Moi University

From just another ivory tower,

Moi University

to a university of choice

Moi University

Kenyatta

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Graduation
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Master Thesis
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Abstract

The research question of this study is: "what are the present corporate image and corporate reputation with the key external stakeholder groups of Moi University and what can be done to improve these concepts?". To answer this question, respondents from three different stakeholder groups were interviewed. These were future students, organizations and the local community. The interviews were held with the Reputation Quotient of Fombrun, Gardberg and Sever (2000) as a basis. Next to that some additional questions about the corporate image and about the relationship between Moi University and the external stakeholders were added.

The perception the external stakeholders have of Moi University is quite positive in most areas. It is seen as an institution that provides quality education and it is amongst the best universities of Kenya. However, due to a lack of exposure towards Moi University, the university is not able to distinct itself from other universities in Kenya in the perception of the external stakeholders. Since Moi University wants to become a university of choice, it is important that it positively distincts itself from the other universities. Therefore the most important conclusion of this research is to improve the corporate image of Moi University in order to get more exposure of the university.

Management summary

In its strategic plan, Moi University identified nine strategic issues for the period of 2005 until 2015. One of these issues is the development, projection and maintenance of the corporate image and corporate identity of the university. This research focused on the external side of the issue and answers the following research question:

"What are the present corporate image and corporate reputation with the key external stakeholder groups of Moi University and what can be done to improve these concepts?"

The main recommendation is to improve the corporate image of Moi University in order to acquire more visibility and approachability and have a distinguishing mark in comparison with other universities. A corporate image is among others created through:

Interpersonal communication:
- Give the external stakeholders the option to engage in interpersonal communication, because there is hardly any contact between Moi University and the external stakeholders. This can be achieved by providing the external stakeholders with necessary information and improving the contact between Moi University and the external stakeholders.

Mass media communication:
- Create distinctive advertisements in newspapers, specifically directed at the future students
- Create brochures of every program of Moi University and distribute those in the country

Personal experience:
- Set up a team that visits secondary schools to tell the future students about Moi University
- Organize a yearly open day at Moi University so all external stakeholders have the opportunity to see what is happening at the university
- Set up a centre that enhances the contacts between Moi University and organizations

Involvement:
- Emphasize the personal relevance Moi University has for the different external stakeholder groups
- Do research if there is a need for cognition among the external stakeholders

Practical recommendations:
- Build more hostels to accommodate all the students
- Make the good behaviour of the students visible for all external stakeholders
- Emphasize the possibilities and opportunities the students have by choosing Moi University
- Engage in regular talks with the local community

These recommendations are mainly based on the most important conclusion of this research, namely that Moi University should improve its corporate image. Even though the corporate reputation of Moi University is not negative, it is hardly based on any knowledge and more on assumptions and perceptions that people have about universities in general. Due to this fact it is hard for Moi University to distinct itself from other Kenyan universities in the perception of the external stakeholders. Therefore the main recommendation is to be more open and out-going and use the corporate image of the university as a distinguishing mark.

If Moi University is able to improve its corporate image in line with its corporate identity, it is very likely that it will distinct itself from the other universities and can become the university of choice it wants to become.

Contents

Foreword

Ever since my semester abroad in Australia, I knew I wanted to do the research for my Master Thesis in another country than the Netherlands, preferably a developing country. It proved to be quite a challenge to find something, until I met James Otieno Jowi in July 2005. After a brief discussion about the possibilities, we were both very positive and decided to work on a problem formulation. This stage took longer than expected, but I finally left the Netherlands in January 2006 to do my research in Kenya.

With this foreword I would like to thank everyone who helped me during this period. First of all I would like to thank Mr. Erwin Seydel for his useful advice throughout the process, but also for his flexibility since this was sometimes more than necessary given the circumstances. Next to that I would like to thank Mr. Oscar Peters for his detailed comments about the contents of my thesis.

Further I would like to thank Jowi, not only for making this research possible, but also for showing me a beautiful country with a rich culture, full of great people. Next to that I would like to thank all the friendly and extremely helpful people at Moi University. Without them I could not have done this research.

Finally I would to thank my parents for their continuous encouragement and support and all the possibilities they gave me. Not only for this research, but during my entire study.

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Tom ter Horst

1. Introduction

This opening chapter provides some basic information about Moi University and the context in which the university operates. Paragraph 1.1 shortly describes Moi University, whereas paragraph 1.2 discusses the facts and figures of Kenya. The problem formulation and research questions are discussed in paragraph 1.3.

1.1 Moi University

Moi University was established in 1984 as the second public university in Kenya. It is located in Eldoret, which is 310 kilometres northwest of Nairobi, the capital city of Kenya (Moi University, 2005).

1.1.1 History

In 1981 it was estimated that about 7.000 Kenyan students were pursuing degree courses in universities overseas due to lack of places within the country. The government appointed a committee to prepare detailed plans and recommendations for establishing a new university. The committee found a lot of support in the country for the establishment of a university which would be technically oriented, focusing on problems of rural development in its training and research programs (Moi University, 1996).

In 1984 the Moi University Act passed the Parliament and on the first of October in that year the first group of students – eighty-three in total – were admitted. All of these students were in the Department of Forestry, which later became the Faculty of Forest Resources and Wildlife Management. The number of students has now grown to 11.778 students, registered in 121 programs (Moi University, 2005).

1.1.2 The organization

Moi University has four campuses. The Main Campus is located 35 kilometres south east of Eldoret town. On this campus is the main university administration building and has the following faculties: Education, Law, Business Management, Technology, Human Resource Development, Social Cultural Studies, Information Science and Environmental Studies. The Chepkoilel Campus is situated nine kilometres from Eldoret and has the following faculties: Education Science, Forestry Resources and Wildlife Management, Science and Agriculture. The third campus is the Town Campus. This campus has the School of Public Health and the Faculty of Dental Health and the Faculty of Medicine. This campus not only trains students, but it also provides essential services to the community around it. The final campus is the Eldoret-west Campus and is situated three kilometres from the town centre. Here are the faculties of Education, Law and Business Management. At this campus all programmes are set in the evenings (Moi University, 2006).

The goals and objectives of Moi University are expressed in their vision and mission. In their vision Moi University states that it wants "to be the University of choice in nurturing innovation and talent in science, technology and development" (Moi University, 2006, p.19). Next to that Moi University sees it as its mission to:

> Preserve, create and disseminate knowledge and conserve and develop scientific, technological and cultural heritage through quality and relevant teaching and research; to create conducive work and learning environment; and to work with government and private sector for betterment of society (Moi University, 2006, p.19).

1.2 Facts and figures of Kenya

To increase the understanding about the background in which Moi University operates, the history and political situation of Kenya are discussed, as well as the economical and social background and the education system.

1.2.1 History and political situation

Based on the findings around Lake Turkana, the Rift Valley that runs through the centre of Kenya has been established as 'the cradle of humanity'. Over millennia many people from over the whole of Africa have lived in what is now Kenya. The tribes that live in Kenya today started to arrive from all over Africa around AD 1000. During this time the first Arab and Persian traders started to visit the coast. Their intermarrying with Africans created the culture that later would be known as Swahili (Bindloss et al., 2003).

In the sixteenth century the Portuguese arrived and stayed until the eighteenth century after which Arabs regained control. In the beginning of the twentieth century the British made Kenya into a British colony which it officially stayed until its independence. During this time, a number of white farmers settled in Kenya. They established successful plantations for export of tea and coffee. However, the Kenyan population did not benefit from this and, due to the development of political activity, resistance and demand for independence grew. In 1922 the leader of the resistance was arrested which led to riots whereby twenty-one to a hundred Africans were killed. The new leader Jomo Kenyatta went to London for fifteen years to campaign for Kenyan independence. When he returned, he joined the Kenya African Union (KAU). Around this time some tribal groups took secret oaths to kill Europeans with the aim of driving the white settlers from Kenya forever. This was the start of the Mau Mau Rebellion (Bindloss et al., 2003).

Jomo Kenyatta and other KAU leaders were arrested as they were seen as the leaders of the rebellions. They were released in 1959 after which Jomo Kenyatta resumed his campaign for independence. More and more Kenyans, white ones included, thought Kenya should be independent. In 1960 this became the official policy of the British government and independence was scheduled for December 1963. In May 1963 the first elections were held and on 12 December 1963 Jomo Kenyatta became Kenya's first president (Bindloss et al., 2003).

Under his rule Kenya developed into one of the most stable countries in Africa. However, corruption and disappearing people were common. Jomo Kenyatta died in 1978 and was succeeded by his vice president Daniel Arap Moi. Although his 25 year regime was stable compared to other African countries, is was also characterised by corruption, arrests of dissidents and censorship. Because of ongoing corruption and abuse of human rights, the IMF cancelled all assistance in 1997. After being re-elected several times, president Moi announced his retirement in 2002. In December that year the National Rainbow Coalition (Narc) won the elections with Mwai Kibaki as the new president. These elections were peaceful and fair according to international observers (Bindloss et al., 2003).

1.2.2 Economic and social background

Kenya has a population of approximately 34 million (Wikipedia, 2006). The cornerstone of Kenya's economy is agriculture. This sector employs around eighty percent of the population. As a result, this makes the Kenyan population very dependent on this sector. During the drought of 1997 to 2000 many people suffered from a lack of food. In the northern parts of Kenya this is still a major problem. Another factor that affects the Kenyan population is the presence of HIV/ Aids. Fifteen percent of the adults in Kenya suffer from this disease. The last couple of years the population growth slowed down, mainly due to HIV/Aids. A final factor that influences the Kenyan population is the slow development of the country. Although the industries are relatively well developed, poor infrastructure, high taxation and corruption are withholding further necessary developments (Bindloss et al., 2003).

Even though agriculture employs eighty percent of the population, it only contributes 24 % of the GDP. The main sector is the services sector which contributes around 63 % of the GDP (Wikipedia, 2006). One of the most important branches in the services sector is tourism. Apart from the national parks with probably the best wildlife viewing possibilities in Africa, Kenya's other big selling point is its coast with many white beaches and marine parks near the coast. However, tourism income has made a major drop due to riots and the bombings of a hotel in Mombasa in 2002 and the bombing of the US embassy in 1998. Although the tourism industry is recovering, the consequences are still present (Bindloss et al., 2003).

A remarkable aspect of the Kenyan society is the fact that there are over seventy different tribal groups. The distinctions between the tribes are becoming increasingly blurred. This is because many of the smaller tribes have come under the umbrella of larger tribal groups to gain protection in intertribal disputes and because people are increasingly drifting away from their tribal traditions. But tribalism is still an important aspect in Kenyan society. People in a tribe share the same values, way of clothing and rituals, but the main distinction is the language. Every tribe has its own language and this is often the first language that children learn to speak. That tribalism is still an important aspect in Kenyan society is expressed through the fact that when Kenyans meet one another, one of the first questions they ask each other is from which tribe the other person is (Bindloss et al., 2003).

1.2.3 Education
The education system in Kenya is divided in three parts. Primary school, secondary school and college or university. The official languages in school – and in Kenya – are Swahili and English. Children start to go to primary school around age six. In primary school they learn basic skills like reading, writing and mathematics. Primary school is only free since January 2003 (Wikipedia, 2006), but literacy rates are high in Kenya. In general they are around 79 % and among fifteen to twenty-four-year-olds even 95 % (Bindloss et al., 2003). After eight years of primary school, the students have to do a test. The results on this test determine to what kind of secondary school they can go.

There are four types of secondary schools in Kenya. That is, National schools, Provincial schools, District schools and Local schools. Although all these schools provide the possibility to go to a university afterwards, students of National schools have the best chance to go to a university. This is mainly due to two reasons. On the one hand because the facilities and education at National schools are better than at the other schools. On the other hand because only the best students from primary school are qualified to go to a National school. Most children go to primary schools, but a smaller amount of children go to secondary schools, mainly as a result of the expensive fees.

After secondary school – which lasts four years – the students can go to college or university, depending on the grades they have on their tests. The results determine if a student can get a place in a public university. If the final result is sufficient, the student qualifies to get a place in a public university with a scholarship from the government. However, in 2006 there were 60.000 students who qualified for a place in a public university, but there was space for only 20.000. To deal with this problem, the government now allows privately sponsored students to enrol in the public universities. This means that they have to arrange their own accommodation, pay full fees and still need to have a sufficient final result. Next to the public universities, there are seventeen private universities. Although these institutions offer the same programs as the public universities, it is not possible to obtain government sponsoring and the minimum final result of secondary school is lower. Of all the Kenyans only eight percent goes to college or university, mainly due to the expensive fees (Bindloss et al., 2003). There are six public universities in Kenya. This research will focus on one of them, Moi University.

1.3 Definition of the problem

In the Moi University strategic plan for 2005 to 2015 the need was expressed to "develop, project and maintain a good image and corporate identity in line with the vision, mission, core values and objectives of the university"(Moi University, 2006, p.29).

1.3.1 The relevance of this research

Although the need to develop, project and maintain a good image was expressed in the strategic plan, no research has been undertaken to obtain information from the most important stakeholder groups. As a consequence, the university does not have sufficient information about the perception that the people that are relevant and important to the university have. This research will try to collect this information from the key stakeholder groups in order to describe the current image and reputation of Moi University.

However, there is another reason why the corporate image and corporate reputation recently have become more important to Moi University. Due to declining funding from the government, public universities in Kenya are ever more forced to seek for other means of funding. The two forms of funding that will be discussed in the next two paragraphs are not only the most financially beneficial ones, but are also potentially relevant to and potentially dependent on the corporate image and corporate reputation of Moi University.

1.3.2 Privately Sponsored Students Program

As mentioned in paragraph 1.2.3, the government of Kenya nowadays allows privately sponsored students to enrol in public universities. These privately sponsored students can enrol in the same programs as the regular students, but they have to pay a higher fee and arrange their own accommodation. On the other hand, the required level of their final grade in secondary school is lower than for regular students. This means that students who did not qualify for the regular university program, can still qualify for the privately sponsored program with the same grade. Finally, it is important to note that privately sponsored students can choose their own university. In contrast, regular students can only give a list of preferences which could influence the university they will be assigned to based on their grades, open spaces and the program they chose. However, the government assigns the regular students to the public universities and once they have been assigned to one, they have to go there.

It appears that the privatization of public universities occurs at the expense of the growth of private universities. Even though the number of private universities in Kenya has grown from three to seventeen since 1980, their share of enrolments is declining. From twenty percent in 1999 and sixteen percent in 2001, the share fell to thirteen percent in 2003 (WENR, 2004). As the enrolments for private universities decline, public universities expect an incline in enrolment of privately sponsored students. Moi University expects a growth rate of seven percent of privately sponsored students over the next ten years (Moi University, 2006). The privately sponsored students are the second-most important source of income after governmental funding. Therefore it will be increasingly important in the future to attract more students in order to compensate for the declining governmental funding. And since privately sponsored students have to choose their university themselves, the corporate image and corporate reputation of universities in Kenya could become a factor of great influence.

1.3.3 Commercialization of university practices

Apart from the Privately Sponsored Students Program, Moi University recently started to explore other income generating activities. These income generating activities should generate additional income to compensate for the declining government funding. To pursue this, a commercial wing of Moi University was created, Moi University Holdings ltd. Moi University Holdings is in charge of selling the findings of research done at Moi University, linking experts from Moi

University to companies and organizations for consulting purposes and looking for other commercial opportunities for the university.

Although these activities are still in a preliminary phase, many opportunities have already been identified. With the university as a source of knowledge and innovation it is expected that many companies and organizations will be interested. However, the link with the university also means that the perception that people have of the university can influence their willingness to do business with Moi University Holdings. Therefore it is important to collect information about the perception that – business – people have of the university.

1.3.4 Research questions

As explained above, Moi University has a need to obtain information about its corporate communication. This research will focus on the external side, the corporate image and the corporate reputation. The research question is the following:

> *What are the present corporate image and corporate reputation with the key external stakeholder groups of Moi University and what can be done to improve these concepts?*

To answer this research question, the following sub-questions are posed:

- *What is corporate image? What is corporate reputation?*
- *Which concepts are related to corporate image and corporate reputation?*
- *Who are the key external stakeholders of Moi University?*
- *What is the target-image of Moi University? How do they see themselves?*
- *Which aspects describe the image/ reputation of the Moi University?*
- *Which of the aspects are seen as positive?*
- *Which of the aspects need improvement?*
- *What has to be done to improve the image and reputation of the Moi University?*

Chapter two will discuss the theoretical background of this research. It will discuss the different concepts that are relevant for the research question. In chapter three the research method will be discussed. Chapter four describes the results of the interviews with the management of Moi university whereas chapter five describes the results of the data-collection of the external stakeholders. Chapter six describes the conclusions of this research and chapter seven and eight respectively the recommendations and discussion.

2. Theoretical Background

This chapter reviews the theoretical approach of corporate communication and its importance to organizations. Paragraph 2.1 clarifies the concepts corporate image and corporate reputation, their relation and their importance to organizations. Paragraph 2.2 discusses the concepts corporate identity and organizational culture. Paragraph 2.3 explains the relation between the external concepts of corporate image and corporate reputation on the one hand and corporate identity and organizational culture on the other hand.

2.1 Corporate image and corporate reputation

There has been an ongoing debate about the definition of the concepts corporate image and corporate reputation. But the different authors agree at least on one thing: the ambiguity of these concepts. The fact that these concepts create a lot of confusion is among others supported by Dowling (1986), Poiesz (1989), Gotsi and Wilson (2001), Bromley (2001) and Christensen and Askegaard (2001). Next, the concepts, their relation and their importance will be thoroughly explored to clarify them and find relevant definitions for this research.

2.1.1 Corporate image

One of the first persons who started to research a concept that is similar to corporate image, was Pierre Martineau in the 1950s. He discovered that certain types of customers felt uncomfortable in particular stores. What he discovered, was that the image of those stores sometimes did not match the self-image of certain customers. He emphasized the importance of fitting the personality of an organization to that of its target customers (Dowling, 1993). As time passed on, the concept of personality became commonly known as corporate image. The aforementioned Martineau considers corporate image as the personality of a brand. Jain and Etgar (1976) use a similar description. They state that a corporate image incorporates general characteristics, feelings or impressions.

Although these definitions clarify the concept corporate image to some extent, they fail to take into account the aspect that is maybe the most important to this concept, namely the audience. Without an audience to perceive the corporate image, the concept would be pointless. Therefore it is important to take into account the audiences of an organization when discussing the concept corporate image. Dutton and Dukerich (1991) do consider the audiences of an organization. They define corporate image as the way organizational members believe others see their organization. Nguyen and Leblanc (2001) write that corporate image is the overall impression made on the minds of the public about an organization. This is analogous what Gray and Balmer (1998) write. They see corporate image as the mental picture of the organization held by its audiences. Dowling (1986) states that an image is the set of meanings by which an organization is known and through which people describe, remember and relate to it. Finally, Christensen and Askegaard (2001) describe corporate image as the reception of an organization in its surroundings. These definitions have one important thing in common. They share their focus on the audiences that perceive an organization. This is an important characteristic because by focusing on the audiences, they emphasize the fact that the corporate image of an organization exists in the minds of its audiences. Hence, an organization does not *have* a corporate image; people hold corporate images of an organization. Furthermore, by stating that an organization has several audiences, it implies that an organization does not necessarily have one single corporate image, but more.

This view is supported by Dowling (1993) and Nguyen & Leblanc (2001). They think each person perceives an organization in its own way and therefore holds its own image of that organization. This is the reason that authors nowadays argue that corporate image is not the final evaluation of an organization because different audiences have diverse images of an organization.

Many authors believe that the concept reputation is more accurate to measure the overall evaluation of an organization (Gotsi & Wilson, 2001). A corporate image can be created more quickly and easily than a corporate reputation. A strong corporate image can be built using a structured communication program which embodies the controlled use of the name, logo, advertising and public relations. A corporate reputation however, is harder to build. This requires a consistent performance, generally over many years (Gray & Balmer, 1998; Herbig & Milewicz, 1995).

Although a corporate image is relatively easy formed, it does not just appear in the mind of a person. To understand how this process works, it is important to look into the psychological processes that accompany the formation of an image in the mind of a person. Every person daily receives innumerous cues from his or her surroundings. Every day there are new things to see, hear, smell, feel and taste. There are actually so many, that it would be impossible to give them all the same attention. This is why people develop certain conceptual frameworks, or *schemas*. These are general cognitive structures into which data events can be entered, but with more attention to broad brush strokes than to specific details (Gleitman et al., 1999). It is, in fact, a summary of something one already experienced before. A good example is the-going-to-a-restaurant-schema. According to this schema, you are first being seated, then you are looking at the menu, you order a meal, eat the food, pay the bill and leave. This is a sub case of a schema and called a script. A *script* is a characteristic sequence of events in a particular setting, in this case a restaurant (Gleitman et al., 1999). Although each restaurant visit will be slightly different, the script mentioned above will be executed so people do not have to pay too much attention to actions or events – like going to a restaurant – that happen frequently or are not so important. Now they are able to pay attention to irregular or more important events. So using schemas and scripts makes certain events easier to go through and remember since those schemas and scripts already provide a framework of the situation. This is analogous when people evaluate an organization. Each organization is different, and people cannot remember all the individual aspects of every organization. Therefore they will evaluate organizations on the "broad brush strokes" for example its employees, recent actions and the look of its logo.

