomes clear that in order to gain a competitive advantage; organizations should have clear guidelines about the organization's corporate image they desire and how it can be achieved. Today's business environment requires that companies develop long-term relationships with customers and this research proposes three main areas of action that could be undertaken in order to manage

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2  
3 corporate identity to attain higher levels of business performance. These relate to the  
4 dissemination of philosophy, mission and values, implementation of corporate visual identity and  
5 communication. The corporate identity management and its elements may already be managed  
6 by a business and in addition, the current study emphasized the need for their integration and  
7 consistency.  
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13 Decision makers and policy makers should place more emphasis on a differentiation between a  
14 company and the competitors by paying particular attention to the dimensions of corporate  
15 identity management. For instance, attention should concentrate on corporate visual identity  
16 implementation because this can present a main form of differentiation, especially in a rapidly  
17 changing competitive situation. A deeper view of visual aspects should be adopted and the  
18 overall visual presentation in the organization business units should be consistent. Managers and  
19 policy makers should realize that the identity of an organization must be based on solid  
20 foundations that contain an overall message. It is extensively established in the related literature  
21 that organizations should manage stakeholders as they impact on business survival and  
22 prosperity. Managers may be concerned with a consistent and a continuous programme of  
23 actions as a preferred way to transmit the desired message and image to stakeholders, as  
24 corporate identity is unquestionably functional in reaching different stakeholders.  
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36 With respect to the place architecture/environment, this study recommends that feelings of self-  
37 efficacy are maintained if the environment facilitates, or at least does not hinder, a person's  
38 everyday lifestyle. In the environmental literature, Winkel (1981) debates the concept of  
39 manageable environments as one in which the residents of an area are able to organize  
40 information from their immediate socio-physical environment in such a way that they can  
41 develop a predicative system that allows them to judge whether a setting supports their goals and  
42 purposes. Living in a "manageable environment means a person feels self-efficacious with  
43 respect to their daily functioning in that environment" (Twigger-Ross and Uzzell, 1996, p.208).  
44 At an applied level, the current study has implications for how policy makers and managers  
45 might facilitate (re)design of the architecture of the company to create a strong sense of social  
46 identity based on their identifications and connections with the workplace. The result of this  
47 study is consistent with Rooney et al. (2010).  
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3 According to the findings of this study, the relationship between architecture and identification  
4 illustrates the impacts on stakeholders' identification. According to policy/strategy, this study  
5 suggests that it is more likely that stakeholders can support the goals and contribute to overall  
6 organizational effectiveness. According to Ayoko and Hartel (2003), managers need to be aware  
7 of how territorial dynamics affect workplace satisfaction. This study reveals that when an  
8 environment is perceived as unmanageable it constitutes a threat to self-efficacy. It is at these  
9 junctures that architecture management is accorded particular importance by policy makers.  
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17 By bridging the gap between professionals and academic management, a favorable place  
18 architecture can be seen as an incorporated approach to expressing the company's  
19 communication skills internally and externally. Establishing that the architecture is a chief  
20 tangible asset in the expression of a service company can impact on internal-stakeholders'  
21 identification, thus this study aims to be supportive to communication, managers, decision  
22 makers, and professionals alike.  
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## 29 **THEORETICAL IMPLICATIONS**

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31 The findings of this research confirm, expand, and in addition challenge extant observations on  
32 Six broad areas: corporate identity, architecture and multiple internal stakeholders' identification  
33 interplay, main elements of corporate identity/main elements of architecture interplay, corporate  
34 identity, architecture, and stakeholders' identification. The research contribution of this study  
35 covers i) a gap-bridging empirical study relating to the theoretical development and a substantive  
36 area (service industry–middle-ranked London-based Business School); ii) prospective research  
37 deriving from the current study; iii) theoretical implications, as well as managerial and policy  
38 makers' implications; and iv) interesting and important questions being raised.  
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47 Regarding the theoretical contributions of the current study, this research offers several potential  
48 theoretical contributions to the literature, as follows: the findings advance current knowledge by  
49 adding alternative insights to service industry and higher education views on possible antecedent  
50 factors of corporate identity and architecture. As discussed earlier, (i) to create a favorable place  
51 architecture, a favorable corporate identity is required (Bhattacharya and Sen, 2003; Balmer,  
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3 2001, 2005; Mael and Ashforth, 1992; Melewar, 2003; Pittard et al., 2007; Van den Bosch et al.,  
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5 2005).