It has been stated before that different people hold different images of an organization. In terms of schemas it can be said that this depends on the degree of involvement. If a person is highly involved in an organization, he or she will also have a high degree of elaboration of the corporate image from this organization (Petty & Cacioppo, 1986). An example is the first impression one has of someone when they meet another person for the first time. People can make a judgement about others in a very short time, sometimes even by merely looking at someone. But when one meets that same person more often, other qualities or bad sides will be perceived about that person and this will affect the first impression. The involvement with the person has then changed the first impression. For organizations the same thing can happen. That is, the more involved a person is in an organization, the more he or she will cognitively process the information obtained from that organization. According to Pruyn (1990, cited in Cornelissen, 2000) the discrepancy in the degree of involvement results in three types of image. Firstly, the image as a complex structured schema (high elaboration), secondly the image as an evaluative attitude (middle elaboration) and finally the image as a mere global impression. So the involvement and experience people have with an organization can influence the corporate image they hold of an organization.

But the degree of involvement is not the only factor that influences the corporate image formation. There are more forms through which an audience forms a corporate image. For organizations this is of course very interesting to know, because it might be possible for them to influence the formation of the perception and with that the image their audience holds of their organization. Dowling (1986) constructed a model of the corporate image formation process (figure 1).
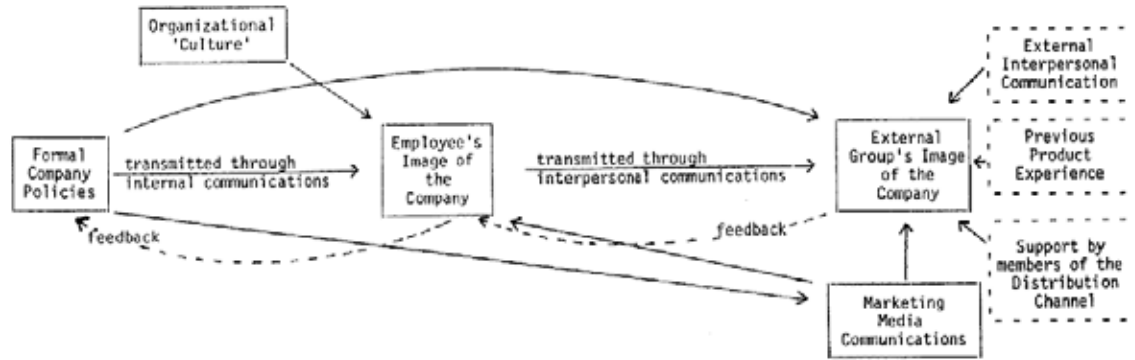
Figure 1. Corporate image formation process. Source: Dowling (1986)

In short this model shows that the formal company policies and the organizational culture form the employee's image of the company. The external groups form an image of the organization through interpersonal communication with the employees, by communicating among one another, by previous product experience and by the marketing communications of the organization. The model demonstrates that the concept of corporate image is formed by the members of an organization and external groups who interpret information that relates to the practices of the organization. Dowling divides this information into three categories. The first category is personal experience. This is the direct experience that members of an organization and external groups have with the organization. The second category is interpersonal communication. In this category members and external groups interpret information based on the communication with each other or among one another. The third category is mass media communication. This category represents the information gained from mass media as the press but also advertising campaigns from the organization. This model describes relevant factors and their relation in the image formation process fairly accurate. It does not just take into account the audiences of an organization, but also emphasizes the different ways the external groups are influenced during the image formation process. However, it fails to take into account the involvement factor. This aspect is quite influential in the image formation process and could contribute to the model.

In conclusion it can be said that corporate image is a relatively easy formed perception of an organization by its diverse internal and external audiences. This image can be different for everyone who perceives that organization. Its formation depends on interpersonal communication, mass media communication and the degree of involvement in, and personal experience with an organization.

2.1.2 Corporate reputation
The second external concept is corporate reputation. Herbig and Milewicz (1995) describe this concept in a broad way. They see corporate reputation as "the estimation of the consistency over time of an attribute of an entity" (p.5). Bromley (2000) is more specific and believes that corporate reputation is the way key external stakeholder groups or other interested parties conceptualize an organization. This definition however, lacks the element of time. As stated before, it takes time – usually years – to build a corporate reputation. The definition of Balmer (2001) does take the time aspect into account. He defines corporate reputation as the enduring perception held of an organization by an individual, group or network. Weigelt and Camerer (1988) define corporate reputation as a set of attributes ascribed to a firm, based on the firm's actions of the past. Gotsi and Wilson (2001) specify this definition by stating that corporate reputation is "a stakeholder's overall evaluation of a company over time. This evaluation is based on the stakeholder's direct experiences with the company, any other form of communication and

symbolism that provides information about the firm's actions and/ or a comparison with the actions of other leading rivals" (p.29).

This definition highlights three important aspects about corporate reputation. First of all, the time element. It takes a long period of time, before a corporate reputation is built (Fombrun & Van Riel, 1997). The reason for this is the way a corporate reputation is built. A corporate reputation is established by consistence in the credibility of an organization (Herbig & Milewicz, 1995). The credibility of an organization is "the believability of an entity's intentions at a particular moment in time" (Herbig & Milewicz, 1995, p.6). Hence, credibility is the discrepancy between what an organization says it will do and what it actually does. For instance, a credible company will deliver its products at the time they promised to deliver them. If that company always delivers its products on time, its customers will believe future orders will also come on time based on their earlier experiences. If that company has achieved this, it has a consistent credibility and with that a reputation of delivering its products on time. The same goes for building a negative reputation. If the aforementioned company never delivers its products on time, it will have a very low credibility. But this credibility will still be consistent, and based on this consistency the company will build a reputation of never delivering its products on time. With this example it becomes clear that based on consistency over time in its past actions an organization slowly builds a certain reputation.

The second and third aspects are closely related. The second aspect is corporate reputation as an overall evaluation. Corporate reputation can be used to evaluate an organization on certain relevant dimensions. The outcome then can be compared with standards from within the organization to meet the goals of that organization, but in the free market economy full of competition it is maybe even more interesting to compare the corporate reputation of an organization with other organizations. Bromley (2002) uses the example of *Fortune* magazine that puts together rankings of America's most admired companies. This is an example of the third aspect in the definition of Gotsi and Wilson; corporate reputation as a comparing instrument with other organizations. There are many methods to measure and compare the corporate reputation of an organization. Bromley (2002) describes four different methods; league tables, quotients, benchmarks and case studies. An example of the quotients is the Harris-Fombrun Reputation Quotient. This is an assessment tool that captures perceptions of corporate reputations across industries. It evaluates stakeholder perceptions across twenty attributes that are grouped into the six dimensions of reputation; emotional appeal, product & services, vision & leadership, workplace environment, financial performance en social responsibility (Harris Interactive, n.d.). The aforementioned instruments and others can be used to score organizations on their corporate reputation and compare them.

In brief it can be said that corporate reputation is the overall evaluation of an organization by the diverse internal and external audiences over a longer period of time. With the corporate reputation it is possible to evaluate an organization according to its own standards, but also to compare it with other – similar – organizations.

2.1.3 The relation between corporate image and corporate reputation

As shown above, there are some clear distinctions between the concepts. Many authors nowadays believe that corporate image and corporate reputation are two different concepts, but it has not always been like this. Gotsi and Wilson (2001) distinguish two dominant schools of thought, regarding these concepts. The first one is the analogous school of thought. This school views corporate reputation as synonymous with corporate image. They see the concepts of corporate reputation and corporate image as interchangeable. Rindova (1997) has stated that many of the authors of the analogous school have a public relations background. She thinks that this background is partly the reason why they have been focusing on the concept of corporate image rather than corporate reputation. Caruana (1997) goes so far as to suggest that the aforementioned

ambiguity that is associated with these concepts is caused by the analogous school of thought, since they consider the terms identical and interchangeable.

The second school is the differentiated school of thought. Within this school there are three dominant views. The first view is a reaction to the analogous school of thought and believes that corporate reputation and corporate image are different and non-related concepts. Authors supporting this view believe that organizations should mainly focus on corporate reputation because of the negative associations with corporate image. The second and the third view both consider corporate reputation and corporate image as interrelated. The second view believes that the corporate reputation of an organization is a dimension of the corporate image. So in this view corporate reputation is one of the variables which determines the corporate image of an organization. However, Gotsi and Wilson (2001) argue that the second view fails "to acknowledge the fact that different stakeholders may have different images of the same company, hence resulting in multiple corporate images" (p.28). This means there should be something else, another concept, which embodies the multiple corporate images. The third view believes that the corporate image of an organization is a dimension of the corporate reputation. This obviates the difficulty with the multiple corporate images in the second view, because they will mutually form the corporate reputation of the organization.

Although corporate reputation is generally seen as the overall evaluation of an organization with corporate image being a dimension of it, it does not mean that a corporate reputation is more important than a corporate image. A good example is provided by Gray and Balmer (1998). A small plumbing contractor with an excellent reputation for his quality work and trustworthiness promotes himself through word-of-mouth advertising. His main competitor is a large contractor with a professional communication programme. Although the small contractor will have enough work based on his reputation, he will not be able to grow unless he has a stronger image to compete with the widely known large contractor. This example shows that corporate image and corporate reputation can be equally important and each concept has its own benefits.

2.1.4 The significance of corporate image and corporate reputation

Now the concepts of corporate image and corporate reputation and their relation are clear, it is well worth questioning the importance of these concepts. What is their significance for organizations? Cornelissen (2000) states that the reason for corporate communications is to establish favourable relationships with the organization's stakeholders. With this, an organization hopes that these stakeholders will buy the organization's products, will work for it or invest in the organization. Gray and Balmer (1998) write something similar. They state that "the reputation of the company in the eyes of these groups will influence their willingness to either provide or withhold support" (p.697). This also emphasizes the influence a corporate reputation can have on the actions of the stakeholders concerning an organization.

Dowling (1986) adds two more important benefits that a corporate image has for the long-run survival of an organization. In the first place he states that many organizations are interested in their corporate image because they feel it influences the behaviour of their audience. Secondly he argues that most people do not have direct experiences with an organization. If this is the case, their perception and evaluation of an organization is based on a set of extrinsic informational cues. This is analogous what Poiesz (1989) adds. He states that consumers are neither capable nor motivated to elaborate product information. In such circumstances it is assumed that they are likely to make use of product or brand images.

Fombrun and Van Riel (1997) emphasize the importance of corporate reputation in different areas. In their exploration of the reputational landscape they divide it into six different areas. The first area is the economic one where the focus is on the lack of information of the stakeholders. Stakeholders rely on the corporate reputation of an organization to predict what it will do in the future. Investors base their investments on the hope that managers will act

reputation-consistent. If companies sell products of which the quality is not directly observable, consumers base their product decision on the corporate reputation of that company. And rivals try to predict the next step of an organization based on the corporate reputation. The second area is the strategic area. In this area a corporate reputation is important because it is hard to imitate. This means that a corporate reputation can be used as a distinguishing mark for an organization. The marketing area focuses on the information processing. A corporate reputation is used to create mental pictures in the minds of the consumers of an organization. By creating a favourable mental picture, organizations hope people will buy their products or use their services. The fourth area is the organizational area. Here corporate reputation is used for sense-making experiences for employees. The sociological area puts emphasis on the social rankings based on the corporate reputation. What makes one organization 'better' than another one? Van Riel and Balmer (1997) state that a favourable corporate reputation can lead to a competitive advantage for an organization.

Table 2.1 summarizes the different advantages corporate reputation and corporate image have according to the different authors.

Table 2.1. The advantages of corporate image and corporate reputation

Advantage	Source
Support from stakeholders in case of a favourable relationship	Cornelissen, 2000; Gray & Balmer, 1998; Fombrun & Van Riel, 1997
(Positively) influencing the stakeholders	Dowling, 1986; Fombrun & Van Riel, 1997
Quick evaluation of the organization without having to go through all the information	Dowling, 1986; Poiesz, 1989; Fombrun & Van Riel, 1997
Distinguishing mark	Fombrun & Van Riel, 1997
Comparison means	Fombrun & Van Riel, 1997
Competitive advantage	Van Riel & Bromley, 1997; Fombrun & Van Riel, 1997

As explained in the previous paragraphs, corporate image and corporate reputation are important external concepts for an organization. They can influence the perception of the stakeholders, can be distinguishing marks for the organization and can even lead to a competitive advantage. Some authors also mentioned the benefits for the internal side of an organization. The next paragraphs will discuss two important internally related concepts; corporate identity and organizational culture.

2.2 Corporate identity and organizational culture

Although this research focuses on the external stakeholders, it is important to discuss the internal concepts corporate identity and organizational culture shortly. They are closely related and can affect the external concepts corporate image and corporate reputation as will be discussed in paragraph 2.3.

2.2.1 Corporate identity

The word identity is not only used to describe persons, but can also be applied to describe organizations. The identity of a person cannot be traced effortless. It takes a lot of time to really get to know someone, to capture his or her identity. This also goes for an organization; its identity is not easily revealed. Many authors used to believe that the concept corporate identity refers to how an organization presents itself visually i.e. through the name, logo, uniforms, annual reports and other visual symbols (Margulies, 1977; Rossiter & Percy, 1998). However, it is not possible to tell the identity of a person by looking at his or her appearance and the same goes for an organization. Baker and Balmer (1997) point out that nowadays an increasing number of academics and consultants do not see corporate identity as the way organizations use visual communication, but more as "what an organization is" (Balmer & Dinnie, 1999).

This is, of course, still a very unspecific definition of the concept. Bromley (2001) refines it by describing corporate identity as "that set of attributes that distinguishes one entity from another, especially organizations of the same sort" (p.316). Balmer (2001) uses a similar description by stating that it is "the mix of elements which gives organizations their distinctiveness" (p.254). These definitions emphasize the distinguishing aspect that a corporate identity has for an organization. Hence, a corporate identity it that mix of elements of an organization that makes it different from other organizations. But what can this 'set of attributes' or 'mix of elements' incorporate?

Bromley (2001) states that the concept corporate identity is the consequence of four different factors. The first factor he describes is personnel. He points out that every organization has human involvement, and is therefore influenced on its operations and outcomes by the behaviour of the members of the organization. The second factor he describes is anthropomorphism. This is the tendency to attribute human attributes to non-human phenomena. Examples are the weather (threatening storm) and animals (happy, faithful, cruel). In this way it is possible to personify organizations, which gives them a form of an identity. The third way Bromley points out is ordinary language. This is the tendency of humans to use easy and familiar forms of language and communication rather than difficult and lengthy descriptions. When people describe an organization with ordinary language, they can be easily understood when they express certain attributions. The final factor is the visual identity. Visual identity can be used to make an appearance for the purpose of self-presentation. An example is the logo of an organization. Van Riel and Balmer (1997) believe that the corporate identity of an organization is revealed through the historical roots of an organization, the personality, the corporate strategy, the behaviour of organizational members, communications and symbolism. A few years later Balmer added the elements structure, business activities and market scope, based on research of several authors (Balmer, 2001).

This list of elements is not complete and it will not cover every organization, since other organizations might have different key elements. However, it reveals the basic aspects that underlie the corporate identity of an organization. In brief it can be said that the corporate identity of an organization is the mix of elements which makes an organization different from other organizations.

2.2.2 Organizational culture

According to Normann (as cited in Wilson, 2001) one of the most important aspects of the identity of an organization is the organization's culture. Normann argues that the personnel of an organization is the face of that organization. To use that face effectively, one needs to understand the culture of its organization. Through the years many researchers have studied the concept culture. It originates from anthropology and in that context it means everything humans make and teach to following generations who then can multiply and transmit that knowledge. In sociology culture is strictly non-material and includes for example eating habits, languages and manners (Vranken & Henderickx, 2001). In general there are four important aspects about culture. The first aspect is that it consists of coherent rules, values, expectations and aims. Secondly, those rules, values, expectations and aims are shared by a certain group. Thirdly, the sharing will lead to specification and preservation of social behaviour, which will strengthen the group. Finally, the rules, values, expectations and aims will be transmitted and taught by learning processes which is called socialization (Vranken & Henderickx, 2001).

These aspects are also applicable to the concept of organizational culture. In most organizations there will be a set of rules, values, expectations and aims to lead the organization in a particular direction. This set of rules will not only be created and taught by the management, but will also be shared among the members of that organization. Based on this knowledge, Harrison and Carroll (1991) divide cultural socialization in an organization in two ways: formal and informal. Formal cultural socialization is likely to take place in an organization where is not a large amount of group pressure. An individual that enters such an organization is likely to accept the set of rules encouraged by the management. A way of formally socializing an organizational member is through training programmes. But if the individual enters an organization with strong group pressure, informal cultural socialization will be more likely. He or she then will adopt the rules, values, expectations and aims from other organizational members.

This subdivision of cultural socialization explains that different cultures can exist within one organization. Different groups of members can share their own set of rules, values, expectations and aims. In that case the different cultures are referred to as subcultures (Wilson, 2001). Although these subcultures can be important to the departments, it is important for the management to keep in mind the organizational culture, so the individual departments will not turn into organizations on their own.

According to Schein (1991, cited in Wilson, 2001) there are four major factors that influence the culture of an organization. The first one is the business environment in which an organization operates. Different geographical regions and social levels will influence the perception people have about work, money and status. This can influence the commitment of the organizational members, their respect for managers and attitudes towards the service and the customer. The second factor is the leadership of an organization. Especially in new founded organizations the influence of the founder on the culture of the organization is quite big. This is closely related to the third factor, namely the management practices and formal socialization processes in an organization. The way an organization is managed will influence the beliefs, attitudes and behaviour of the organizational members. The fourth factor that Schein describes, is the informal socialization process which is already discussed.

In short, organizational culture is the set of rules, values, expectations and aims that is shared and taught within an organization and which preserves the social behaviour within that organization. There are different factors that influence the organizational culture such as the business environment, the leadership and management and the way organizational members are socialized.

2.3 The relation between the external and internal organizational aspects

This paragraph discusses the link between the external concepts corporate image and corporate reputation on the one hand, and the internal concepts corporate identity and organizational culture on the other hand. These concepts may seem quite distinct, but this paragraph will explain that they are closely related.

2.3.1 Model Gray and Balmer

Although this research focuses on the external stakeholders, this external area cannot be researched without taking into account the internal parts of the organization. Therefore it is necessary to understand the relation that exists between the external organizational aspects corporate image and corporate reputation and the internal organizational aspects corporate identity and organizational culture. Gray and Balmer (1998) present a model (figure 2) that links the internal concept corporate identity with the external concepts corporate image and corporate reputation.
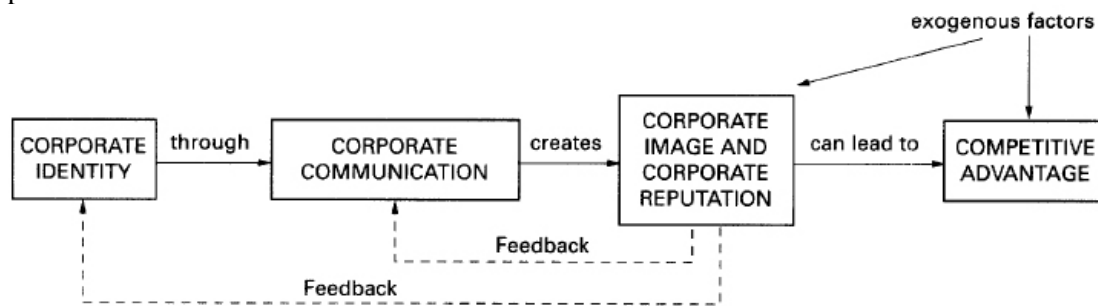
Figure 2. Model linking internal and external aspects. Source: Gray & Balmer (1998)

This model shows that corporate identity can create a corporate image and corporate reputation. It also takes into account the fact that the corporate image and corporate reputation can influence the corporate identity. Nevertheless, it is suggested that the creation of corporate image and corporate reputation is an almost linear process which in the end can lead to a competitive advantage. Hence, this model suggests that corporate identity is a *means* to create corporate image and corporate reputation through the use of corporate communication. In the previous paragraphs however, it became clear that the concepts corporate image and corporate reputation are concepts that exist in the minds of the audience and are created by several factors. Corporate identity is one of those factors, but it is not the only constructional source of those concepts. So this model is too basic – i.e. it lacks to capture the dynamic environment and mention important factors – to capture the complex environment of an organization.

2.3.2 TOCOM model

The abbreviation TOCOM stands for Twente organizational communication model. The TOCOM (figure 3) is an open model which integrates the internal and external organizational concepts. This means that it does not make a distinction between internal and external communication but rather sees it as a coherent whole. Van Gemert and Woudstra (2003) emphasize that interaction determines the identity and the image of the organization. Members of the organization and other groups talk to each other and therefore influence each other and the organizational concepts.
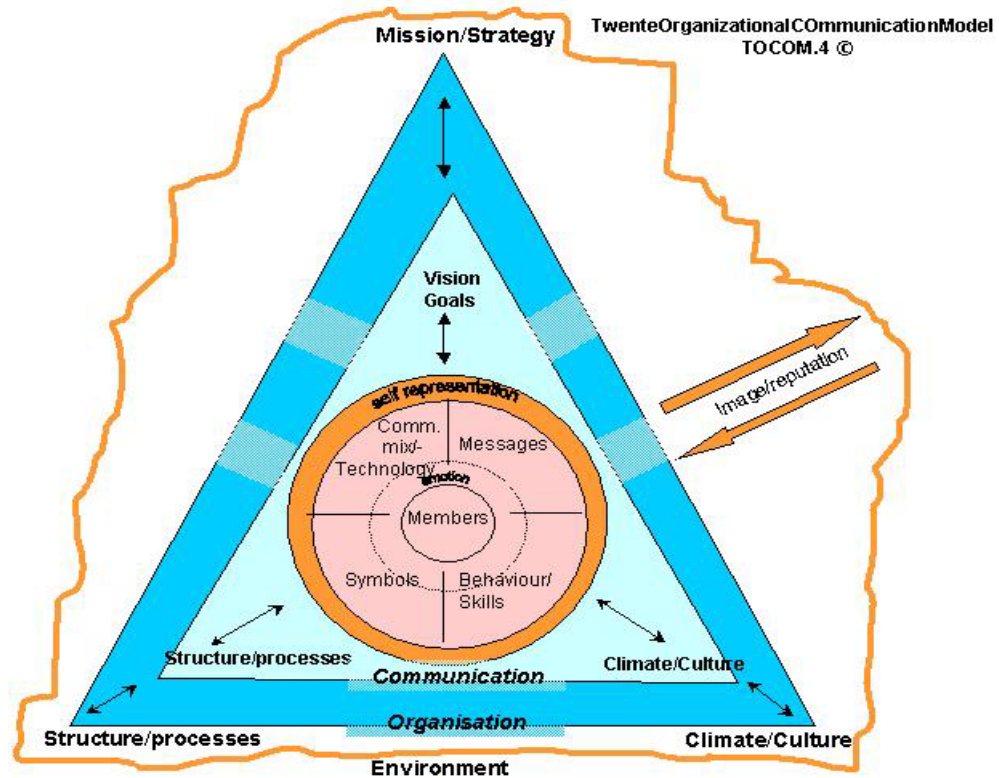
Figure 3. Integrated organizational model. Source: Van Gemert & Woudstra (2003)

Corporate identity is represented in this model by the communication mix, messages, symbols, behaviour, emotion and members. It influences – but is also influenced by – the organizational concepts strategy, processes and culture. This whole influences the image or reputation, but is as a result of interaction, also influenced by the image or reputation.

Although this model acknowledges the reciprocal influence of the internal and external concepts, the focus of this model it too much on the internal side of the organization to be used in this research. Besides that, it fails to make a clear distinction between corporate image and corporate reputation. In the next paragraph a new model will be proposed, which will deal with the critiques of the aforementioned ones, but will also take into account the strong aspects of the fore mentioned models.

2.3.3 Summarizing model

The following model (figure 4) tries to incorporate the information of the previous paragraphs in a model. The most important aspects are a clear distinction between corporate image and corporate reputation, a reciprocal influence between the internal and external concepts and the influencers of the corporate image and the corporate reputation.
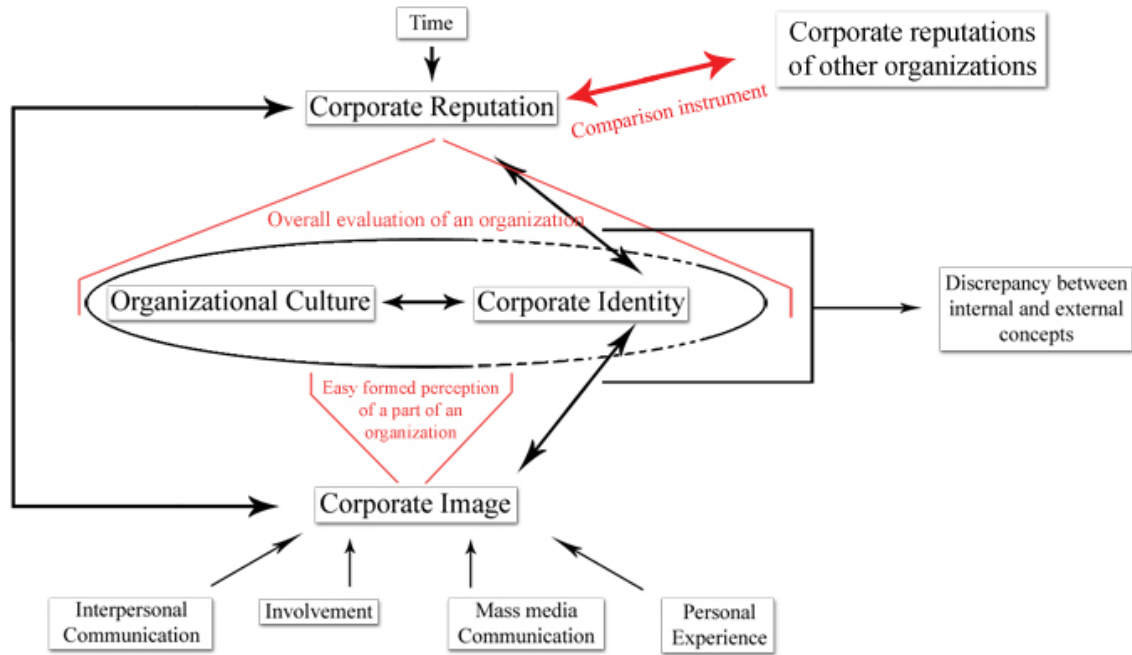
Figure 4. Summarizing model

The two-sided arrows indicate a reciprocal influence of concepts. The model shows that organizational culture and corporate identity influence one another, corporate identity and corporate image as well, corporate identity and corporate reputation too and finally it shows that the corporate image and corporate reputation influence one another. Apart from that it shows that corporate image is an easily formed perception of a part of an organization, whereas corporate reputation is an overall evaluation of an organization and a comparison instrument with other organizations. Corporate image is formed through interpersonal communication, involvement, mass media communication and personal experience. Corporate reputation is mainly formed through time and experience with the organization. Finally the model shows that there can be a discrepancy between the internal and external concepts. The organization is characterized by a partly dotted line to indicate the openness of the organization.

This model summarizes what has been discussed in the previous paragraphs. It has become clear that the external concepts of an organization are closely related to the internal concepts. So even though this research focuses on the external concepts of Moi University, it is important to take the internal concepts into consideration as well, since they influence and are influenced by the external concepts. Based on the theoretical background that has been discussed in this chapter, the research has been designed. This design will be discussed in the next chapter.

3. Method

This chapter discusses the method used in this research. Before reviewing the design of this research, some methodological and local considerations will be discussed. Further paragraphs examine the validity and reliability of the research design, the research instrument, the respondents and the procedure.

3.1 Methodological and local considerations

To research the corporate image or corporate reputation of an organization, the use of a quantitative method is quite common. Quantitative methods usually produce a broad, generalizable set of data. It is a good way to measure the reactions or opinions of a large number of people to a limited set of questions (Patton, 1990). In the case of this research however, the quantitative research method was less useful. One reason was that there never has been research into the corporate image and corporate reputation of Moi University. Therefore it was more useful to collect in-depth and detailed data about the perceptions of the external stakeholders, so the underlying ideas of their judgements of Moi University would become clear. In this manner, the problems could be thoroughly explored, which made them more understandable. This detailed, in-depth data can be gathered by using qualitative methods. Patton (1990) states that qualitative methods produce detailed information about a smaller number of people and cases than with quantitative methods. Although the generalizability of the data will be reduced, it increases the understanding of the cases and situations.

Another consideration to use a qualitative method was the lack of a framework for measuring the corporate image and corporate reputation of a university. A great deal of research has been conducted measuring the corporate images and corporate reputations of companies that strive for profit. Universities however, are entirely different organizations with different goals. Therefore, a qualitative method was used to derive in-depth information about the most important aspects that describe the corporate image and corporate reputation of a university in the perception of the external stakeholders. A final consideration to use a qualitative method was the local situation. Even though an online survey would have been a good way to obtain a large data set in a limited amount of time, this was not possible due to limited access to the internet and computers in general. Due to these restrictions it was not possible to use a quantitative method.

3.2 Research design

In the previous paragraph it was mentioned that obtaining a large set of quantitative data was neither possible nor essential for this research. In order to measure the corporate image and corporate reputation of Moi University it was necessary to find a way to measure these concepts with a small number of respondents, but in such a way that enough data would be generated to gain insight in the problems. Three different methods were used for this purpose: interviews, focus groups and open-ended questionnaires. Before discussing these methods, an outline of the research will be given.

3.2.1 Outline of the research

The research instrument used in this research was in the first place constructed on the foundation of a literature study involving the concepts corporate image, corporate reputation, corporate identity and organizational culture. This first draft of the research instrument can be found in appendix 1. However, to ensure that the research instrument would cover all relevant aspects of Moi University and to gain more insight in the external stakeholder groups and how to approach them, interviews with members of the management of Moi University were held. The interview guide for these interviews can be found in appendix 2.

Based on the results of these interviews the draft of the interview guide was slightly revised, which resulted in the final interview guide. This interview guide can be found in appendix 3. With this final interview guide the interviews with the external stakeholder groups were held.

3.2.2 Interviews

According to Millar and Gallagher (2000) the interview is one of the central tools within internal and external communication audits. They identify two advantages over other data gathering methods that are relevant for this research. In the first place they cite King, who states that it is more likely to extract unanticipated information with interviews, while they also give the possibility to have a greater depth and meaning. Since no comparable research was done at Moi University, this was an important aspect because there was not a real framework to operate in. By using interviews it was possible to explore and gain insight in the subject. Secondly, they state that the meetings with individuals may enable the interviewer to get a better sense of how the stakeholders of the organization experience that organization. This was an important aspect in this research because there was a big difference between the culture of the researcher and the respondents. Through the use of interviews, it was easier to understand several aspects because the researcher had the opportunity to continue asking questions about a subject, until he thoroughly understood the answer of the respondent.

Millar and Gallagher (2000) distinguish two forms of interviewing; the exploratory interview and the focused interview which are identical to the approaches Emans (1990) identifies, although he labels them respectively unstructured and structured interviews. The unstructured interview is placed between the informal conversational interview and the general interview guide approach of Patton (1990). Although the unstructured interview uses an interview guide, its main goal is to collect information in a situation where the researcher does not exactly know what information is available. The structured interview is much more prearranged and standardised and is comparable with the standardized open-ended interview that Patton (1990) identified. For this research it was important to have a certain standardization of the interview in order to obtain comparable results. However, the interviewer also needed some flexibility to go deeper into certain questions when necessary. The aforementioned approaches did not offer both of these features and therefore the researcher chose a compromise, a so-called half-structured interview. In this approach the questions are standardized and pre-arranged, but the interviewer has the freedom to ask more questions when he thinks it is necessary. This approach gives both the interviewer and the respondent the flexibility to go deeper into a certain matter when they think it is relevant. It was a useful approach because of the explorative character of the interviews while it still gave opportunity for some flexibility.

3.2.3 Focus groups

The first stakeholder group – future students – was interviewed through the use of focus groups. A focus group is "an interview with a small group of people on a specific topic" (Patton, 1990, p.335). Focus groups were developed with the idea that many people have perceptions or make decisions about certain things, based on discussions with other people. The information is created through group discussion, hence the interaction between the respondents is more important than the interaction between the interviewer and the respondents. The interviewer's main job is group moderation instead of group interviewing (Dickson, 2000).

In this research the main consideration to use focus groups with the future students was the fact that the researcher was advised to do so by members of Moi University. They expected the future students to be shy and reserved when encountering the researcher because of the differences between him and the future students. When the students would be interviewed in a group setting, the Moi University members expected the students to be less shy and reserved. Besides that, the social setting of the focus groups was another consideration to use focus groups.

The choice for a university is not a choice singularly made by the student. The parents, teachers and other social peers can socially influence the choice for a university. Therefore the decision was made to conduct focus groups to see how students thought about Moi University in a social context.

3.2.4 Open-ended questionnaires
Even though interviewing the respondents was preferential in this research for the abovementioned reasons, open-ended questionnaires were used as well. An interview can be a very time consuming activity and some of the respondents were not willing to spend their time on an interview. However, some of them wanted to participate if possible so therefore an open-ended questionnaire was created. This questionnaire consisted of the exact same questions as the interview, but instead of telling their answers the respondents now had to write them down in their own time. Apart from the time-factor the questionnaire has another advantage over interviews. A questionnaire is always more anonymous than an interview, because the social interaction is not there anymore. The chance that the respondent gives social-desirable answers is therefore less likely (Emans, 1990). The questionnaire can be found in appendix 4.

3.3 Validity and reliability
Whereas in quantitative research the validity and reliability depend on a carefully constructed instrument, in qualitative research the researcher is the instrument (Patton, 1990). This means that it depends on the skills of the researcher if he measures what he wants to measure. A good tool to help the researcher for this purpose is the interview guide. (Emans, 1990; Patton, 1990). As said before, the interview guide is a basic checklist, which makes sure that all the relevant topics are covered. It also gives to opportunity to give certain instructions with the questions. In this research the interview guide was used to ensure that the same questions were asked to all the interviewed people in order to cover all the topics. Next to that the researcher used the same words in every interview to increase the comparability.

Besides that, the generalizability with the use of a qualitative method is usually not very high. Because qualitative methods usually only use a small number of respondents, they cannot be representative for the entire population. However, in this research not the representativity of the respondents is important, but the representativity of their ideas and opinions.

3.4 Research instrument
The research instrument consists of three parts. The first part consists of some introducing questions. The second part contains questions related to the corporate reputation of Moi University and is based on the Reputation Quotient of Fombrun, Gardberg and Sever (2000). The third part tries to reveal the corporate image of Moi University through the use of a projective method.

3.4.1 Part one: introducing questions
Introducing questions should give the interviewee some time to settle into the interview (Millar & Gallagher, 2000). By asking some 'easy' questions it is less likely that the respondent will feel interrogated. Every external stakeholder group was asked at least two of these introducing questions to comfort them and to find out what their relation to Moi University was. The respondents were asked to describe their organization, whether they knew Moi University or if they had contact with members of the university. The future students were asked if they considered Moi University as their future university. Finally, all groups were asked how Moi University has been communicating with them so far. All questions to every stakeholder group can be found in the interview guide in appendix 3. After these introducing questions the corporate reputation was discussed with the respondents.

3.4.2 Part two: corporate reputation
As said before, corporate reputation is the overall evaluation of an organization by the diverse internal and external audiences over a longer period of time. To measure the concept corporate reputation in this research, the questions in the interview were based on the Reputation Quotient, which is developed by Fombrun, Gardberg and Sever (2000). The Reputation Quotient is an instrument that was designed because of the lack of a reliable and valid method to measure the concept corporate reputation. It is a method that measures six different dimensions with a total of twenty items. The dimensions are emotional appeal, products and services, vision and leadership, workplace environment, social and environmental responsibility and financial performance. The dimensions consist of twenty statements about organizations. Respondents have to indicate on a scale if they agree with these statements or not. The answers result in scores on the dimensions and with a large number of respondents the reputation of an organization can be indicated.

In this research the Reputation Quotient was used as a basis for the reputation part in the interview. Qualitative research to validate the six dimensions of the Reputation Quotient has been conducted before by Groenland (2002). Although the sample size in that research was very small, it provided an indication of the relative discriminating power of the RQ scale, comparable with the qualitative empirical evidence of Fombrun et al. (2000). Based on the findings of Groenland (2002) it was assumed that the six categories could be used as a framework in this qualitative research. Of each dimension at least two statements were reformulated in order to create open-ended questions. As such, all the six dimensions were discusses during the interview. Based on the literature review an extra dimension was added which discussed the performance of the organization over a longer period of time.

Although the Reputation Quotient is developed in the USA, tests have been conducted to check whether this instrument can be used cross-nationally (Gardberg & Fombrun, 2002). According to Groenland (2002) results from his qualitative research indicate that "the Reputation Quotient approach is considered to be a promising avenue for the measurement of corporate reputations in the Netherlands, and the RQ scale to be an assessment device with high potential when it comes to valid and reliable measurement of Dutch corporate reputations" (p.314). It appears that the Reputation Quotient can be used in other countries than the USA as well. Even though the Kenyan culture will probably differ more from the American culture than Dutch culture does, the educational and organizational systems in Kenya are based on western structure because of the countries' colonial past. Therefore it was assumed that the use of the Reputation Quotient in Kenya in this setting would not be heavily influenced by cultural differences and misunderstandings.

3.4.3 Part three: corporate image
Corporate image is a relatively easy formed perception of an organization by its diverse internal and external audiences. To measure the concept in this research, a metaphorical approach was used. Metaphors are simplified images that are used to describe another phenomenon. The formation of a corporate image is often very quick and unconscious – as explained in paragraph 2.1.1 – and therefore it is sometimes hard to describe for respondents how they perceive a certain organization. A projective method can be an outcome in such a situation. Although the reliability and validity of these methods are not very high, they can produce a wealth of information in a qualitative setting.

In this research the following metaphorical approach was used. The respondents were asked with which animal they associated Moi University most. When they had chosen an animal, they were asked with which traits of the animal made them choose for that particular animal and how those traits compared to the characteristics of Moi University. The choice for animals was made because of the commonality of humans to use anthropomorphism – the tendency to attribute human attributes to non-human phenomena – which includes attributing traits to animals

(Bromley, 2001). With the use of animals it was easy to explain certain characteristics of Moi University for the respondents, which could otherwise have given problems. This method also broke down possible cultural boundaries because the respondents could easily explain and compare the animal traits.

3.5 Interview guide
Both the interviews and focus groups were held with an interview guide. An interview guide is an outline of what the interviewer has to say and do. This goes from the introduction of the conversation to the questions that have to be asked until the conclusion of the interview. The interview guide makes the data collection more systematic, and it can serve as a reminder of which topics have been covered and which ones have not. Because of the possibility of the interviewer and the respondent to go deeper into a topic it is still a quite flexible approach (Emans, 1990; Patton, 1990).

The interview guide – of which the final version can be found in appendix 3 – consists of five parts. The first part is the introduction in which the respondent was informed about the interviewer, the goal of the research, the time it would take and an outline of the interview. Next to that it was explained that the use of a recorder was for the use of the interviewer and that the data would be anonymous. Finally the respondent was given the opportunity to ask questions he or she had so far. The second part covers a couple of questions about the organization where the respondent is in. The third and fourth parts consist of the questions regarding respectively the corporate reputation and the corporate image of Moi University. These parts have been discussed in the previous paragraphs. The fifth part concludes the interview. The respondents were thanked for their participation and were given the opportunity to ask questions about the interview and this research. With the open-ended questionnaires the same structure and content was used as with the interview guide. The questionnaire can be found in appendix 4.

3.6 Respondents
The respondents in this research can be divided into five groups. The management of Moi University, the future students, the members of organizations and companies, the local community and the government. Next, the different groups will be briefly described.

Moi University management
This group of respondents consists of employees of Moi University. The main criterion in the selection was their particular knowledge about a subject, often related to their function within Moi University. Besides that they should have knowledge about the goals and strategies of Moi University. Therefore members of the daily management of Moi University were the most relevant group to talk to.

Future students
The future students themselves were not selected by the researcher. The researcher tried to select a diversity of schools in order to cover the Kenyan secondary educational system as much as possible. In the first place schools from different areas were selected to prevent a view biased by one geographic location. Secondly schools from different levels were selected in order to prevent a bias caused by the level of education. Finally schools from urbanized areas and schools from rural areas were selected to prevent a bias from one setting.

When a school was selected, the researcher asked the principal if he or she would allow some of the form four students to participate in a research. When this was allowed an appointment for an interview was made and the researcher asked the principal to select the students who would have a good chance to go to university and therefore would have thought

about the subject. A minimum of three and a maximum of nine students per school were then selected.

Organizations
The organizations were selected by approaching managers from several businesses and through the linkages Moi University has with some companies. The selection criteria here was that the organizations could be possibly influenced by the presence of Moi University. For that reason most of the selected organizations are from Eldoret, but two organizations are from outside the town. These two organizations both have a linkage with the university and are therefore influenced by it.

Local community
The same selection criterion was applied for the local community. The presence of Moi University should be able to possibly influence the lives of the respondents. Because this was almost everybody living in the villages around the university and in Eldoret, people from both areas were selected. Besides that it was tried to select people with different professions.

The government
No members from the government were selected nor interviewed. Due to governmental regulations the researcher did not have an opportunity to talk to this group.

3.7 Procedure
This research is divided into two parts. The first part is the interview of the management to obtain information about Moi University and its goals and strategy. The second part is the interviewing of the external stakeholders to obtain information about their perceptions of Moi University.

3.7.1 Moi University management
The selection of the members of the management was done through a contact person from the Vice Chancellors office at Moi University. With the help of the same person it was possible to make appointments with the members of the management. As soon as the interviews were scheduled, the respondents were provided with a list of topics that would be discussed during the interview. In this way the respondents were able to prepare themselves. The interviews were held in week four, five and six.