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8 The present research complements the belief of scholars (Becker, 1981; Bitner, 1992; Campbell,  
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10 1979; Davis, 1984; Elsbach, 2004; Elsbach and Pratt, 2007; Fischer et al., 2004; Morrow and  
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12 McElroy, 1981; Schmitt et al., 1995) that internal-stakeholders' perceptions of the servicescape  
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14 and associated elements can lead their beliefs, attributions, and judgmental outcomes connected  
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16 with the organization, its people, and its products in two directions; i) affecting how people  
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18 assess their work environment, and ii) how they see themselves on the basis of the attributes and  
19  
20 functioning of their work environment (Fischer et al., 2004).

21  
22 This study also contributes to marketing theory. Place architecture has drawn the attention of  
23  
24 marketing literature which states that architecture is an important part of communication strategy  
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26 (Melewar and Saunders, 2000) and covers corporate design (Otubanjo and Melewar, 2007).  
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28 Marketing professionals take aesthetics and style (as a kind of language which architects select  
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30 as the essential elements to communicate) considerations in their work into account (Olins, 1990;  
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32 Weggeman et al., 2007). Corporate communication and marketing are significant for workplace  
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34 productivity and innovation and organizations need to integrate the latest innovations into  
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36 workspaces to serve the multiple needs of today's organizations (Elsbach and Bechky, 2007)  
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38 and, consequently, its identification (Nguyen, 2006). The findings of this research, which so far  
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40 is one of the first studies to empirically validate the assumption made by researchers (Elsbach,  
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42 2003; Rooney et al., 2010) is that there is a relationship between corporate identity and place  
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44 architecture in higher education - in this case, a London-based Business School.

45  
46 In addition, this study contributes to grasping a broader view of architecture as a main element of  
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48 corporate identity, as well as marketing by examining the relationship between corporate  
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50 identity, place architecture, and identification from the eyes of internal-stakeholders.

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52 Architecture (physical environment) "must be designed in response to two types of needs:  
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54 operations' needs expressed by the maximization of organizational efficiency, and marketing  
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56 needs to create an environment which influences stakeholders' attitudes and beliefs toward the  
57  
58 organization and, as a result, its identification" (Nguyen, 2006). So far, this is one of the earliest  
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3 studies to empirically validate the assumption made by scholars that there is an interplay between  
4 corporate identity, place architecture, and identification in the service industry (Davis, 2010;  
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6 Elsbach, 2003; Han and Ryu, 2009; McElroy and Morrow, 2010; Rooney et al., 2010).  
7  
8 Meanwhile, the current study also expands understanding regarding the interplay between  
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10 corporate identity, architecture, and identification, therefore advancing current knowledge by  
11  
12 adding alternative insights to the service setting - and helping to validate and refine the findings  
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14 in the literature in this field. The main contribution of this research is to the corporate identity,  
15  
16 design and services marketing literatures.

### 19 **FUTURE RESEARCH AVENUES**

20 The current research represents a preliminary foray into the conceptualization of corporate  
21  
22 identity, place architecture and internal-stakeholders' identification as the main consequences.  
23  
24 Notwithstanding the support that it lends to the theoretical research framework, it is clearly the  
25  
26 case that there are a number of limitations to the present research. In addition, it is limited in  
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28 terms of its sole focus on a multi-internal stakeholders' perspective, sole focus on a single  
29  
30 distinctive sector, and its methodology of case studies. Nonetheless, it remains true that there is  
31  
32 certainly a need for future research to scrutinize the variables that have been investigated in the  
33  
34 current study. Perhaps the most significant need relates to an increase in the number of  
35  
36 interviews and focus groups included in the research; however, we found that when new cases  
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38 were added, little new information was revealed, indicating saturation. As this study employed  
39  
40 exploratory research, replicated studies are now needed in order to gain greater for the examined  
41  
42 relationships.