The interviews were based on a pre-structured interview guide. The exact questions can be found in appendix 2. During the introduction the researcher introduced himself, the goal of his research and the aim of the interview. After this introduction the actual interview started. The interviews lasted about thirty minutes. Every respondent was asked the same questions, exactly as they were stated in the interview guide in order to avoid interviewer bias (Patton, 1990). The answers given by the respondents were taped on a tape recorder. Next to that, the interviewer also made notes during the interview. The tape recorder was used for two reasons. In the first place it increases the accuracy of the data collection. Hence, the researcher can later verify what the interviewee said literally. In addition to this, the interviewer can be more attentive to the interviewee and the interview pace can be more conversational than when the interviewer has to write down every single word (Patton, 1990). After the interview the respondents were thanked for their participation and were given the opportunity to ask questions. Later the researcher listened to the tapes and the answers were transcribed and used to specify the research instrument. More in-depth information about this can be found in chapter four.

3.7.2 External stakeholders
Both the selection and data collection with the external stakeholders was done throughout the period of week seven to seventeen. It was tried to collect data from the different stakeholder

groups in separated time slots, but in the end this did not work out due to rescheduled appointments with respondents, occasional spontaneous meetings that led to appointments and time constraints.

The interviews that were held with the respondents from the organizations and the local community were comparable with the interviews of the management of Moi University, which is described in the previous paragraph. An interview guide – which can be found in appendix 3 – was used. When the manager of an organization indicated that he or she would like to participate in the research, but just did not have enough time for an interview, a questionnaire was left so the respondents could fill this in their own time. The questionnaire can be found in appendix 4. The focus groups used the same procedure as the interviews, but now every question was answered by more respondents and sometimes the answers were discussed among the respondents.

4. Results Interviews Management

This chapter describes the results of the interviews with the management of Moi University. First of all the five respondents who participated in the interviews will be described. After that, the way of data analysis will be discussed and finally the results will be described.

4.1 Respondents

Five members of the management of Moi University were approached for the interviews. They were all willing to participate. To cover the management to the fullest extent, persons from a diversity of functions were approached. Table 4.1 shows the persons who participated in the interviews.

Table 4.1. Respondents

Number	Function respondent
1	Vice Chancellor
2	Deputy Vice Chancellor Research and Extension
3	Public Relations Officer
4	Chief Administrative Officer
5	Chief Academic Officer

The Vice Chancellor is in charge of the daily management of the university. He makes the final decisions on various matters concerning the university and has to guide the university in the right direction. The Deputy Vice Chancellor for Research and Extension coordinates, monitors and evaluates the research that is done at the university. The Public Relations Officer is in charge of all external communication of the university. From the maintenance of the website to the printing of brochures and organizing events. The Chief Administrative Officer is in charge of the planning, organizing, communicating and coordinating the administrative and financial matters of the university. The Chief Academic Officer is responsible for all academic and student matters of the university.

4.2 Data analysis

Data analysis is the process of describing, interpreting and explaining the findings of a research. A clear distinction has to be made between data description and data interpretation. Before the data can be interpreted, it has to be described first. This is necessary so that others reading the results can make their own interpretations (Patton, 1990).

To describe the results of this research, only the relevant responses of the respondents were used. Although a complete transcript of every interview is the most valuable, the results will include a lot of irrelevant details and it is a very time-consuming process. Therefore the choice was made to use a cross-case analysis for the data of the management. A cross-case analysis groups the answers of different persons to certain questions together in order to get an overall perspective on an issue (Patton, 1990). The questions from the interview guide of the university management – which can be found in appendix 2 – were used as a framework. The answers the respondents gave to these questions, were grouped together to see what the general perception on a certain topic was. That perception was described and clarified with the help of relevant quotes from the respondents.

4.3 Results

The results can be categorised into six different categories, based on the questions of the interview guide. The categories and the corresponding questions can be found in table 4.2.

Table 4.2 Categories

Paragraph	Category	Question(s)
4.3.1	Current corporate reputation	▪ How would you describe the current corporate reputation of Moi University? ▪ What events concerning the corporate reputation happened in the recent past?
4.3.2	Strategy for the future	▪ Where does Moi University wants to go in the near future? ▪ What are the goals and strategies?
4.3.3	Key stakeholders	▪ Who are the key stakeholders of Moi University? ▪ How does Moi University wants to be seen by its key stakeholders? ▪ What part do external stakeholders play in the formulation of the goals of the university?
4.3.4	Financial position	▪ How is the financial position? ▪ Where does the funding come from?
4.3.5	Purpose of corporate reputation	▪ What does the university wants to do with its corporate image and corporate reputation?
4.3.6	Topics of importance	▪ What is the importance of new (better qualified) employees, new (more) students, getting more appreciation for research, being known internationally, improving the name, more cooperation with companies?

4.3.1 Current corporate reputation

The first category is the current corporate reputation of Moi University. This category discusses how the respondents think about the corporate reputation of Moi University and what events in the recent past shaped the current corporate reputation. To the question on how to describe the current corporate reputation of Moi University, the first reaction of most respondents was that the reputation of Moi University is good. "*Our reputation is currently I think very good*" according to this respondent.

To support this statement, several reasons were given by the different respondents. In the first place the behaviour and educational level of the students were frequently mentioned. Students at Moi University behave good compared to students of other – public – universities in Kenya. In Kenya it is not uncommon that students strike to underpin their requests for better facilities, education or something else. During these strikes, students can become violent and demolish public and private property. However, on Moi University the last strike was "*[…] four years ago […] there was a time we closed one campus, some students went away for a whole year*" according to a respondent. But after this strike a dialog with the students was opened "*[…] it is important that both parties talk*" to ensure this would not happen again. "*Our students are well-behaved, they have a disciplinary process*" according to one respondent. Next to their improved behaviour, students perform well. Students from Moi University are favoured candidates for employers. "*Our graduates have a very positive reputation outside […] in fact,*

employers come to employ our students before they employ any other students" according to this respondent.

But not only the students are performing well, the organization in general is also doing well. One thing Moi University is known for according to the respondents is the work they do for the local community. With the results of the research that is done at the university they try to help the local community. "*As much as it is doing research, but it's trickling down in terms of extension to the local people*". Medical students visit local communities to educate the people about HIV/Aids and to give basic treatment. Besides that, the engineering faculty developed a method to build cheaper houses. And the environmental students research the environmental impact companies have on their environment. Next to that Moi University offers quality education and some courses that are unique and no other university in Kenya offers, like textile engineering and fishing. Another aspect that was mentioned is the fact that Moi University is part of the government and therefore a reliable employer. One respondent explained that the government recently started to pay university workers more "*[…] that's a good reputation for us because the staff are happy*". A final important aspect that was mentioned frequently was the ranking of universities. In this ranking Moi University was ranked as the second public university in Kenya (Webometrics, 2006). "*If you look at the ranking that was done recently, in terms of the ranking of public universities, I think we are the second university in that ranking. That is very positive*" according to one respondent.

However, one respondent stated that the corporate reputation of Moi University is "*not bad, but it's not good either*". This respondent and others gave a number of reasons why the corporate reputation of Moi University is not completely fine. A reason that was mentioned by several respondents was the relationship with the local community. "*The relationship between the university and the local community is a little cold […] I think we need to be very good neighbours*" said one respondent. One reason for this is the fact that the university was built in a remote area, to provide a quiet learning environment for the students. However, the coming of the students and the expanding of the university has not always been seen as an improvement. "*[…] in terms of the quietness within the area where we are, it has become more vibrant and so and so […] people who have been used to this area they accept it in terms of economy, they're not accepting it because of the few things that comes up with the growth in population in the area*" according to a respondent. Another point that was made is that the university brought a good road, water and electricity to the area, but not everybody benefits from those effects yet "*[…] you cannot be able to serve everybody and give water and power and so on, so those who are seeing us in that light, are not, will not be so happy*" concluded one respondent.

Another aspect that was pointed out, were the occasional negative publications in the media. One respondent summed up: "*[…] the negative events […] are highlighted by the newspapers […] often they print – in our case – students don't report to class on time, we're losing two weeks, they have not paid enough money, they fight for more money and this kind of thing*". Another topic discussed in the press were the performance contracts that Moi University did not want to sign. "*[…] especially most of the university members don't want to sign the contracts […] and they* [the press] *hated Moi University specifically*".

4.3.2 Strategy for the future

To the question where Moi University wants to go in the near future, every respondent referred to the strategic plan that was just created. "*The details of where we want to go is in the strategic plan*" according to a respondent. In this strategic plan nine strategic issues and objectives were identified. These matters are supposed to be dealt with, within a time span of ten years. Although not all issues are relevant for this research, they can help to clarify the perspective Moi University has for the future and therefore all nine issues will be briefly discussed here.

The first strategic issue is the implementation of decisions. Moi University is a very centralized and bureaucratic organization, something that worked well when there were few

students, all based on one campus. However, nowadays there are four campuses accommodating almost 12.000 students. These campuses are geographically far apart and poorly connected by communication systems. This lead to poor coordination and inefficient use of recourses. Therefore responsibility based management was embraced. The financial, administrative and academic functions of the university were decentralized. This means that people lower in the hierarchy now have more flexibility to take decisions on their own, but can also be held accountable for those decisions. The main objective of this strategic issue is to ensure that decisions are implemented within predetermined timeframes and budget (Moi University, 2006).

The second strategic issue is the governance of the university. The main objectives of this issue are to achieve international standards of corporate governance, achieve zero tolerance for corruption and to enhance democratization. The third strategic issue concerns the students. Objectives in this area are to produce quality graduates, to attract international students, to promote student exchange with collaborating institutions, to promote alumni involvement in university activities and to promote student welfare (Moi University, 2006).

The fourth strategic issue is human resource. The objectives of this issue are mainly related to the staff of Moi University. Moi University wishes to attract, socialize, nurture, develop and retain high quality staff who are loyal and committed to the university. Moi University also wants to integrate gender mainstreaming into policy formulation, analysis and monitoring. The fifth strategic issue is the financial management of the university. The objective is "to restructure and institutionalize financial policies, processes and systems to facilitate the achievement of the university vision, mission and objectives" (Moi University, 2006, p.29).

The sixth strategic issue concerns the academic, research and extension programmes. Important matters in this issue are to achieve excellence in academic, research and extension programmes and to have a fixed academic calendar. This means that the university wants to open and close its academic year on regular, pre-set dates. The seventh issue deals with the quality management of the university. The most important aspects here are to create, develop and implement a quality management system that helps the university to achieve its goals. The eighth issue concerns the infrastructure and information. This issue seeks to harness ICT as a strategic resource, wants to preserve, develop and maintain international standards in the library and wants to acquire, develop and maintain quality facilities for the university. The final issue concerns the corporate image and identity of Moi University. As stated before Moi University wants "to develop, project and maintain a good image and corporate identity in line with the vision, mission, core values and objectives of the university" (Moi University, 2006, p.29).

4.3.3 Key stakeholders

Before the interviews with the management of Moi University, three stakeholder groups were already identified through e-mail contact with Moi University. These groups are future students, organizations and companies and the government. Most of the respondents mentioned the organizations and companies and the government. However, none of the respondents mentioned future students as an important external stakeholder group. Although some pointed out groups which included the future students, like this respondent: "*[...] and then the last category of course is now the general public*", none mentioned the future students as a specific external target group.

A stakeholder group that was not identified yet, but was mentioned by every respondent, was the local community. Moi University does not only want to serve the Kenyan community at large, but also the local, neighbouring communities. They want to "*[...] serve the local community with teaching, research and extension*" according to one respondent. Another respondent added that they want to "*[...] give solutions to the community, to the country at large*". Not only does Moi University want to help the local community with necessaries as water and power, but also with the outcomes of their research in farming, engineering and medicine.

This respondent stressed the importance of: "*[…] social responsibility, where we participate with the community in communities' problems, I give you the example of HIV/Aids*".

To the question how Moi University wants to be seen by its key stakeholders, two aspects were emphasized. First of all the respondents mentioned that Moi University wants to be seen as a good institution of higher education. They want to be seen as "*[…] a university that is providing quality education*", a university with international standards. Secondly the respondents mentioned the social responsibility to the local and national community. "*We want to be seen as […] an institution that sorts the problems of society*" according to one respondent. But they do not only want to serve the community, they also want the community to see what they are doing, or as one respondent said "*a public institution which is transparent and which is also very accountable*". Another respondent added "*We want to be seen, not an ivory tower […] most people don't understand what's going on at the university, they see it […] where they can get employed, but we're much more than that*".

With the formulation of the goals of the university, external stakeholders play an important part. One the one hand because the market decides what curriculum is offered. "*[…] we want to look at what does the market want in terms of graduates, we change the curriculum to fit the market*" according to this respondent. But not just the curriculum is influenced by the external stakeholders, also the management of the university is heavily influenced by external stakeholders. The council, which is the decision making board of the university, consists of members from several external stakeholder groups. One respondent sums up: "*The university council comprises members coming from different groups, local community, interest groups you know, the government*". These different groups and people are part of the university council and make the final decisions concerning the university.

4.3.4 Financial position

As Moi University is a public university, the main source of funding is the government. The government funding is about 85 % of the total budget (Moi University, 2006). Another important source is the payment of student fees. One respondent explained the big difference in payment of student fees between privately sponsored and regular students. "*Privately sponsored pay 120.000 as opposed to 20.000 public […] the variance is very big, because the need is there, I think we're going to a situation where we're going to increase the privately sponsored students*". The privately sponsored students will be increased because many students want to go to university. Even though many have the capabilities, there are not enough places in the regular government sponsored program. By increasing the number of privately sponsored students the university creates more spaces for students and also increases its funds. The rest of the budget comes from internally generated income. A respondent explains: "*Through collaborations and links with other institutions outside Kenya, through our farm, through Moi University Holdings, through research, through consultancy […] and through selling our services*".

4.3.5 Purpose of corporate reputation

To the question what Moi University wants to do with its corporate image and corporate reputation three purposes were highlighted by the respondents. The first purpose is the distinctiveness of the university. Moi University wants to distinct itself from other universities in Kenya; they do not want to be seen as ordinary. Or, as one of the respondents said: "*I want when somebody says, personally as an individual, Moi University; 'Oh they offer this subject!' or: 'They are very good in this service!'* ". Apart from the distinctiveness, Moi University also wants to be seen as stable. On the one hand by having a stable image and on the other hand by having an image of stability. On respondent explains: "*[…] about Kenya they* [the East-African community] *say public universities in Kenya, they are closing too frequently, through student unrest. And when they are closing they are very violent, they are throwing stones at anybody or everybody who is in sight. And the semester dates are not regular […] they do not know when you are*

opening and when you are closing. So that stability is what we want outside stakeholders to see, to see a stable image of a university". This stability should portray the university as a reliable partner in education and in business. The third purpose does not necessarily serve the outside but more the inside of the organization. The image should serve the purpose of pride. The employees and students of the university should be proud of Moi University. "*I'm proud to be called an employee of Moi University*" as one respondent said. The external purpose this serves is to not only maintain the present staff and students, but also to attract new people.

4.3.6 Topics of importance
Finally the respondents were asked to rate the importance of five different items. They could rate the items on a scale from one to five. One being not important at all, five being very important. Table 4.3 shows the added total scores. Every item had a maximum score of twenty-five and a minimum score of five.

Table 4.3 Total scores on items

Item	Total score
Getting new (better qualified) employees	23
Getting new (more) students	19
Get more appreciation for research	20
Be known internationally	18
More cooperation with companies	21

The first item was the perceived importance of having new – better qualified – employees. Every respondent indicated that this was very important for the university, because it is crucial to the survival of the university. The university is an institution providing a service and this service has to be improved in order to be able to compete with other institutions. "*The staff has got always to be improved on, so to us it is very, very important to bring in new people, with new ideas*" one respondent said.

The second item that discussed the acquiring of new students was rated somewhat poorer. The respondents thought this was an important aspect, but the growing number of students should be taken into consideration. It is twofold. The reason for this is that there are problems with accommodating the regular students. There are not enough hostels and there is not enough money to build new ones. "*The problem is we cannot accommodate them*" said one respondent. Another respondent describes it as: "*[…] you want to have so much, but you cannot manage. It's like getting so many children in the home and you cannot feed them*". On the other hand the respondents mentioned that is important to attract new privately sponsored students. This will make it possible to get the necessary extra funds the university needs. "*We need to getting more even private students, so that we can also generate our own funds*" said one respondent.

The third item is to get more appreciation for the research that is done at Moi University. The research is seen as an important aspect of the university. According to the respondents improvement in this area is still possible because the research done at the university should be publicized more often. In this way more people would hear about the research of Moi University and it would be more likely that it would be appreciated more.

The fourth item discussed the desire to be known internationally. Although this has the lowest score, it was still seen as very important because: "*[…] a university by definition is universal"*. Next to that, internationalisation was seen as a good way to get the necessary contacts for: "*linkages, for attracting collaborating research, funds*" according to one respondent. However, it is not the most important thing because there is still a lot to do in Kenya, or as this respondent said: "*[…] it is the only way I can move. But so, it is very important in the sense that I*

can get connections. […] but there is so much that I wish to do here, that I don't want to make it the ultimate".

The fifth item is about the cooperating more with companies. This topic was seen as fairly important. The reason for this importance is that companies are the places where students will be employed. They are the ones who can demand what kind of students they want. In a way they design the curriculum because they are the market. One respondent explains it like this: "*[…] the product that you have, is a product that gets to those companies, and if you don't associate with those companies, it's like, you know, having children without homes*".

4.4 Synopsis

To sum up briefly, the respondents mentioned the behaviour and skills of the students as positive aspects of Moi University. Next to that, several qualities of the university were brought up. These were the local community work, the quality education Moi University offers, the fact that Moi University is a government institution and therefore a reliable employer and finally the recent ranking as the second public university in Kenya. Nevertheless some negative issues concerning the corporate image and corporate reputation of Moi University were pointed out as well. These were the relationship with the local community and some negative publications about Moi University in the press.

The respondents identified three external stakeholder groups, the government, companies and organizations and finally the local community. A stakeholder group that was not mentioned by the respondents during the interviews but was identified beforehand, are the future students. These groups were seen as the most important target groups of the corporate image and corporate reputation of the university. With the corporate image and corporate reputation Moi University wants to distinct itself from other universities in Kenya, portray itself as a stable university and give the employees and students a reason to be proud of the university.

As for the plans for the future, nine issues were identified in the strategic plan. The most relevant one for this research is the strategic issue of the corporate image and corporate identity which the university plan to develop and maintain over the next ten years. It was also indicated that during this period the government funding will decline and that public universities should be able to depend more on their own income generating activities. Moi University is already developing several income generating activities, the most important and beneficial one being the Privately Sponsored Students Program.

Finally five topics of importance were discussed with the respondents. Although they all scored high, the respondents highly valued the consistency and maintenance of quality of the university and the ability to have connections in order to share and receive knowledge and attain money.

5. Results Interviews External Stakeholders

This chapter describes the results of the interviews with the external stakeholders. The first paragraph discusses the manner of data analysis. The following paragraphs discuss the results of the interviews with the future students, companies, the local community and finally the government. Paragraph 5.6 summarizes the results briefly.

5.1 Data analysis

As said before, data analysis is the process of describing, interpreting and explaining the findings of a research (Patton, 1990). To describe the results of the interviews with the external stakeholders, in the first place a cross-case analysis was used. A cross-case analysis groups the answers to certain questions of different persons together in order to get an overall perspective on an issue (Patton, 1990). The questions from the interview guide – which can be found in appendix 3 – were used as a framework. The interview guide has nine categories. These categories can be found in table 5.1. First of all, the answers of all respondents from one group were grouped together to see what the general perception on a certain category was. When this was done for every stakeholder group, it was possible to compare the answers of the different external stakeholder groups to the categories.

Table 5.1 Categories

Number	Category
1	Introducing questions
2	Products and services
3	Workplace environment
4	Vision and leadership
5	Financial performance
6	Emotional appeal
7	Social responsibility
8	Overall
9	Corporate image

5.2 Future students

The first external stakeholder group is the group of future students. For the selection of the respondents, secondary schools were visited and a request to the management was made if a small group of students from the final year – form four – could participate in a research. Eight schools were approached and were all willing to have students participate in the research. At every school focus groups were held with a minimum of three and a maximum of five students per group. In total a number of 43 students participated in this research.

Of the schools that participated, four schools are located in Eldoret, two in Kisumu and two in Nairobi. Two schools were situated in the rural area, the others were in or around the city centres. In table 5.2 the details of the schools can be found. The schools have been numbered one to eight and those numbers correspond with the numbers that are used in the results.