43 A limitation of the research refers to the fact that due to the size of the survey, the empirical  
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45 study was conducted entirely within a single industry. Nevertheless, input from a variety of  
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47 practitioners was obtained during the exploratory phase of the study. This provided insights into  
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49 the corporate identity, place architecture, and identification arena. Another research stream could  
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51 replicate this study in an additional sector or country.

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53 Although the results of this study provide support for a relationship among corporate identity,  
54  
55 place architecture, and identification, it only involved managers, employees, academics, and

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3 students in the London-based middle ranking university. However, we argue that the findings  
4 revealed in this research are not specific, and have value for university managers conducting  
5 business across industries.  
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10 In terms of the research setting, the current research was carried out in a single setting, which  
11 was limited to the UK context. Although conducting the study in a single setting presents the  
12 researcher with better control over market and environmental differences, it does limit the  
13 external validity. The Business School setting enabled the researcher to clearly detect the effects  
14 of corporate identity factors and architecture factors on the internal-stakeholders' identification,  
15 as the nature of the institution is more likely to generate active involvement. In addition, middle  
16 ranking Business Schools are, therefore, not quite the same as other schools; for example,  
17 Business Schools might be more market-oriented than the rest of the schools. According to  
18 Walford (1996), the new public management and quasi market policies employed by  
19 governments around the world encourage educational institutions to be altogether more market-  
20 orientated. Furthermore, higher education institutions are being transformed into corporate  
21 enterprises (Henkel, 1997). Nevertheless, since the research was conducted in the UK, the  
22 findings of this study might not easily be generalized to the higher education institutions of other  
23 countries. Therefore, a future study would be recommended to repeat this research in other  
24 countries.. In addition, as the survey was started when the employees and students moved in to  
25 the new building, the future research should include conducting research before and after moving  
26 to the new building to understand stakeholders' feelings about the place.  
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42 One potential limitation of this study concerns the number and type of modern building  
43 architecture used. Future empirical study should be conducted to replicate this study with two or  
44 more types of building architecture. Also, future empirical research should be conducted to  
45 replicate this study in different settings.  
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1 **Table 1: Details of in-depth interviews**

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<b>Interview date</b>	<b>Interview position</b>	<b>Interview approx. duration</b>
6. 3. 2012	School Manager	65 min; 46 min.
16. 3. 2012	Operations' Administrator	55 min; 33 min.
16. 5. 2012	Operations' and Finance Manager	44 min.
17. 5. 2012	Research Student Administration	35 min.
18.5.2012	Professor	174 min; 112 min.
17. 5. 2012	Senior Lecturer	25 min; 18 min.
17. 5. 2012	Lecturer	37 min; 25 min; 17 min; 22 min; 15 min.
<b>Topics discussed with Managers</b>		
What do you think about what corporate identity means?		
In your opinion, what is the current identity of the school? Or what we really are? (Actual identity, concept = corporate identity)hat are the business activities? What are the purposes of the school? What is the corporate style and ethos?		
In your opinion, what X says X is? Or what X trys to communicate to people? (Communicated identity, concept = corporate communications) Do you think the messages from both official and informal sources from the University can influence stakeholders' perceptions of the University? What do you think about the school's visual identification such as logo? What do you think about the school's advertising? What do you think about the school's public relations?		
In your opinion, What is X seen to be (Conceived identity, concept = Corporate Image) Do you have a positive or negative image of this school? Why? What do you think other people think about the school?		
In your opinion, What does the school stand for (Covenanted identity, concept = Corporate Brand)		
In your opinion, What ought we to be? (Ideal identity, concept = Corporate Strategy)		
In your opinion, What do we wish to be? (Desired identity concept = CEO Vision)		
How do you describe the current buildings?		
Why would you build the new building? Or what is the purpose of the new school building?		
What does the current building say about the present identity of the school?		
Has the new building changed the identity of the school?		
<b>Topics discussed with Employees</b>		
What do you think about what corporate identity means?		
How do you feel about the current identity of the school (eg. Proud,...)		
In your opinion, what is the current identity of the school? Or what X really is? (Actual identity, concept = corporate identity) What are the business activities? What are the purposes of the school? What is the corporate style and ethos?		
In your opinion, what X says X is? Or what X trys to communicate to people? (Communicated identity, concept = corporate communications) What do you think about the school's visual identification such as logo? What do you think about the school's advertising? What do you think about the school's public relations?		
In your opinion, What is X seen to be (Conceived identity, concept = Corporate Image) Do you have a positive or negative image of this school? Why? What do you think other people think about the school?		
In your opinion, What does the school stand for (Covenanted identity, concept = Corporate Brand)		
In your opinion, What ought we to be? (Ideal identity, concept = Corporate Strategy)		

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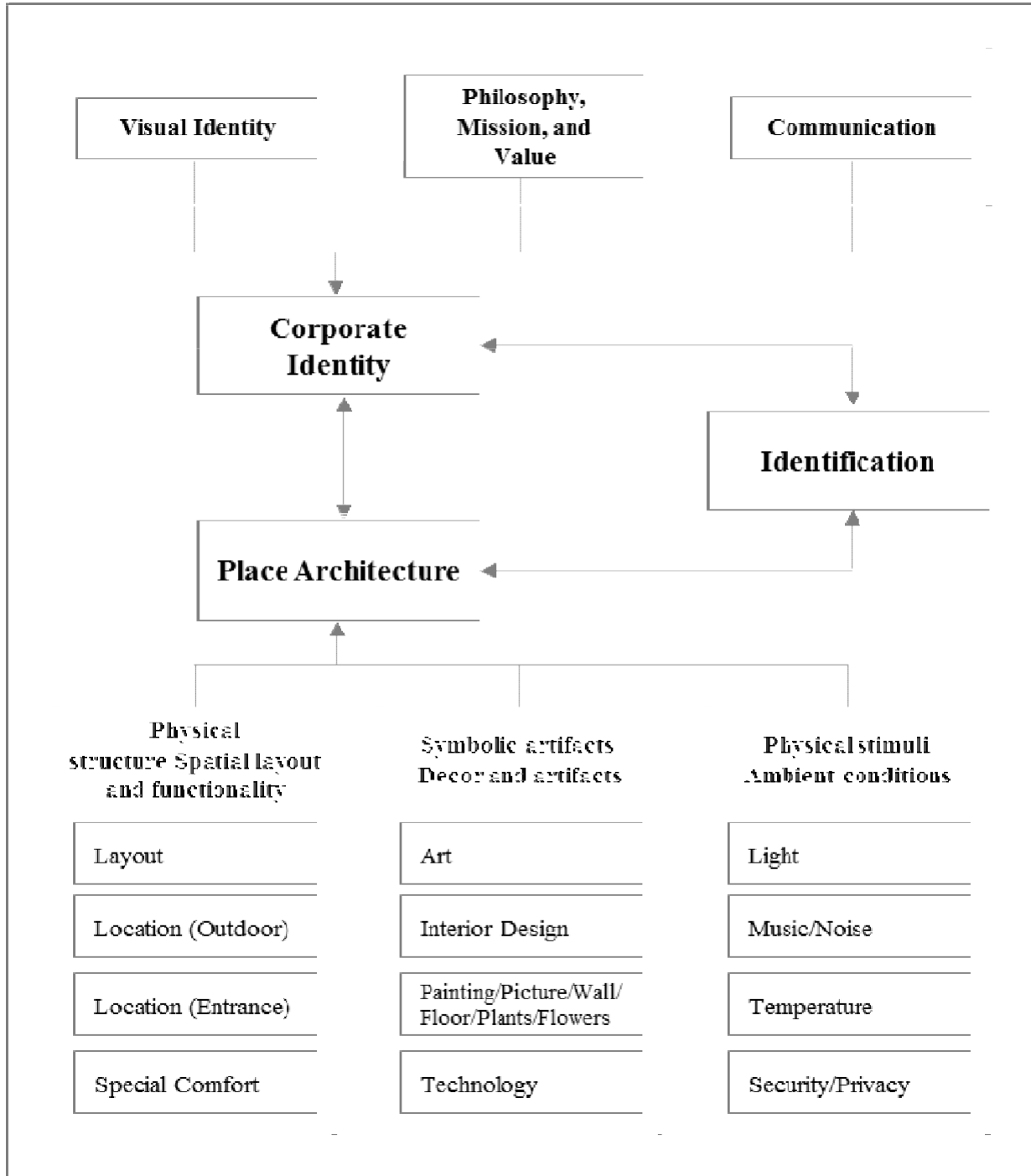
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3	In your opinion, What do we wish to be? (Desired identity concept = CEO Vision)
4	How do you feel about the current building of the school (experience, feeling, atmosphere)? Do you like the building?, why?, and what do you like about the current building?
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6	How do you describe the current buildings?
7	How do you feel about the current building of the school (experience, feeling, atmosphere)? Do you like the building?, why?, and what do you like about the new building?
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9	What is the purpose of the new school building?
10	Has the new building changed the identity of the school?
11	What does the current building say about the present identity of the school?
12	How do you feel about the physical structure/spatial layout and functionality of the school? (eg. Location)
13	How do you feel about the physical stimuli/ambient conditions of the school? (eg. Noise, Privacy, Light)
14	How do you feel about the symbolic artifacts/decor and artifacts of the school? (eg. Design, Floor, Table/chair)
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16	How do you describe yourself related to the school? (eg. Are you proud to tell others that you are part of the X, Does X's image in the community represents you?)
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Source: Developed by the researchers