Table 5.2 Participated schools in detail

#	Name school	Place	Rural/ urban	Type of school	Number of participating students
1	Gulab Lochab Secondary School	Eldoret	Urban	District	Five
2	St. Catherine's Girls Kesses	Kesses	Rural	Provincial	Nine
3	Moi University Secondary School	Eldoret	Urban	Provincial	Six
4	Lela Secondary School	Kisumu	Rural	Local	Three
5	Otieno Oyoo High School	Kisumu	Urban	District	Three
6	Moi Girls High School	Eldoret	Urban	National	Six
7	Jamhuri High School	Nairobi	Urban	National	Five
8	Mutuini High School	Nairobi	Urban	Provincial	Four

5.2.1 Introducing questions

The first category covers some questions about the knowledge of Moi University, if the students see Moi University as a potential university to go to and how they evaluate the way Moi University has been communicating with them. The first question was if the students know Moi University. Every of the 43 respondents answered that they know Moi University. However, when asked what they know about Moi University, there were some remarkable distinctions in their knowledge about the university. The answers of the respondents from school one, two, three and six were comparable. They could come up with a diversity of educational programs offered at Moi University, saw it as a gate of knowledge and found that it brings up the students in a good behavioural manner. The respondents from school four, five, seven and eight however, could hardly name any programs. If they could, it was because a relative or someone else they know studied that particular program. Apart from that they did not see a big distinction with other universities. One respondent said: "*I can say Moi University is like other universities in Kenya.*"

When the respondents were asked if they consider Moi University as their future university, all respondents from schools two and three answered they do. Their main reasons were the familiarity of the environment, the quality of the education offered and the remote and peaceful environment the university is situated in. According to this respondent "*[…] strikes are rare at Moi University […] and the environment is conducive*". The respondents from school four to eight were mainly not considering Moi University as their future university, most of them considered Nairobi University as their future university. The reasons they gave for this were that Nairobi University has the best facilities, best quality of education, is better ranked than Moi University in the recent ranking and it is situated in the centre of Kenya's capital city. One respondent said: "*[…] you get to meet people from actually everywhere […] you grow socially and academically*". Another respondent added: "*[…] it's easy to find a job when you've lived in Nai, it gives opportunities*". Respondents from school one answered that this question was not relevant to them because their education system does not give them the opportunity to directly go to a public university. Their education is mainly focused to continue on a private university.

To the question how Moi University has been communicating with the students from the schools, a similar distinction could be made. Respondents from school two, three and six answered that they had frequent visits from Moi University officials and students. Lecturers came

to talk about how to study and pass exams and students visited them to encourage them to work hard. At school six the Vice Chancellor visited to encourage the students to do their best and to choose Moi University as their future university. At schools one, four, five, seven and eight no communication from Moi University was received. Neither students, nor officials ever visited the schools. What they knew about Moi University they had heard from relatives or other immediate sources. The students of school five planned to visit Moi University, but when asked who initiated this, it became clear that it was an initiative from the school. "*We are also planning to visit Moi University next month […] it is arranged by the school*" according to this respondent.

5.2.2 Products and services
The second category covers the products and the services of Moi University. The general perception about the educational service is that the level of the education is high. However, it is not seen as extraordinary in comparison to the other Kenyan universities. "*[…] there's no difference […] in maybe teaching, since the lecturers at Moi University have qualifications the same as the lecturers in other universities*" as pointed out by one respondent. Some respondents said that they did not see Moi University being as good as Nairobi University, mainly because Moi University is a relatively young university. But despite this, Moi University is still seen as one of the better education giving institutions in Kenya. According to this respondent: "*As you know Nairobi University is the best university in Kenya, and now Moi University is coming next after Nairobi University*".

When it comes to the facilities of Moi University respondents from all schools agreed about one thing, the Margaret Thatcher Library. This library is sited at the main campus of Moi University and is the largest in East-Africa. One respondent said: "*They have a very big, big library, that is, it has many books*". But the respondents did not agree about the other facilities of Moi University. Respondents from schools four, five, seven and eight thought that the facilities are good because they either heard it from people in their close environment. Two respondents mentioned that the facilities must be good because Moi University is located in the Rift Valley and is situated near the region where former president Moi comes from. "*Okay, they have good facilities, because, all along when our former president coming from Rift Valley and he used to spoil that university*". The respondents from school one, two, three and six found the facilities of Moi University good, but insufficient for the – growing – number of students. "*[…] the hostels where the students living, are limited. So we find some living outside the university*" said one respondent.

On the subject of the research and the innovativeness of Moi University most respondents replied that they did not know anything about the research that was done and that they did not see Moi University as more innovative in comparison to other universities. Four respondents came up with the remark that Moi University has some innovative courses. "*[…] there is a big fishery department*" according to one of them. The perception of all the services in general was divided. According to the respondents from school one, two, three and six they are fairly good. According to the respondents from school four, five, seven and eight the services are good, but not – yet – as good as the services of Nairobi University.

5.2.3 Workplace environment
The category workplace environment discusses the organization and the employees of the university. Respondents from every school perceived Moi University as a well organized institution. Respondents from school one, two, three and six mentioned in the first place that there are hardly any strikes of students at Moi University compared to other universities. Secondly they mentioned that although Moi University has four campuses far away from each other, it still seems to function very well. Respondents from school four, five, seven and eight said that they thought so because they did not see it as more or less organized as other universities.

In addition, Moi University is seen as a good place to work for. Since Moi University is a governmental institution, it is a reliable employer. An often-mentioned fact was that the payment of public institutions is well and always on time. Next to that it was frequently mentioned that the job security is very good. According to one respondent people will: "*[…] not be sacked until you retire, meaning that the people have committed to their work*". The employees of Moi University are perceived as nice and friendly people. Respondents from school two and six, who had visits from some employees, found them "*[…] good, hard workers*" and "*[…] you can communicate well with them*". Students from the other schools did not have any direct contact with the employees of Moi University but the lecturers and professors were seen as capable and qualified people.

5.2.4 Vision and leadership

This category covers the way in which the management of Moi University is perceived, how the respondents think about the vision of Moi University and if Moi University is seen as the leader of academic excellence. The management of Moi University is seen as capable of doing its job. This was expressed through the perception that it has a good cooperation with the lecturers and other staff. Furthermore the management was seen as organized since it was able to sustain stability in and around the university.

To the question if Moi University lives up to its vision – to be the university of choice in nurturing innovation and talent in science, technology and development – the views of the respondents differed. Some found that the university did become a university of choice because they improved their courses, have some unique courses, have made it a stable university and have produced the parallel program. Yet other respondents found that it depends on the course one wants to take. One respondent said: "*[…] there are some courses that they offer best*" but another respondent added: "*[…] it depends on the course you want to take. […] If you want do ICT, choose Moi University because it has more courses in science and technology*". Finally there was a group who thought Moi University is not a university of choice. Apart from the fact that this group thought that there were other universities that would make a better first choice than Moi University, they also saw a practical difficulty, namely the accommodation of students. "*[…] cause now even, to be able to be the university of choice, the hostels are not enough. […] so they better come up with more accommodation before they make a school of choice*" one respondent said.

As for being the leader of academic excellence in Kenya there was a clear distinction between schools within and outside Eldoret again, except for school six. Respondents from school six favoured Nairobi University instead of Moi University. They said it was mainly due to the young age of Moi University. The respondents from the other schools situated in Eldoret favoured Moi University. Reasons they gave were the performance in the ranking of universities, the fact that a lot of focused students go to Moi University and because they had been in this area all the time. Respondents from school four, five, seven and eight perceived Nairobi University and Kenyatta University as the best public universities in Kenya. They supported their choices by saying that these universities are more experienced, are located in and around Nairobi and have the best lecturers and facilities.

5.2.5 Financial performance

The category financial performance discusses the prospects for future financial growth and the financial performance in comparison with other universities. Most of the respondents did not have an opinion about the financial performance. They either did not know what it meant or did not have enough information and knowledge to form an opinion. A few respondents only mentioned that the growth of Moi University was too fast since they could not accommodate all the students but could not say anything about the financial growth.

5.2.6 Emotional appeal

The category emotional appeal discusses the feelings respondents have about Moi University and if they have confidence in the institution. The general feeling of the respondents is that Moi University is a good institution, i.e. they have a good feeling about it. The reasons they gave for this were the quality of the education that is offered and the sense of security that Moi University provides. However, there were three respondents from school five and eight who did not have an entire positive feeling about Moi University. The reason for this was their feeling that tribalism is rather present at Moi University, especially in the selection process of new employees. They had the feeling that people from the local tribe have a large advantage over other persons when they apply for a job at Moi University. According to one respondent: "*[…] two persons come for one job, with the same qualification, the Kalenjin* [name of the local tribe] *will get it*".

Respondents from all the schools have confidence in Moi University. Their confidence is based on the performance of the university over the last years and that fact that it feels like a reliable and stable institution.

5.2.7 Social responsibility

The category social responsibility covers how Moi University treats people in general and the local community in specific. A group that was mentioned frequently by the respondents were the students of Moi University. The respondents thought that the students of Moi University are treated well, in that they are taught well, the ones who have accommodation are provided with water and power and the campuses provide a secure environment for the students. The fact that there are hardly any student strikes was for the respondents from school two, three and six an indication that the relationship between Moi University and the students is good and that the students feel treated well. Another group that was mentioned were the employees of Moi University. Although most respondents found that this group is treated well too, two respondents from school three mentioned that the treatment of lower workers is not always very good. "*They work long hours and don't get paid very much*" according to one respondent.

As for the treatment of the local community the respondents were fairly positive. The university has brought the local community a number of benefits which include a better accessibility of the area by creating a new road, bringing clear water and power to the area, the building of a hospital with cheap and good treatment and a primary school for the local community. Apart from these physical benefits, the respondents also saw the job opportunities that the university brought as a positive aspect. There was nonetheless one negative aspect that was mentioned by the respondents from school three. This concerned the dumping of waste around the university premises. According to them this polluting of the local environment is something that bothers the local community.

5.2.8 Overall

The overall category discusses the performance of Moi University over years and the possible improvements that could be made according to the respondents. On the positive side, the enormous development of the university over years was recurrently pointed out. The growth of the students and the courses was seen as a positive factor in the development of the Kenyan people and the country as a whole. Nonetheless, the respondents also brought up a downside of the rapid growth of the university, the under capacity of the university to serve all the students. The main problem according to them is the lack of hostels to accommodate all the students. New hostels should be built, not only to accommodate all the current students, but also to create new spaces for students who qualified for university but did not get a place. "*They should add the facilities so as in many Kenyans can go to that university*" according to one student. Another negative development that was mentioned is the high HIV/aids percentage of the students. One respondent pointed out: "*[…] among the universities of Kenya, Moi was having the leading percentage of those having aids*". According to the respondents Moi University should do more

about aids-awareness and prevention. A final critique in the perception of the respondents was the preferential treatment of parallel students. According to the respondents these students were accommodated before the regular students did, even though this is against the rules. They also stated that the educational service for parallel students is better than for regular students. "*[…] I don't think that's fair […] they should be equal*" said one respondent.

When the respondents were asked which improvements could be made at Moi University, respondents from every school suggested to improve the accommodation at Moi University. This should be done to cater the current students, but also to give future students from secondary school a better chance to get into university. Even though the parallel students are part of the problem of the limited accommodation, the respondents were supportive of the Privately Sponsored Students Program because this enables more students to go to university. Another suggested improvement for Moi University is to be more outgoing. Some of the respondents had never – officially – heard from Moi University, others did, but scarcely. This is something Moi University should improve on. One respondent from school four said: "*[…] our school usually gets representatives from different universities […] not from Moi*". Other suggestions were to improve on the waste dumping, to get a bigger variety in courses and to involve with other universities in sports and other fun activities.

5.2.9 Corporate image

To obtain data for the concept corporate image the respondents were asked to compare Moi University with an animal and to describe the traits they both shared. An extensive list of animals was compiled and there were several recurring traits that were brought up. Animals that were frequently named were dairy animals, mostly cows. These animals were seen as providers of essential products like milk, beef and skin. The products were perceived as crucial products for the survival of many people. The respondents compared the main product of Moi University, education, with the milk of a cow. One respondent explained: "*[…] milk you need to grow daily […] and Moi University gives you education. That makes you grow too*". The other products of a cow were associated of the by-products of the university like the employment possibilities it provides.

Another trait of Moi University that was mentioned was that it formed smart and talented people. In this view it was associated with a hare, because a hare is "*[…] tricky and canny. And it's someone who knows more than others*" and "[…] *it's a small animal, but it can talent you and come out successfully because of the tricks and the tactics it uses*". Furthermore the trait of potential was mentioned. In this case not the potential of the students but the potential of the university in itself. This trait was associated with a giraffe or an elephant. A giraffe "*[…] always keep the pace […] level is high, the sky is the limit*" said the respondents.

An additional trait that was mentioned was the fast growth that Moi University has undergone. The respondents associated Moi University in this case with a cheetah or an impala because of the speed of these animals. A final trait was the accessibility of Moi University. Moi University is seen as hard to get in to, but once you are there it will make you strong. This was associated with a lion.

5.3 Organizations

The second group of external stakeholders that was interviewed, were organizations. The selection of the respondents from this group was done through the approach of managers of several businesses in and around Eldoret and through the linkages that the university has with several companies. Twelve organizations were approached and of those organizations, seven persons were willing to participate in the research. Of the organizations that did not want to participate, the main reasons were either that the persons did not have enough time, or because they thought they did not know enough about Moi University. The data was obtained through the use of interviews but if the respondents stated that they did not have enough time, a questionnaire

was left and was picked up later. Two respondents were not comfortable with being interviewed with a tape recorder and therefore the interviews were held without one.

Five of the participating organizations are located in Eldoret, one in Nandi Hills and one in Nairobi. Among the organizations were a knitting factory, a hotel, a tea company and a dairy factory. One respondent owned several companies in and around Eldoret, amongst them a supermarket, a hardware store and a clothing shop. The organizations can be divided in two groups; the ones that have attachments with Moi University and the ones who do not have attachments. In table 5.3 the details of the participated organizations can be found. The organizations have been numbered one to seven and those numbers correspond with the numbers that are used in the results.

Table 5.3 Participated organizations in detail

#	Name organization	Place	Type of organization	Function of respondent	Attachment with Moi University
1	Posta Corporation of Kenya	Eldoret	National mail agency	Deputy post officer	No
2	Eldoret Wagon Hotel	Eldoret	Hotel and conference centre	Manager	No
3	Ken Knit	Eldoret	Knitting and textile factory	Owner	No
4	Rama	Eldoret	Supermarket, hardware store, photography store	Owner	No
5	Kenya Cooperative Creameries	Nairobi	Dairy factory	Manager	Yes
6	Rift Valley Bottlers Limited	Eldoret	Soft drink bottling company	Human resources manager	Yes
7	Eastern Produce Kenya Limited	Nandi Hills	Tea factory	Operations director	Yes

5.3.1 Introducing questions

With the introducing questions the respondents were asked to shortly describe their organization, the relation of their organization to Moi University and their perception how Moi University has been communicating with them so far. When asked about the relation between the organization and Moi University, four organizations stated that the only relation they have or had with Moi University is a business relationship. They either offered their services to Moi University or supplied the institution with goods. Three organizations had students for attachment in their organizations. Moi University students from several faculties have to do an internship during their studies in order to get some practical experience. Only organization five, six and seven stated that they have a relation with Moi University in that they receive students from Moi University for student attachments. When asked, the respondents from the other organizations said that they would be interested in such an exchange, but that they never heard anything about it.

About the communication of Moi University the opinions were differentiated. Some respondents were fairly positive, for instance the ones who are involved in student attachments. They said that the communication with Moi University is good. "*It is very okay*" according to one respondent. Some organizations who just sold services or products to Moi University were also fine with the communication practices of the university. "*The communication has been quite excellent*" stated the respondent from organization number two. However, some organizations

were less positive about the communication of Moi University. They found it poor. "*You call them, they won't pick up the phone. And when you write a letter you never get an answer*" according to this respondent.

5.3.2 Products and services

The second category covers the products and services of Moi University. The educational service of Moi University was primarily seen as good, although most respondents could not specify why they thought so. This was mainly due to their lack of contact with Moi University and its students. Respondents from organization five, six and seven thought the educational service is very good because of the level of the students they had contact with. "*[…] they seem to be very well prepared and very well taught*" said one respondent.

When asked about the facilities of Moi University, most respondents were positive and saw them as sufficient. There was one exception and that was the availability of the student hostels. The respondents thought that the lack of hostels is not good and potentially harmful for the students because they have to live with the local community. "*They* [the students] *are not focused […] and get exposed to bad things like drinking and immoral behaviour*". On the other hand, the presence of the hospital in Eldoret and the Margaret Thatcher Library at the main campus were seen as good examples of the facilities of Moi University. One respondent however mentioned that the library "*[…] should be equipped with present books*" because many of the books are outdated now. The respondents from organization five and seven said they could not answer this question because they had never visited Moi University and the respondents from organization two and six said they knew too little about the facilities to answer the question.

This was the same for the research of Moi University. Some respondents came up with a indistinct statement that it is "*[…] relevant to the needs of Kenya*", but when asked what particular research is done and what could be beneficial for Kenya, the respondents could not elaborate on that. The respondents from organization three and four said that they did not know what kind of research was done at Moi University, but that they were aware of the fact that there is quite some knowledge at the university. They pitied that the university does not go out with it more often because according to them a lot of people could benefit from it. Respondents from organization five, six and seven knew a bit more about the research that is done at Moi University through their contact with the students, but only knew things relevant to their area.

In terms of innovativeness, the respondents from organization six and three named the introduction of new programs at Moi University. They saw these new programs as innovative because not any other university offers them. But when asked which programs they knew, they could not name any new programs. The other respondents did not come up with anything that they perceived as innovative at Moi University. "*They are like other public universities*" said one respondent. The services in general were perceived as good with only the abovementioned downsides mentioned again.

5.3.3 Workplace environment

The category workplace environment discusses the organization of Moi University, its suitability as an employer and the perception about the employees of Moi University. Moi University was by the respondents of organization five, six and seven seen as a well organized institution. They thought so because of the experiences they had with the students who were attached to their organizations. They never experienced any big organizing problems from the side of the university and the students themselves also seemed to be quite organized. Nevertheless, the respondents from organization three and four saw Moi University as a bureaucratic and slow institution where it is hard to get something done. One respondent repeated his example of writing a letter or trying to call the university. The other respondent said: "*[…] it's very slow because it's so centralized*". For them this was a problem because it is hard to do business with the university like this. The respondents from organization one and two saw Moi University as

organized because it "*[...] has well organized programs*" and "*[...] because it involves specialization in the entire organization. Specific people deal with specific tasks*". Even though these respondents perceived Moi University as a well organized institution, they could not really specify why they thought so due to their little exposure to the organization.

Moi University was seen as a good organization to work for. The respondents supported this perception with the fact that Moi University – as a government institution – is a reliable employer. Next to that, the conducive working environment and its contribution to the development of the country and the Kenyan population was mentioned. The opinions about the employees of Moi University were differentiated. The respondents from organization one, two and five to seven saw them as friendly, qualified, competent and "*[...] good models to learn from*" as one respondent wrote. The respondents from organization three and four also perceived the employees as qualified and knowledgeable, but also found that they did not work hard enough. "*They* [the employees] *are too comfortable in their position [...] they can't be sacked and that's why they don't work hard enough*" said one respondent.

5.3.4 Vision and leadership

The category vision and leadership covers the topics about the management of Moi University, the vision Moi University has for the future and the question if Moi University is the leader of academic excellence in Kenya. Respondents from organization one, two and six found the management of Moi University capable because the current administration seemed to be able to manage the big institution with several campuses. Respondents from organization five and seven said that they could not give their opinion because they hardly knew anything about the management of the organization. Respondent three and four said the management of Moi University is not very good. According to these respondents the reason for this is the fact that the members of the management are not business people but academics. The university lacks qualified and capable managers. "*[...] they* [academic people] *can't do it [...] they should put one of us* [business people] *there!*" said one respondent.

The vision of Moi University was seen as fairly positive. Most respondents believed Moi University has the capabilities of being a university of choice, but that it is not entirely there yet. One respondent wrote: "*They are currently the second in the line of preference among the public universities*". Although the vision and future prospects were seen as positive some respondents stated that the recent growth has gone too fast. One respondent said: "*The expansion is too fast [...] most students go out of campus [...] that's not good*". On the matter of academic excellence Moi University is seen as a leader in academic excellence but not as the leader. Although the respondents were positive about the services of Moi University and the contributions to society, none of the respondents could say that it is the best university. Two respondents put it second after Nairobi University and the others ranked it among the best universities. As one respondent said: "*[...] it seems to be there amongst... amongst the better universities*".

5.3.5 Financial performance

The category financial performance discusses the future growth and the performance of Moi University in comparison with other universities. This category also revealed some contrasting perceptions. On the one hand there was a group of respondents – one, two and five – who saw the prospects of future growth as bright if the university would continue like it is doing now, but they did not elaborate further. On the other hand there were respondents three, four and seven who said that the future growth would largely depend on the funding. Even though the potential and the desire are there at the university, the critical issue will be if the university has the funding to grow. Respondent six did not answer this question because she found she did not have enough information about this subject.

When asked about the performance of the university in comparison with other universities, two respondents wrote answers that were similar to their answers on the question

about Moi University as a leader in academic excellence. Yet, they did not elaborate on the financial aspect. Respondents three and four found the performance of Moi University in comparison with other universities not better or worse, but said that the performance of public universities in general is extremely bad. The main reason they gave was the fact that it often takes very long before public universities pay their bills to companies, if ever. Therefore one of the respondents first requested a payment from the university before he would deliver his products. He also stated that other companies do the same. He said: "*[…] you don't want to go to court to get your money, we don't have time for that*". Respondent two, four and six again answered or wrote that they did not have sufficient information.

5.3.6 Emotional appeal
The category emotional appeal covers the feelings that the respondents have about Moi University and the fact whether they have confidence in the institution. Often-heard responses were pride to have a university like this in the country, the feeling that it is going to do great things if it can move at this pace and that it is a university for the future. On the topic of confidence there were two perceptions. All respondents agreed that they have confidence in Moi University as an educational institute. They were positive about the graduates and expected that the university would produce many more competent graduates. On the other hand there was a lack of confidence on the side of respondent three and four because of the lack of payment from the university They had the feeling that they could not trust the university in this manner and therefore confidence lacked in this area.

5.3.7 Social responsibility
The category social responsibility discusses the way Moi University treats other members of society and the local community. With respect to the employees and students of Moi University most respondents thought that these groups are treated fairly well. According to the respondents, Moi University respects its employees and its students. Yet, respondent three mentioned that he heard about cases of tribalism. He said that with the selection of new employees discrimination sometimes occurs and that people from the local tribe get a preferential treatment. Respondents five and six said they had not enough exposure to the university to be able to answer this question fairly.

On the subject of the relation with the local community the responses were mixed again. Respondent one, two and seven were fairly positive about it. They found Moi University has a good relationship with the local community because it has done quite a lot for the community. They said that the university has developed the area in that it provided a good road to the main campus, brought power and water to the villages and shares the facilities like the referral hospital. However, respondent three and four found that Moi University is not doing enough for the local community. Although they acknowledged that the university helped the local community with the water and power and the hospital, in their opinion there is so much more that the university could do. "*[…] they do inventions […] the local farmers could benefit, but they don't bring the inventions to them*" said one respondent. The respondents questioned whether the university does not see the possibilities and responsibilities or does not want to see them.

5.3.8 Overall
The overall category covers how the respondents think about the performance of Moi University over years and the improvements that could be made at Moi University. A positive development that was noticed was the fact that Moi University brought education to the people by opening more campuses and creating more programs to educate more and more people. One respondent said: "*On the positive side I think the department of Environmental Science […] that, I think, has been a very positive step, in the right direction for Kenya as a whole*". But this growth also has a downside, namely the problems with accommodating all the students. Another negative

development that was mentioned applies to public universities as a whole and not just Moi University. The perception was the university students are often very militant. Whenever there is a problem they go on strike, blockade a road and cause damage. According to the respondents this is something that should be improved one.

Other points of improvement that are mentioned were increasing accommodation, more aids-awareness teaching, investing in technology and library, more outreach to and involvement in the local community and to try and raise funds in order to generate more income. On this topic respondent seven suggested: "*[…] maybe they should market themselves better*".

5.3.9 Corporate image
To get information about the corporate image of Moi University, this group of external stakeholders was also asked to compare Moi University with an animal and to elaborate on the most important traits. All persons that filled in a questionnaire did not fill in this question. The other respondents mentioned two important traits, strength and quietness. A lion and an elephant were seen as examples of the strength of Moi University. A kitten and a mouse were seen as examples of quietness. One respondent explained that a kitten is "*[…] kind, it's young, still growing up and only associates with people around itself*". The mouse was a good example because "*[…] you don't hear it, but you know it's there*".

5.4 Local community
The third group of external stakeholders that was interviewed, was the local community. To select respondents from this group, people on the street were approached and asked whether they wanted to participate in the research. Fifteen persons were approached and eight were willing to participate. Three respondents came from Kesses, a village on the road from Eldoret to Moi University, three respondents came from Chepboya, a village which located right next to the university and two respondents came from Eldoret town.

As some of the respondents hardly spoke or did not speak English at all, it was necessary to use an interpreter in order to facilitate a dialog. Two students of Moi University who spoke English, Swahili and the local language agreed to help with this. Due to a lack of understanding in the questions or a lack of knowledge, the participants were not always able to answer every question. The details of the respondents can be found in table 5.3. The respondents have been numbered one to eight and those numbers correspond with the numbers that are used in the results.

Table 5.3 Respondents local community

#	Town	Occupation
1	Kesses	Unemployed (retired teacher)
2	Kesses	Matatu driver*
3	Kesses	Local doctor
4	Chepboya	Chief**
5	Chepboya	Shop keeper
6	Chepboya	Unemployed
7	Eldoret	Employee of a factory
8	Eldoret	Teacher

* The matatu is a minibus which can – officially – carry fifteen persons and is the general means of public transport in Kenya.

**A chief is a local leader, employed by the government, chosen by the community he lives in, often based on his age and experience.

5.4.1 Introducing questions

The first category discusses the contact between Moi University and the local community. The respondents were asked whether there had been contact with Moi University, how the contact was and how the communication of Moi University towards the local community had been. According to the respondents there is frequent contact between members of Moi University and the local communities. This contact mainly consists of business transactions. Since the university is about forty kilometres from the nearest town Eldoret, many students and employees of Moi University rely on the neighbouring villages to buy food, clothes and other necessary products and services. They buy these items at the small shops many villagers have and the local markets. As one respondent said: "*The university is the main area where people get their income*". And Moi University does not only provide the people with income by presenting the local community a vast group of consumers, but also by employing many members of the local community at the university.

The contact between Moi University and the local community was seen as good by most respondents. Most people from the local villages – economically – benefit from the presence of the university. Besides that some respondents mentioned they know someone who is working at the university and therefore can affiliate more with the institution because their fellow villagers are working there. Another aspect that was frequently mentioned was the behaviour of the students. This was seen as very positive compared to students of other public universities. One respondent explained: "*They are not as violent as students from other universities like Nai*".

Even so, the way Moi University communicates as an institution with the local community was not received so positively. Many respondents found there is not enough outreach from the side of the university. They said that the university should approach the local community more and more intensively. Especially respondents one, two, four, five and six said this was something that needed to change. In the past the university made plans to help the local community, but nowadays they hardly heard from the university anymore. One respondent said: "*The former Vice Chancellor used to visit us […] he brought books for the school, but the new one doesn't do that*". Respondent number three however mentioned that the communication with Moi University has been good. He explained that in the case that he was not able to treat some of his patients Moi University helped him: "*There are some people, let's say Kesses, where I'm not able to treat them, I just refer to them* [Moi University health clinic]". Respondent seven and eight also never heard from the university, but said they had nothing to do with the university and that it therefore was not necessary to receive communication from the university.

5.4.2 Products and services

The category products and services covers how the respondents think about the educational services of Moi University, the facilities of Moi University, the research that is done about Moi University, the innovativeness of the services at Moi University and the value of all the services in general. When asked about the educational service of Moi University some respondents thought that it was probably very good, but did not really have an idea what is done there. One respondent said: "*[…] it is very good, there are many smart people there, professors and so*". Other respondents said the level of education is good, but that it seemed impossible to study there yourself for the locals. On the other hand, two respondents said that the presence of the university inspires the children so they have a reason to study hard and try to achieve to get a place in university.

When asked about the facilities the respondents said that they are very good. They found that the buildings are good, there is power and water and there are sealed roads at the university. But some respondents also realized that they have not been exposed to other universities. One respondent trivializes: "*[…] so because we, we have never gone to some of the universities, how they look like, we tend to think this one is good*". Respondent seven and eight also mentioned the Referral Hospital. They found the facilities there very good and praised that the university also

treats the local people. On the other hand they also noticed the lack of student hostels. About the research at Moi University hardly anything was known. Some respondents did not know that research is done at all at universities. Others did know this, but they could not come up with any examples of research that is conducted at Moi University. The same was for the innovativeness. Some respondents did not know what it meant, others did not see the university as more or less innovative as other institutions.

In general the products and services of the university were perceived as good. Even though the respondents did not know a lot of detailed information about the university, they thought that the products and services of the university are quite good. A reason they often gave was that the students hardly ever strike and become violent. Therefore the respondents assumed that the students are happy with the services they receive from the university.

5.4.3 Workplace environment
The category workplace environment discusses the organization of the university and the perception the respondents have about the employees of the university. Even though the respondents did not have much knowledge about what is "*inside there*" as one of the respondents said, they saw the university as an organized place. Examples they gave were that students have the opportunity to study and obtain degrees in different areas, the fact that the work at the university is distributed and that the university has a farm to partly supply itself.

The respondents also saw Moi University as a very good organization to work for. As said before, many respondents know someone working at the university. Even though many people are only qualified for low-ranked jobs, they saw that those people are paid well and have quite some job security. According to them this makes Moi University a good employer. When asked about the contact between the respondents and the employees of Moi University the respondents were also very positive. Again, the fact that many members of the local community are employed at Moi University played a part. One respondent said: "*[…] most of them, are my friends […] there are some, those employed, maybe in small areas like secretaries and whatever, those are my people* ".

5.4.4 Vision and leadership
The category vision and leadership discusses the management and vision of Moi University and asked whether the respondents perceive Moi University as the leader of academic excellence in Kenya or not. The management was not seen as bad, since the university has been in existence for quite a while now. But on the other hand some respondents were concerned about corruption. They mentioned that a lot of money goes to the university, but the university does not seem to use it all for the right purposes. One respondent said that he thought corruption was at there at the university because it is "*like in many government institutions*".

When asked about the vision, most respondents did not understand the question or did not know how to answer it. When the interviewer tried to explain the question, some respondents stated that they thought the university could become a good university if it wanted to, but could not explain why they thought so. The respondents did not know how the ranking of Moi University is in comparison with other Universities in Kenya. On the one hand this was because they do not know on what criteria to base such a statement. On the other hand they stated that they do not have any exposure to other universities in Kenya.

5.4.5 Financial performance
The respondents did not really have an idea about the financial performance of the university. Some respondents remarked that the university has a lot of money, mainly from the government, so therefore it would not have any problems in the future. But, as in the previous category, some respondents said there is still a lot of corruption in public institutions and this could cause problems for the future of Moi University. As one respondent said: "*[…] sometimes some of you*

people in abroad can send us donors, bút we have big fish, where they grab that thing, and the money that has been brought will not being utilized proper". On the financial side the respondents were neither able to compare Moi University with other universities in Kenya, mainly because they have not been exposed to the other universities.

5.4.6 Emotional appeal
When asked about their feelings towards Moi University most respondents indicated that this feeling is quite positive. They found that the university provides opportunities for many people and that it is beneficial for Kenya. But a number of them also mentioned that they have the feeling that it is a place that is hard to approach. On the one hand they have this feeling because they did not really know what was done at the university and on the other hand because they did not see themselves or other people they know to get into the university.

5.4.7 Social responsibility
The category social responsibility discusses how Moi University treats people and the local community in particular. When asked how the university treats people, many respondents came up with the example that Moi University has the Referral Hospital in Eldoret, where many local people get treated well for a good price. Next to that the respondents mentioned that the employees of Moi University say that they are treated well by the university.

As for the local community the respondents brought up that the university employs many locals and that the presence of the university is economically beneficial because the students and employees buy products and services from the local people. One respondent explains: "*[…] people have bought matatus here, and they're bringing their current passengers from Eldoret. So it's cash now […] even when the school is closed, people tend to say we are broke, we don't have fare, we don't have money because we have less people to be taken to town or coming*". Subsequently the university provides the local villages with water and a sealed road, things that were not there before the university. However, on this topic some respondents were also more critical because the university promised to not just provide them with clean water, but also connect the local villages to the waterworks and give them electricity. This is something that has not happened until today.

5.4.8 Overall
The overall category discusses the performance of Moi University over years and the possible improvements that could be made according to the respondents. The respondents from the local villages said that the university grew a lot over the years and this has given them opportunities for employment and other economical benefits. Even though it has changed the area, the benefits for the local communities are too big to complain according to the respondents.

Improvements that were suggested by the respondents were the road, connection to the waterworks and electricity and less corruption. Even though the road is sealed now, it is not smooth enough.

5.4.9 Corporate image
To obtain data for the concept corporate image the respondents were asked to compare Moi University with an animal and to describe the traits they both shared. Three respondents did not understand this question and were therefore asked to just describe the university shortly. Two other respondents could not come up with an animal but also described the university shortly. Most descriptions of the respondents described the university as a good thing for the local community. One respondent said "*They helped us a lot*". Another thing that came up was the fact that they did not know so much about it. One respondent said: "*[…] I don't know […] it's good to have it here, for us I mean […] but I don't know a lot about them*".

Three respondents came up with an animal. Two of them chose a lion. They picked this animal because of its strength and protection. It is a strong animal that can protect its children well. They saw the same traits in Moi University. It is a big institution i.e. strong and it helps the students to become strong as well. Next to that it helps them to become strong too. One respondent chose a cow. He explained: "*[...] when I have a cow, it helps me with milk [...] the university also helps me, buy my things*".

5.5 Government

No data of the government was collected because the researcher was not allowed to interview government officials. To research something in Kenya researchers need permits, but obtaining a permit takes about three months. This was roughly the period the researcher had when he found out that he needed such a permit and therefore it was not possible anymore to obtain one.

5.6 Synopsis

To give a short overview of the results, the following paragraphs will briefly summarize the results of the external stakeholder groups.

5.6.1 Future students

Of the students, everyone knew Moi University. However, the knowledge about the university was not the same. Students of some schools knew more about Moi University than students from other schools. The same occurred when the students were asked if they consider Moi University as their future university. Some answered that they would choose Moi University because of the familiarity of the environment, the quality of the education and because the university is situated in a peaceful environment. Others said they are more likely to choose Nairobi University because it has good facilities, the best quality of education and because it is situated in the city centre of Nairobi. When asked about the communication towards the students the same distinction could be made. Some students had visits from students or members of Moi University, but others never had contact with anyone from the university.

The general perception about the education at Moi University was that it is high, but it is not seen as extraordinary compared to other public universities in Kenya. Some respondents mentioned that Nairobi University offers the best quality and after that Moi University. With regards to the facilities, the Margaret Thatcher Library was perceived as a very good facility of Moi University. Others mentioned that the facilities must be good because the university is situated in the area of the former Kenyan president. From some schools the respondents mentioned that there are not enough hostels to accommodate all the students. About the research and innovativeness the students did not have a lot to say, only some of them remarked that Moi University has some innovative courses.

In addition, Moi University was seen as a well organized institution. Some respondents said they thought so because Moi University has hardly any student strikes in comparison to other public universities. The employees were seen as capable and qualified people and Moi University was seen as a reliable employer. Next to that the management of Moi University was seen as capable of doing its job. When asked if Moi University is living up to its vision and is a university of choice the answers were mixed. Some respondents said that the university already is a university of choice, others said it depends on the course one wants to take and a third group said that Moi University is not a university of choice because other universities would make a better first choice and that besides that there is also the practical difficulty of the accommodation.

About the financial performance of Moi University the students hardly knew anything. Therefore they could not give their opinion about this subject. When asked about the feeling the students have of Moi University most answered that it is a good feeling. Reasons that were given for this feeling were the quality of education and the sense of security that the university offers.

But there were some respondents who did not think entirely positive about the university. This was because they heard about cases of tribalism at the university. Next to that most respondents said they have confidence in the university. About the social responsibility the respondents were predominantly positive. They said that the university is treating the students and the employees well and has also done some things for the local community. Some respondents nevertheless heard of some cases of bad treatment of some employees and waste dumping around the university premises.

The general perception was that Moi University has made an enormous development over the past years. But in relation to this the respondents also brought up a negative side, namely the inability of the university to accommodate all the students. Other negative developments that were mentioned, are the high percentage of students with HIV/Aids and the preferential treatment of parallel students. The improvements that were mentioned are related to the problems that were pointed out. An increase of accommodation for students was often mentioned and an increase of places for parallel students to enable more students to enter university. Finally the respondents advised that the university should be more outgoing in order to expose more students.

As for the corporate image many respondents perceived Moi University as a dairy animal in that it provides services that are essential for survival. Next to that it was seen as an institution that forms smart and talented people and is full of potential. The fast growth is another aspect that was mentioned and finally the accessibility of Moi University was mentioned. The university was seen as an institution that is hard to access.

5.6.2 Organizations
The relationship between Moi University and the organizations that participated in the research was most of the times a business relationship. Three organizations are also involved in student attachments. Some respondents were fairly positive about the communication of Moi University. Others said it is not so positive because the University is hard to approach.

The respondents were positive about the educational service of Moi University, but only some respondents could specify why they thought so. When asked about the facilities, four respondents could not answer this question because they lacked information or exposure. The others were positive about most facilities, but pointed out that the student accommodation should be improved. Most of them were also unfamiliar with the research. Some respondents stated that they did not know, others just said that it is good. Two respondents were able to tell something about the research through their contact with the university and were quite positive. Other respondents indicated that they would be interested in the research because it could be beneficial to them and a lot of other people. The university was generally not seen as more or less innovative than other universities. Only two persons stated that the university is quite innovative because it offers new programs.

The opinions about the organization of Moi University were mixed. Some respondents thought it is quite good and based this opinion on their contact with the university during the student attachments. Other respondents said it is a very slow and bureaucratic organization. A third group perceived the university as well organized but could not really explain why. Moi University was seen as a good, reliable employer, mainly because it is a government institution. This also has a downside according to two respondents. Even though the employees are qualified and knowledgeable, they do not work hard enough since they are too comfortable in their position because they cannot be sacked. The other respondents said the employees are friendly, competent workers.

A similar distinction became evident when the respondents were asked about the management of Moi University. Two respondents said the management is not capable of doing its job, mainly because they are academics. Another group said the management is good, mainly because it is able to manage such a big institution with many campuses. A final group replied that they could not answer the question because they knew too little. The vision of Moi University

was seen as good, but the university has not reached its goal yet. Some respondents also stated that the growth of the university has been too fast since it cannot accommodate all the students. Besides that, Moi University was seen as one of the leaders of academic excellence, but not as the best.

The answers about the financial performance were mixed. On the one hand there was a group of respondents who were quite positive about the prospects of future growth of the university. On the other hand there was a group who said that the financial success would largely depend on the ability to find enough funding. One respondent did not have enough information to answer this question. When asked about the performance of the university in comparison with other universities most respondents could not answer this question because they did not have enough information or knowledge about this. However, two respondents said that the financial performance of Moi University is as bad as it is with other public universities and that a lot of improvements should be made to improve this.

The respondents were fairly positive about Moi University and all of them also had confidence in the educational service of the institution. Nevertheless, there were two respondents who said that they lost their confidence on the financial side. Most respondents were also positive about the treatment of the employees and students. One respondent however mentioned that he heard about cases of discrimination based on tribalism. Two respondents could not answer this question. About the relationship with the local community the answers were mixed again. Some respondents perceived the relationship as positive because of the things Moi University has done for the community. Others acknowledged that the university has done some things for the local community, but according to them there are many more things that could be done to help the local community. When asked about the corporate image of the university, the respondents mentioned the traits of strength and quietness. The university was seen as a strong institution that also could make others strong, but it was also seen as quiet in that it does not associate itself so much with its surroundings and others.

5.6.3 Local community

The contact between Moi University and the local community was seen as frequent. Most contacts are business contacts when employees of Moi University buy products and services from the members of the local community. Most respondents perceived the contact between Moi University and the local community as good. The reason for this is the fact that the local community economically benefits from the presence of the university, because many fellow villagers work at Moi University and because the students are behaving themselves well. But some respondents said that Moi University should communicate more often and more intensively with the local community. Nevertheless, one respondent was very positive about the way Moi University has been communicating with him and two others said they had nothing to do with Moi University so communication was not necessary.

Most respondents were quite positive about the educational service of Moi University but admitted that they did not really have an idea what is done at the university. Others were also positive but did not see possibilities for themselves or close others to be able to enrol in the university. The facilities were also perceived as good, but again, they realized that they did not have so much exposure to Moi University, nor other universities to really compare it. Nonetheless, the lack of hostels was apparent to the respondents and this was something the university should improve on according to them. The knowledge about the research and innovativeness of Moi University was little and the respondents could therefore not answer these questions. The products and services of the university were perceived as good and even though the respondents did not have so much detailed information about the university, they concluded this because the students of Moi University did not strike so often and therefore it was assumed that they were satisfied with the products and services.

The respondents perceived Moi University as an organized institution. Next to that they also saw Moi University as a good institution to work for because the employees are paid well and have job security. The contact between the respondents and employees of Moi University was also perceived as good, mainly because many of them know people that are employed at the university. The management was also perceived positively, but the respondents were concerned about corruption. When asked about the vision, most respondents did not understand the question or did not know how to answer it. About the ranking of Moi University they were also not able to say something, either because they did not know how to rank Moi University to the other universities in Kenya or because they did not have any exposure to other universities in Kenya. The respondents also did not have a lot of information about the financial performance of Moi University, but it was frequently mentioned that they were afraid of the presence of corruption at the university.

The respondents indicated that their feeling about Moi University is quite positive because the university provides opportunities for many people and it is beneficial for Kenya. On the other hand some indicated that they felt that the university is hard to approach, especially for people like themselves. Next to that the respondents perceived the university as an institution that treats people well. Examples given were the Referral Hospital and the treatment of the employees. The treatment of the local community was seen as fairly positive because there are many advantages for the local community but the respondents agreed that Moi University could do more for the local community.

The growth of the university was perceived as a good aspect and a positive development for the local communities. Improvements that could be made according to the respondents were the road, connection to the waterworks and electricity and corruption. The corporate image was dominated by a view that Moi University is beneficial for the local community. Next to that the respondents saw it as a strong institution that also helps others to make them strong.