**Table 2: Details of focus groups and the core points discussed**

Date	Group size	Profile of participants	Session duration (approx.)	Age range
18. 4. 2012	6	Staff, Doctoral Researchers	95 min.	25-42
27.4. 2012	6	Staff, Doctoral Researchers	60 min.	30-37
27. 4. 2012	5	Staff, Doctoral Researchers	65 min.	23-32
17.11. 2012	6	Staff, Doctoral Researchers	45 min.	29-41
17.11. 2012	7	Staff, Doctoral Researchers	57 min.	30-40
18.11. 2012	6	Staff, Doctoral Researchers	69 min.	24-35
<b>Topics discussed</b>				
What do you think about what corporate identity means? (eg. set of characteristics – behavioral and intellectual – which serve to distinguish the institution from others)				
How do you feel about the current identity of the school (eg. Proud...)				
In your opinion, what is the current identity of the school? Or what X really is? (Actual identity, concept = corporate identity)				
What are the business activities?				
What are the purposes of the school?				
What is the corporate style and ethos?				
I.4. In your opinion, what X says X is? Or what X tries to communicate to people? (Communicated identity, concept = corporate communications)				
What do you think about the school's visual identification such as logo?				
What do you think about the school's advertising?				
What do you think about the school's public relations?				
In your opinion, What is X seen to be (Conceived identity, concept = Corporate Image)				
Do you have a positive or negative image of this school? Why?				
What do you think other people think about the school?				
In your opinion, What does the school stand for (Covenanted identity, concept = Corporate Brand)				
In your opinion, What ought we to be? (Ideal identity, concept = Corporate Strategy)				
In your opinion, What should we wish to be? (Desired identity concept = CEO Vision)				
How do you feel about the current building of the school (experience, feeling, atmosphere)? Do you like the building? why? and what do you like about the current building?				
How do you describe the X buildings?				
How do you feel about the physical structure/spatial layout and functionality of the school? (eg. Location)				
How do you feel about the physical stimuli/ambient conditions of the school? (eg. Noise, Privacy, Light, etc.)				
How do you feel about the symbolic artifacts/decor and artifacts of the school? (eg. Design, Floor, Table/chair)				
Has the new building changed the identity of the school?				
What does the current building say about the present identity of the school?				
How do you describe yourself relation to the school? (eg. Are you proud to tell others that you are part of the X, Does X's image in the community represents you)				

Figure 1: A Framework of Corporate Identity, Place Architecture, and Identification



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