6. Conclusions

This chapter describes the conclusions in order to answer the research question of this research. The conclusions are based on the results of the two previous chapters. The research question is the following:

> *What are the present corporate image and corporate reputation with the key external stakeholder groups of Moi University and what can be done to improve these concepts?*

6.1 Conclusions management

The management of Moi University is fairly positive about the corporate reputation of the university. The respondents came up with features as the quality of the education, the local community work, the behaviour of the students and the excellent ranking of Moi University compared to other public universities. These features also play a part in how the management wants Moi University to be seen by the external stakeholders. They want the university to be perceived as a university which provides quality education, is socially responsible, forms well-behaved and disciplined students and is a university which performs well compared to other universities in Kenya.

With respect to the strategy for the future the most relevant aspect for this research is the development and maintenance of the corporate image and the corporate identity. Even though the strategic plan does not elaborate on how to utilize these concepts, this issue is one of the nine highlighted issues that need attention over the next ten years. Therefore it is clear that the importance of the concepts is acknowledged by the university. Now it will be important for the university to state how these concepts will be utilized. Another aspect is the organizational structure of Moi University. The university recently introduced responsibility based management in order to create a less hierarchical and more flexible organization. In the past, the hierarchical structure worked because there was only one campus. Nowadays there are four campuses and therefore more flexibility is required in order to manage the organization. With the introduction of responsibility based management the university hopes to facilitate in this need.

The financial position of Moi University has to be improved, especially through generating more of its own funds. Even though the governmental funding is still sufficient, it is expected that the funding from the government will decline in the near future. Therefore it will become increasingly important that the university generates its own funding. Moi University recently started to explore the possibilities for income generating activities, and right now the most beneficial funding source is the Privately Sponsored Students Program. Not only because this generates the necessary funds for the university, but also because it enables more students to enter university. Finally the cooperation with companies and other organizations is a positive development. This cooperation is important for the university because it is their market. This is where most of their students will go to and therefore they have to know what those companies want, how the university should educate the students in order to suit the needs of the market. So in the long run the contact and cooperation with companies and other potential employers is crucial.

Moi University wants to be perceived as an institution which provides quality education, is socially responsible, forms well-behaved and disciplined students and is a university which performs well compared to other public universities in Kenya. Next to that the university wants to be less hierarchal. The university wants to achieve this through the introduction of responsibility based management. Besides that the university wants to increase the self generated income to anticipate on the declining funding of the government. This should be done through the increase of privately sponsored students. The amount of regular students should not grow too much

because the accommodation is not sufficient. The cooperation with companies is crucial and Moi University wants to cooperate with various companies. One remarkable result is that none of the respondents identified the future students as a stakeholder group.

The abovementioned elements together form part of the corporate identity of Moi University. In paragraph 2.2.1 the corporate identity was described as "the mix of elements which makes an organization different from other organizations". The elements mentioned by the respondents are elements that are important for Moi University. These elements describe Moi University in the perception of the members of the management. According to them this is how Moi University is, and with these elements it distincts itself from other universities. This list of elements is not complete because no validated corporate identity research has been conducted. This fact will be described in the discussion. However, for the purpose of this research the mentioned elements are sufficient to draw conclusions about the – external – corporate image and corporate reputation of Moi University and the discrepancy that exists between the internal and external perception.

6.2 Conclusions external stakeholders
The following paragraphs will discuss the conclusions of the external stakeholders. Paragraph 6.2.4 will discuss the comparability between the perceptions of the different external groups.

6.2.1 Future students
One thing that becomes evident from the results is the enormous difference between the knowledge and perception of the respondents from the different schools. There is a huge gap between the students who go to school in and around Eldoret and the students of the schools outside Eldoret. When the respondents were asked about their knowledge of Moi University, the students who are going to a school in Eldoret knew much more about Moi University than the students who go to school in Kisumu or Nairobi. The respondents from Eldoret could for example name many different programs while the respondents from outside Eldoret could hardly come up with a single program. A similar distinction can be made about the communication of Moi University towards the students. Schools from Eldoret had visits from students and members of the university, with the exception of school one. This is due to the education system of this school. The students are not able to enrol in a public university in Kenya with their education system. The other schools had regular visits from students who gave them study advise and members of the university who gave them career advise. Outside Eldoret none of the schools ever had visits from Moi University students or other members. When the respondents were asked if they considered Moi University as their future university most students from outside Eldoret said they would not. They do not see Moi University as exceptional compared to other public universities. The respondents from school six, which is situated in Eldoret, agreed with that. The preference was partly attributed to the fact that Moi University is a relative young university. The respondents from school two and three would choose for Moi University mainly because of the conducive environment of Moi University, the small amount of student strikes and the familiarity they have with the environment. Respondents from school one would not choose Moi University because their educational system would not allow them to enrol at that university. So the main reason to choose Moi University seems to be the conduciveness and familiarity of the environment.

The educational quality at the university is high, but not exceptional in comparison with other universities. Some respondents outside Eldoret said that Nairobi University is the best university in Kenya, but that Moi University is in the top three of best public universities. The facilities are good, even though some of the respondents have never been at the university and based their opinions on what they heard from others. An important factor in the perception about the facilities is the Margaret Thatcher Library. Most respondents know about it and the presence of this library influences their – positive – perception of the facilities. However, the students from

Eldoret noticed that the accommodation at the university is not enough to accommodate all the students. All the services in general are perceived as good by the respondents from Eldoret. According to the respondents from outside Eldoret the services are good, but not yet as good as Nairobi University. So the same distinction is evident again. Respondents from Eldoret have more knowledge about the university and even though this is not always positive, their perception about the products and services of Moi University is more favourable than the perception of respondents from outside Eldoret.

Moi University is seen as a well organized institution. Respondents from Eldoret thought so because there are hardly any student strikes. Outside Eldoret the respondents see it as not more or less organized than other universities. Next to that the university is a good organization to work for. The main reason for this is that it is a government institution and therefore a reliable employer. The employees are seen as good, qualified people. Respondents from Eldoret based this perception on their encounters with the employees, outside Eldoret the respondents assumed that the employees would not be any different from people from other public universities. So the workplace environment is also perceived positively. Again, respondents from Eldoret based their opinions on their knowledge about and their exposure to the university. Respondents from outside Eldoret often based their opinions on the assumption that Moi University is not so different from other public universities.

The management of Moi University is seen as capable of doing its job. Most respondents are quite positive about the management, but that was mostly because they do not know so much about it and therefore do not want to say anything negative. Most respondents do not perceive Moi University as a university of choice. One reason for this is that there are better universities to choose. Another reason is the problem with accommodating all the students. As for being a leader in academic excellence the same Eldoret versus not Eldoret distinction can be made again. Respondents from Eldoret think Moi University is the leader of academic excellence, outside Eldoret the perception is that Nairobi University and Kenyatta University are the academic leaders. The reason for this difference is the lack of exposure towards Moi University of students from Nairobi and Kisumu and a lot of exposure for the students from Eldoret. The only exception are the students from school six. Most of them said that Nairobi University is the leader of academic excellence. The reason they gave is that Moi University is a relatively young university. So the vision and leadership at Moi University could still be improved. If Moi University succeeds in becoming the leader of academic of excellence in Kenya in the perception of the future students, it will also be more likely that it can live up to its vision and can become a university of choice.

The respondents were not able to answer the questions about the financial performance of the university due to a lack of information and knowledge. About the emotional appeal they were also not very comprehensive, but in general there is a positive feeling and confidence in the university. Nevertheless, some feel that tribalism is rather present at the university and this results in a negative feeling towards the university. Such feelings are not advantageous for the university because it makes the university look like a very regional institution. In addition there is also the perception that the former president used to favour the university. The university should make sure that such sentiments are not present since they could result in a loss of support from many groups in society.

The university is seen as a socially responsible institution. The treatment of the students and the employees is good, although it was again apparent that respondents from Eldoret knew more about the situation and could therefore say more about it than respondents from outside Eldoret. The treatment of the local community is seen as positive, although some respondents mentioned that the university dumps waste around the university premises. So even though the general perception is good, negative events like the waste dumping should be avoided given that it could not only harm the members of the local community, but also the perception of other external stakeholders if these events become publicly known.

The rapid growth of Moi University is a positive aspect because many Kenyan people benefit from it since it provides job opportunities, individual development for the students and increasing development for the country as a whole. On the other hand this growth resulted in a situation where the university has problems to accommodate all the students. Therefore it is important to build more hostels. The respondents also emphasized the importance of HIV/Aids education, the Privately Sponsored Students Program and the outgoingness of the university. The most important aspect of the corporate image of Moi University is the fact that it is as a provider of essential products and benefits. The university is necessary for the development and sustenance of individuals and the country. On the other hand it is perceived as a place that forms smart people and is full of potential, but the university is also perceived as a place that is hard to approach and get into.

In general it can be said that there is large gap between the knowledge and exposure of students in Eldoret and the ones who go to school in other cities. The students from Eldoret are fairly positive about the university and perceive it as one of the best, if not the best, universities in Kenya. They still pointed out some aspects that could and should be improved, but in general the view is optimistic. The students from outside Eldoret are also fairly positive about Moi University, but mainly because they assume it is as other public universities in Kenya. Because they do not know so much about the university, they neither see the positive, nor the negative aspects of Moi University. This results in a view that prevents Moi University to distinct itself from the other universities in Kenya in the perception of this group of students. If Moi University wants to become a university of choice – as their vision states – they also need to focus on the future students outside Eldoret in order to distinct themselves from other public universities in the perception of these students. From the results of the students it can be concluded that the university is an institution that is rather regionally focused and therefore has hardly any contact and support outside Eldoret.

6.2.2 Organizations
Most organizations do not have a close relationship with the university. The only contact they have, is through business exchanges, like selling a product or a service. Only three organizations have a closer relationship with the university in that they are involved student attachments. It is important for the university to have close relations with organizations because these are the places where their students could get employment. Therefore it is important to know what these organizations expect from the students and this is only possible when the university is in close contact with these organizations. The use of student attachments is a good means to create this contact and both the students and the companies could give valuable feedback to the university. The communicative ability of Moi University is evaluated comparably. The respondents who are involved in student attachments evaluated the communication as being good. This is mainly because their contact with the university has been quite thorough. But the university is hard to approach for organizations who are not involved in student attachments. This was expressed through the fact that phones are not being picked up and letters are not being answered. Nevertheless, some respondents who are not involved in student attachments are also quite content with the communication of the university.

The distinction between the respondents who are involved in student attachments and the ones who are not, became more evident when the educational service was discussed. Even though all respondents agree that the educational service is good, only the respondents who are involved in students attachments could specify why they thought so. The others could not, due to a lack of exposure to the university and its students. When asked about the facilities, four respondents were not able to answer this question due to a lack of knowledge and exposure. The others – who were all from Eldoret – are fairly positive about the facilities but emphasized that the lack of accommodation for the students is a problem. The question about the research again demonstrates

the distinction between the respondents who are involved in student attachments and the ones who are not. The first group knows something about the research that is done at Moi University, mainly about the research that is related to their business. The others do not really know what kind of research is done. In terms of innovativeness two respondents knew that the university has some programs that other universities do not have, but could not tell which ones. The others perceive the innovativeness at Moi University as comparable to other public universities. So even though the products and services are not evaluated negatively, most respondents do not have a lot of knowledge about the university and the university practices. This leads to a view that is fairly positive, but is hardly based on knowledge about Moi University and more on mere assumptions. The few respondents that know a bit more about the university are quite positive about the things they know.

On the one hand Moi University is perceived as a well organized institution. The respondents who shared this perception, based this either on the contacts with the university through student attachments or on mere assumptions based on surface observations. On the other hand the university is perceived as a bureaucratic, slow and centralized institution. The respondents who perceived this, said it is very hard to get something done at the university. About Moi University as an employer all respondents are positive. Moi University is seen as a good institution to work for, mainly because it is a government institution and therefore a reliable employer. The employees of the university are perceived as qualified, knowledgeable persons, but apart from this, some respondents also perceive them as people who are not working hard enough because they are too comfortable in their positions. So the perceptions about the workplace environment are mixed. Some respondents are quite positive about the organization and its employees, others think that there is quite some improvement possible in the area of the organization of the university and the motivation of the employees.

The management of Moi University is perceived in two ways. It is either seen as a good management because it is able to manage a big institution with so many campuses. Conversely it is perceived as a group of academics that is not really specialized in managing and should therefore be more business oriented. The vision of the Moi University was received positively. Even though the university is not there yet, it is expected that it has the capabilities. The same goes for being the leader of academic excellence. It is seen as one of the best universities in Kenya, but not – yet – as the best. The general perception about the vision and leadership is quite positive again. Even though the management is not perceived as doing well by all respondents, they all think that Moi University is one of the best universities of Kenya and that it has great potential.

The future growth of the university is not perceived negatively. Some respondents think it is good, but again this was mainly based on assumptions. Others are more cautious and said that it would depend on the university's ability to find enough funding. Some respondents could not compare Moi University with other universities on the financial performance. The ones who could said Moi University is performing equal to the other public universities in Kenya. Even though the performance of Moi University is not better or worse in comparison with other universities, this is not a positive aspect. The financial performance of public universities in general is perceived as very poor. The results about the financial performance show the importance for the university to start generate its own funding. The financial performance is perceived as poor and with the declining government funding the financial success of the university will depend on its ability to generate its own funding.

The feeling about the university is positive. The respondents expect great things from the university and also think the university is able to do those things. The confidence in the university is mixed. Even though all respondents think that it is a good educational institute, the confidence in the financial area of Moi University lacks. Next to that the university treats the employees and students fairly, but the fact that tribalism is present, is seen as a negative aspect. Some respondents did not have enough information to answer this question. The relationship with the

local community is also not too bad as the coming of the university has been quite beneficial for the local community. However, some respondents pointed out that the university could do a lot more for the local community and the Kenyan community in general. So the university is seen as quite socially responsible, but there are some improvements that the university could make in order to develop the relationship between Moi University and the local community.

Moi University has made a great development over the years in that it opened more campuses, created more programs and made it possible for more people to receive education at a university. The negative aspect about this is the housing of the students. There are not enough hostels to accommodate all the students. Another negative aspect is the fact that students from public universities are often very militant. The respondents perceived this form of indiscipline as a very bad habit. This perception can be harmful for the students when they want to apply for a job and should therefore be avoided. Other points that should be improved are the Aids-awareness of the students, the technology at the university, the books in the library, the outreach to and involvement in the local community and finally the university should be able to generate more of its own funds. The corporate image of the university is in the first place one of strength. The university is seen as a strong institution that enables the students to grow and become strong themselves as well. But even more, the university is an institution that only associates itself with its close environment. It is a quiet institution in that people do not hear much about it when they are not closely related to it.

Of the twelve organizations that were approached only seven respondents were willing to participate. The main reason for not participating was the lack of knowledge about the university. But also the respondents who participated did often not know what to answer because they did not have enough information or knowledge about the university. This lack of exposure seems to be very present in this group and results in a moderate positive view based on mere assumptions and common knowledge that respondents have about universities in general. The danger of this is that when their perception about other universities changes, they can generalize this and become unsupportive towards Moi University as well. Next to that it is very hard for Moi University to distinct itself from other universities like this. The respondents who have more exposure to the university because they are involved in student attachments are positive about the university due to their positive experiences with the university. But this is also the group of respondents, with two other respondents, which is quite critical about the university and the university practices. If the university is able to do something with this critique, they could improve themselves based on that feedback. So the view of this group is also fairly positive, but – again – for a large part based on assumptions.

6.2.3 Local community
The contact between the local community and Moi University is frequent and good, but quite shallow. This is due to the fact that the contact mainly consists of business transactions between members of the university and local community members. The fact that the students behave themselves quite well is an important aspect to describe the contact as good. However, the communication of the university as an institution is not as good. The university should approach the community more and more extensively because it could mean a lot more to the local communities than it does now already. So even though the respondents are quite positive about the contact with the university, they think that the university could help them more than it is doing right now.

The respondents do not know so much about the educational service that Moi University offers. Even though they think it is good, they cannot really tell why, because they lack the knowledge and information. The university is also perceived as an institution that is hard to enter in an educational way. The facilities are perceived as good, mainly because the facilities are a lot better than the people in the villages have themselves. But this group also noticed the lack of

students hostels. The research and innovativeness are subjects that local people hardly know anything about. In general the products and services of the university are perceived as good, also because the students do not strike so often. The respondents assume that this indicates that they are content with the products and services. But even though the respondents live so close to the university, they hardly know what is done there and what the university looks like. In their perception the university is still an ivory tower.

The university is perceived as an organized institution, mainly because it is able to supply itself and take care of so many students. Next to that it is a good organization to work for because the employees are paid well and have quite some job security. The contact with the employees is also seen as good because many of the employees come from the neighbouring villages. The workplace environment is perceived as very good because it offers many opportunities for the people and because the people that are working there are familiar to the respondents. The management is not perceived negatively, but there is some fear about corruption because the perception of corruption is connected to government institutions. The respondents were not able to say anything about the vision because they either did not understand it or did not have enough information about it. This also was often the case when they were asked about the financial performance of the university. However, the possibility of corruption is a reason to believe that the financial performance could be better. So even though the general perception is quite positive, the lack of knowledge prevented the respondents from answering quite some questions.

The emotional appeal towards Moi University is quite positive due to the opportunities it provides. Even though the view is positive, it is also seen as an institution that is quite hard to approach, mainly due to the fact that many do not really know what the university does. Next to that the university is seen as an institution that treats people well. An important factor it the Referral Hospital that treats many local people for good prices. The fact that the university employed many locals and because the university is economically beneficial for the villages is seen as a positive factor in the social responsibility of the university. But even though the university provides the local community with clean water and a sealed road, the villagers think that there are more things the university could do in this area. The growth of the university over the years is seen as a positive development since it helped the local communities to grow as well. There is still room for improvement, mainly the physical developments that could help the local community. Next to that there is the perception that corruption is present at the university and this should be stopped. The corporate image of the university is mainly that the university is beneficial for the local community in several ways. Next to that it is a strong institution that can make others strong as well.

In general it can be said that the view of the local community about Moi University is fairly positive. This is predominantly due to the fact that the coming of the university has enormously helped the respondents and fellow villagers. But the respondents hardly know anything about the university or about universities in general. This lack of knowledge results in a view that the university is something exceptional. In the perception of the local community, Moi University is still an ivory tower.

6.2.4 External stakeholders
In general the relationship between Moi University and the external stakeholders is not really strong. Most stakeholders have some basic knowledge about the university, but if the questions require a lot of information and if the respondents live far from the university or hardly have contact with the university, the respondents have to rely on assumptions and basic knowledge about public universities in general. This lack of knowledge can partly be attributed to the communication policy of the university. The further the respondents are geographically apart from the university, the less communication they receive from it. This is also the case with relational distance. The less related one is to Moi University, the less communication is received.

This is not a good practice because the university should communicate even more with these groups in order to intensify the contact.

The products and services are perceived as fairly good by the external stakeholders, but the lack of knowledge is evident again. About the educational service and the facilities is some knowledge, but as soon the research and the innovativeness of the university were discussed, the respondents often indicated that they know nothing about those aspects. One aspect was mentioned by every external stakeholder group and that is the accommodation problem. The hostels are not sufficient to accommodate all the students. This is something that should be improved because the students sometimes have to live outside the university premises and there they are exposed to all kinds of threats.

The workplace environment is perceived positively. The university is a good place to work for because it offers good payment and job security and the employees are seen as qualified, knowledgeable persons. The university itself is seen as an organized institution. However, some respondents from the organizational stakeholder group perceived Moi University as a slow, bureaucratic institution with employees that are a bit too comfortable in their position. So even though the perception about the workplace environment is predominantly positive, there are some negative aspects that were mentioned.

The perception about the vision and leadership of Moi University is not entirely positive. Most respondents agreed that the management of Moi University is able in doing its job, but some respondents from the organizational stakeholder group did not think so. These are probably the people that have the most management experience themselves and they perceive the management of Moi University as a group of academics and are not totally satisfied with the way Moi University is managed. Besides that, the vision of Moi University is seen as achievable, but the university is not there yet. Both the respondents from the organizations and the students agreed that Moi University is one of the best universities in Kenya, but is not yet the best. The respondents from the local community did not know how to evaluate this. The same problem occurred when it came to the evaluation of the financial performance. Both the students and the local community members did not know how to evaluate the financial performance. The respondents of the organizations perceive the financial performance either as quite positive, or as bad as other public universities. This also leads to a lack of confidence in the university on the financial side. On the other hand, all respondents have confidence in the educational performance of Moi University. And also the emotional appeal is in general quite good.

A positive development of Moi University that is perceived by all stakeholder groups is the enormous growth the university has gone through over years. But the downside this growth has, was also noticed by every group. The shortage of students hostels is an issue that was recurrently mentioned in the interviews and the respondents agree that this is something the university should improve on. Other aspects that the university should improve on are the Aids-awareness among the students and the generation of its own funds. An aspect that was only mentioned by the local community was fear for corruption at the university. According to them the university should work on that. The students from outside Eldoret and most respondents from the organizations pointed out that the students of public universities are often militant. Both suggestions are based on assumptions and probably a lack of knowledge about what happens at the university. If the university would be able to get more exposure to these groups, these views might not be present. Next to that the university has been quite beneficial for the local community. But both the local community itself and respondents from the organizational stakeholder group agree that there is a lot more that the university could do for the local community and the Kenyan community at large. Another problem is the outgoingness of the university. This is something that is mentioned in both the student group and the organizational group, but that was also indirectly mentioned in the local community group. Moi University does not seem to be really open and externally focused. This should change because many people

could benefit from that, and the university could probably get much more support from its external stakeholders.

The corporate image showed some similarities and discrepancies between the groups. A similarity between the students and the local community is that they perceive Moi University as an institution that is necessary for the survival of the people. According to them the university can provide them with a lot of daily needs. A similarity between all three groups is the fact that they all perceive Moi University as a strong institution that can make people stronger as well. Respondents from the organizations added that Moi University is quiet and does not associate itself so much with others. This relates to the perception of the students and local community members who agreed that the university is a place that is hard to approach and hard to get in to. So the general image about Moi University is that it is an institution necessary for the needs of many people. It is a strong institution that forms strong people. But it is also a quiet place in that in does not associate itself with many people and it is a place that is hard to approach and get in.

In general the corporate reputation of Moi University is quite positive. The general view in most areas of the Reputation Quotient is that Moi University is performing quite well. The external stakeholders perceive it as one of the best universities in Kenya, but not yet as the best. Because there is not so much knowledge about Moi University, it will be hard for the university to distinct itself from the other universities in Kenya. But if Moi University wants to become a university of choice, it has to distinct itself and therefore has to expose itself more to its external stakeholders, especially the ones that are situated outside Eldoret and the ones that do not have close ties with the university but are potentially important. The corporate image of Moi University is dominated by the view that it is a strong institution that is potentially beneficial for many people. However, the visibility of Moi University is poor and this also goes for the openness and approachability. Based on these conclusions some recommendations will be discussed in chapter seven.

6.3 Internal and external concepts
This paragraph discusses the relation between the internal and external concepts. First the corporate identity of Moi University will be discussed in relation with the corporate reputation. Secondly the theoretical concepts will be discussed in – the cultural – relation of this research.

6.3.1 Moi University's corporate identity versus its corporate reputation
In paragraph 2.3.3 a summarizing model of the theoretical concepts concerning corporate image and corporate reputation was proposed. In this model it was shown that the concepts corporate image and corporate reputation are – amongst others – related to the concept corporate identity. The question is what this does mean for the organization of Moi University. The corporate identity is the mix of elements that makes an organization different from other organizations. From the results of the interviews with the management of Moi University it became apparent that Moi University wants to distinct itself from other universities through quality education, social responsible behaviour towards the local community and the Kenyan community at large, formation of well-behaved and disciplined students and wants to be seen as an institution that performs well in comparison with other universities. On the other hand, the university realized that the organizational structure was not functioning anymore. Therefore the university embraced responsibility based management in order to become a more flexible, less bureaucratic organization. Another aspect is the financial performance. Moi University wants to be able to generate more of its own funds and is now looking into different strategies on how to do that. A final aspect that Moi University values, is the cooperation with companies and organizations. This is important because the cooperation is valuable for the students, but also for the university itself since it can adjust its curriculum based on the feedback of both the students and the organizations.

These internal desires portray how Moi University wants to be perceived by the external stakeholders. The perception of the external stakeholders was measured through the use of the Reputation Quotient of Fombrun, Gardberg and Sever (2000). The corporate reputation is the overall evaluation of an organization by the diverse audiences over a longer period of time. The perceptions of the external stakeholders will be compared to the abovementioned aspects of the corporate identity of Moi University. The first aspect is the quality of education. This aspect is perceived as good by the external stakeholders. They see Moi University as an institution that provides quality education, but do not see its performance as better compared to other universities. The second aspect is the social responsible behaviour of the university. Even though the external stakeholders are positive about the things that Moi University has done for the local and the Kenyan community, they think that Moi University could do a lot more. Some improvements they mentioned are actually things that Moi University does – for example bringing inventions done at the university to farmers or small companies – but the respondents do not know this and therefore think that Moi University is lacking initiative. The third aspect is the formation of well-behaved, disciplined students. Even though the external stakeholders in and around Eldoret know that the students of Moi University hardly ever strike, this is hardly known outside Eldoret. The perception there is that the students of Moi University are like students of other public universities, a militant and violent group when things do not go their way. A lack of knowledge and exposure to Moi University is an important factor again. A fourth aspect is that Moi University wants to be seen as an institution that performs well in comparison with other universities. The most important reason for this is that they want to become a university of choice. Even though the external stakeholders are quite positive about the performance of Moi University and rank it amongst the best universities in Kenya, it is not seen as the best. The quality of education and the facilities at two other universities in Nairobi are perceived as better, especially by the future students. Next to that the future students perceive Nairobi as a better location because they expect to have better job opportunities there. Even though the respondents hardly had exposure to Moi University, nor the other universities, the universities in Nairobi were generally perceived as the best.

The management thinks the change of the organizational structure of Moi University is an important development of the university. The external stakeholder groups future students and local community already see Moi University as an organized institution, but this is mainly because they do not know so much about the organization and organizational structures in general. The external stakeholders from the organizations know more about it and were also more critical. They perceive the university as being a bureaucratic and slow institution. Even though the change to responsibility based management happened recently, the university should come out with it more clearly so the external stakeholders also see that Moi University is trying to do something about its organizational structure. The financial performance is another point Moi University wants to perform well on. Even though most respondents did not know a lot about this subject, some external stakeholders from the local community were afraid that corruption is still present at Moi University. The external stakeholders from the organizations said that it is important for the university to generate its own funds. Even though the university is looking into this matter as well now, most external stakeholders do not know about this. If they would, more trust and confidence could be generated because the financial performance leads to a lack of confidence from the side of the organizations in that they not always get paid on time and from the local community because they fear corruption. The generation of its own income could annihilate those fears. Finally the cooperation with companies and organizations is seen as an important aspect at the university. Even though there are some companies that are involved in such a cooperation with students attachments, most external stakeholders from the organizations do not know that Moi University is interested in such contacts. These stakeholders also indicated that they would be interested because they also see the benefits, but Moi University has not come out with it.

These conclusions demonstrate quite a discrepancy between the view Moi University has of itself and the view the external stakeholders have. The view of the external stakeholders is often not negative, but due to a lack of knowledge the perception is different from the image that Moi University wants to portray of itself. When the respondents lack the knowledge, they often seem to rely on the schemas they have of universities in general. This means that they will evaluate Moi University on the same terms as the other universities. If this is the case it will be very hard for Moi University to portray its identity and distinct itself from the other universities. The consequence is that Moi University is not a university of choice, but just another university among the others. To improve on this, Moi University has to expose itself more, especially towards relevant stakeholders that are geographically or relationally far away from the university. This can be done by emphasizing the corporate image building with these stakeholders. As explained in paragraph 2.1.1 the corporate image is a relatively easy formed perception of an organization by its diverse audiences. Further it was explained that the formation of this concept depends on interpersonal communication, mass media communication and the degree of involvement in, and personal experience with that organization. The formation process should be in line with the corporate identity of Moi University in order to prevent discrepancies between the two concepts.

In conclusion it can be said that Moi University has to improve its corporate image in order to expose itself to certain external stakeholder groups. On the other hand it has to take into account that this increasing exposure will lead to a more accurate view of the university whereby not only the positive aspects will be noticed, but also – if not mainly – the negative aspects. The university has to improve the aspects of the corporate reputation that are perceived as negatively, or has to communicate towards the stakeholders if they have an inaccurate view about these aspects. One negative aspect that was mentioned by the university members themselves and also by every external stakeholder group is the accommodation problem of the students. This is an example of what should improved. The other aspects are perceptions of the external stakeholders, it is up to the university to see whether these are inaccurate perceptions that should be clarified, or that those aspects are things that the university should improve.

6.3.2 Theoretical concepts
This research clarified several characteristics about the theoretical concepts. First of all the relationship between corporate image and corporate reputation. An example about the importance of the corporate image was given in paragraph 2.1.3. This example showed that one can have a good corporate reputation, but when someone does not have a good corporate image, it might be hard to get known and grow. This is exactly the problem what Moi University has to deal with. The corporate reputation is fairly well in that most people are positive about the aspects of the university they are exposed to. The corporate image on other hand should be improved. In paragraph 2.1.1 it was explained that a corporate image amongst others is formed through the degree of involvement in an organization, personal experience with that organization and mass media communication. These are often the aspects that lack in the contact between Moi University and its external stakeholders. Many respondents did not have personal experience with Moi University, even though many mentioned that they would be interested in that – e.g. the future students that indicated that they never had visits from Moi University members and the organizational members that indicated that they would be interested in student attachments. Next to that, Moi University is hardly involved in mass media communication. These aspects could prevent the external stakeholders to get a high degree of involvement in Moi University and its practices. The lack in these areas prevent the formation of a strong corporate image. So due to a weak corporate image, external stakeholders are not so much exposed to Moi University, which leads to a corporate reputation that is hardly based on any knowledge and more on assumptions

and common perceptions that people have about universities in general. This indicates that the corporate reputation of an organization can benefit from the corporate image.

In paragraph 2.1.3 two schools of thought were discussed. They both have a different perception of the relationship between corporate reputation and corporate image. The first school perceives corporate image and corporate reputation as synonymous. As explained above, the results of this research showed that the corporate reputation of Moi University is fairly positive, but it could benefit from an improved corporate image. Therefore it can be said that the two concepts are not synonymous, but two different concepts. The second school of thought has three different views. The first view is that the concepts are different and non-related, but it was just explained that there is a relationship between the two concepts, so this view cannot be sustained. The second and third view both consider the concepts to be interrelated. However, the second view considers corporate reputation as a dimension of the corporate image, whereas the third view considers corporate image as a dimension of corporate reputation. In paragraph 2.1.3 it was assumed that corporate image is a dimension of corporate reputation because an organization can have several corporate images, whereas it can only have one corporate reputation. This is supported by the results of this research, since the respondents mentioned several corporate images of Moi University. However, from the results it cannot be concluded that corporate image is a dimension of the corporate reputation because this would mean that a corporate reputation could not be formed without a corporate image. Even more, this research showed that an organization can have a corporate reputation without having a strong corporate image. So it can be concluded that the two concepts are neither interchangeable nor synonymous, but definitely strongly related. Even though, based on the results of this research it cannot be stated that the concepts are dependent on one another.

Another fact that was discussed is the use of the Reputation Quotient in a qualitative setting and in a non-western culture. The Reputation Quotient was able to measure the corporate reputation of Moi University in a qualitative setting. Since there has not been a similar research in a quantitative setting, the results cannot be compared to conclude how well this method works. But it seems that the Reputation Quotient is useful in a qualitative setting as well. Next to that the cultural difference did not seem to influence the usefulness of the instrument. Even though some respondents did not understand some of the questions, this was more the cause of their educational background than a cultural difference, because most respondents understood all questions. In general it can be said that the Reputation Quotient is very useful in a qualitative setting to explore the problems concerning the corporate reputation of an organization. Next to that cultural differences do not seem to form obstructions as long as the respondents are familiar with the terms that are used in the questions.

So apart from the conclusions on the case of Moi University, there are also a couple of things that can be said about the use of the theoretical concepts in the context of communication science. In the first place it can be concluded that a corporate image and a corporate reputation are two different concepts that are strongly related. Even more, a corporate reputation can hugely benefit from a good corporate image. But even though there is a strong connection, it cannot be said that the concepts are dependent on one another. Future research could give more insight in that. A second point is the usefulness of these concepts in non-western cultures. Even though it is possible to measure the concepts in a non-western culture, most organizations in Kenya are not yet familiarized to work with the concepts and utilize them. This would require more knowledge about the concepts in the organizations. Training the organizations on how to use the concepts could provide huge benefits. Other cultural points of discussion will be discussed in paragraph 8.3.

7. Recommendations

This chapter describes the recommendations which are based on the conclusions of this research. The first paragraph discusses the recommendations that result from the most important conclusion, the formation of the corporate image. The second paragraph discusses several practical recommendations that result from the conclusions and results of this research.

7.1 Formation of the corporate image

The most important conclusion of this research is that many external stakeholders have little, if not any, exposure to Moi University. It was concluded that the formation of the corporate image could improve the exposure of the external stakeholders and distinct Moi University from other public universities in the perception of these external stakeholders. Working with concepts as corporate image and corporate reputation requires some knowledge about their meaning and means of utilization for an organization. Therefore a first recommendation is to train the personnel at Moi University that is involved in maintaining these concepts. This is important for the reason that even in the strategic plan it was unclear how the concepts corporate identity and corporate image should be utilized. The recommendations for the formation of the corporate image will therefore be divided in clear subcategories. In chapter two it was explained that the formation of the corporate image depends on interpersonal communication, mass media communication, the degree of involvement in, and personal experience with an organization. The recommendations concerning these aspects will be discussed in the following paragraphs.

7.1.1 Interpersonal communication

The interpersonal communication is the way organizational members and external groups interpret information based on the communication with each other and among one another. Because there is a lack of information on the side of the external stakeholders, it will be important to enable this group to obtain this information. Next to that there is hardly any contact and communication between the external stakeholders and the members of Moi University. So before the factor interpersonal communication can contribute to the formation of a corporate image, it is important to focus on two other aspects; the acquirement of information by the external stakeholders and the contact between the members of Moi University and the external stakeholders. These aspects can be related to the mass media communication and the personal experience which will be discussed in the following paragraphs. When the external stakeholders have more information about Moi University and more contact with the members of Moi University, the interpersonal communication will become more relevant because without these, there is no possibility for interpersonal communication.

However, there is a small group of external stakeholders that already has quite some information and contact with Moi University. These are the secondary school students that go to school in Eldoret and the organizational members that have student attachments with Moi University. The future students were very positive about the interpersonal communication of Moi University towards them, and also among themselves they were quite positive about the university. The organizational members were also positive about the interpersonal communication of Moi University towards them. No data was collected how they communicate about Moi University among themselves. So it seems that the few external stakeholders where Moi University has interpersonal communication with, are quite positive. When Moi University is able to reach the boundary conditions for interpersonal communication, namely mass media communication and personal experience, it should try to communicate at the same interpersonal level with these stakeholder groups as it has done with the others, because those groups are quite positive about it.

7.1.2 Mass media communication

Mass media communication was defined as the information that is received from media as the press, but also advertising campaigns from the organization itself. Moi University already advertises on a regular basis in national newspapers. These are often advertisements that promote the programs of Moi University in a table-style that is not very different from the advertisements of the other universities. The target audience is the future students group, but the advertisements are not very attractive. If the university wants to distinct itself from the other universities, it should place more distinctive and eye-catching advertisements that are clearly targeted at the future students. Once a week there is a special section in the newspapers directed at young people, but there was never an advertisement of any university. If Moi University would advertise in this part of the newspaper, it could not only be more likely to distinct itself from the other universities, but also more likely to address more people of its target audience.

Another medium that should be used more often are brochures. Future students could sometimes name the programs that Moi University offers, but did often not really know what they would learn when they would choose such a program. Other students did not have a clue what kind of programs Moi University offers. Every program should have its own brochure which explains some basic things about that program like the content of the program, duration, possibilities for the future etcetera. These brochures should be distributed to secondary schools all over Kenya. If this is financially or logistically impossible, these brochures should at least be present in the libraries in the big cities or at other central points.

Apart from the future students in the newspaper advertisements, Moi University does not target any other external stakeholder groups in the mass media. The contacts between Moi University and organizations were highly valued by both the members of the university and the organizational members. But often the organizational members did not know anything about the things that Moi University does. The student attachments were seen as a beneficial relationship for the students, the companies and the university and the organizational members who were not involved in these attachments were interested in such an exchange. Moi University could set up a centre which facilitates the contacts between the organizations and Moi University and its students. The involvement of Moi University students in such a centre could be of great value.

Finally the members of the management complained that Moi University was hated in the press for several things. Again, the problem is that Moi University is a closed institution that is hard to contact. If Moi University would be more open and approachable it is likely that reporters that write such press reports will be able to contact Moi University, listen to their side of the story, which could result in a more balanced story. The key factor in this is the approachability of the university. When people want to hear the side of Moi University in such a story, they should be able to directly contact the university, maybe through the public relations office. This could prevent negative one-sided stories about Moi University.

7.1.3 Personal experience

The personal experience is the direct experience external stakeholder groups have with an organization. This is probably the most important aspect in the case of Moi University. Many students, even the ones from Eldoret, never visited Moi University and the ones outside Eldoret never had any contact with any member of Moi University. The organizational members also hardly knew what is going on at Moi University, even though their general knowledge about universities in general was better than the knowledge of the local community members. This last group has quite some personal experience with the university in that the persons often have contact with the members of the university, either through business or fellow villagers. But even though their personal experience is more than the other two groups, they still see Moi University as an institution that is quite hard to approach. So the personal experience is the aspect that maybe lacks the most, but is also crucial in the corporate image formation process. Therefore it is important to see how this could be improved.

Especially for the students outside Eldoret, personal experience is very important. They have often only heard about Moi University and the other universities. They do not really know what a university looks like, or what it is like to be at one. Next to that this group of students only has experience through what others told them about universities. They said that some universities sent members and students to tell them about a particular university, but students outside Eldoret never had visits from members or students of Moi University. Therefore it is important that these students also hear the stories about Moi University from first hand from the students and the members, like it is done in and around Eldoret. An advise is to set up a team – that consists of members and students of Moi University – that visits secondary schools to inform the future students about Moi University and studying there in general, but also about the different programs Moi University has to offer and the future prospects the students have with these programs. The brochures that were mentioned earlier could be left at the schools as reminders and objects where students could refer to. Besides that, the students of one school in Kisumu mentioned that their school initiated a visit to Moi University, to give the students the opportunity to make a well thought-out decision. This is an initiative that Moi University could learn from. Not only will the students get the necessary personal exposure and personal experience with Moi University. The university will also be able to distinct itself from the other universities if they are able to make a good impression. And when the future students were asked to choose a university, the students from Eldoret often chose Moi University for its conducive environment and the fact that the environment is familiar to them. When the students from outside Eldoret have visited Moi University they will be able to see it is a conducive environment and when they have to choose a university, Moi University will be more familiar to them than a university they did not visit. So apart from visiting the schools it would be a good idea to have a yearly open day where students and other external stakeholders can visit Moi University and see what it does.

Another group where the personal experience lacks, is the stakeholder group of companies and organizations. With more personal experience of the university the respondents from this group would be able to create more contacts between Moi University and their companies. This could be beneficial for the university and the students because these contacts could lead to places were the students could do student attachments. Apart from that could the contacts lead to business exchanges between the university and the companies. The university has quite some knowledge and inventions where the companies and organizations could benefit from, but since many of the organizations do not seem to know this, a business exchange is not likely to happen. To facilitate these exchanges, Moi University Holdings, the company of Moi University, could research what the needs of companies and organizations are, and how they could satisfy those needs with the knowledge and inventions that are present at Moi University. An example is the lack of knowledge in ICT that exists in many companies. The companies do not only lack the knowledge of how they could benefit from ICT, many of the employees do hardly have any knowledge of how to work with computers. Moi University Holdings could give trainings to help these companies. On the one hand this would be a good income generating activity where Moi University is generating its own funds, on the other hand it could also be a possibility to involve the students of Moi University.

The main problem with the local community is not their lack of personal experience with the university but their lack of knowledge about the university. Even though the university is so close, the university still feels far away to them, it is seen as an ivory tower.

7.1.4 Involvement
In paragraph 2.1.1 it was explained with the typology of Pruyn (1990, cited in Cornelissen, 2000) that the involvement can be divided into three groups. First of all high elaboration which results in a corporate image as a complex structured schema. Secondly middle elaboration which leads to a corporate image as an evaluative attitude. And finally the corporate image as a mere global impression. Based on the results it can be said that the involvement of external stakeholders is

somewhere between an evaluative attitude and a mere global impression. Most stakeholders have some knowledge about the university, and based on that knowledge they have formed their attitude about the university. A small group hardly has any knowledge about the university and the image they have is a mere global impression. Since Moi University wants to distinct itself from the other universities and wants to become a university of choice, it is important to create a corporate image that is a complex structured schema and this requires high elaboration of the external stakeholders.

The previous mentioned aspects of the formation of the corporate image would be a good start to enable the external stakeholders to get involved in Moi University. These aspects enable the external stakeholders to acquire the information necessary to determine if they want to get involved in Moi University. But the presence of information is just a basis for high elaboration. Whether the external stakeholders will get involved in Moi University will depend on two factors. This is first of all the personal relevance. If an issue is personally relevant to a receiver, that receiver will be more likely to engage in thoughtful consideration, hence high elaboration (Petty & Caciappo, 1986). In the case of Moi University the personal relevance seems to be existent. The local community is probably the best example, because in their case the personal relevance is almost personal survival. Without Moi University this external stakeholder group would have much more difficulty to economically survive. But also the other two stakeholder groups are aware that Moi University could be personally beneficial for them. The second factor is the need for cognition. This is the tendency of the receivers to engage in and take pleasure in thinking (Petty & Caciappo, 1986). From the results of this research it is hard to tell if the external stakeholders have a high or a low need for cognition. This is something that future research could uncover.

In short it can be stated that Moi University should try to expose itself more through the aspects that form the corporate image. In order to distinct itself from other universities Moi university should make sure that the information is channeled through the different types of communication means that were mentioned. Even though the distribution of the information in only a boundary condition for communication, it could be hugely advantageous for Moi University. Next to that Moi University should try to emphasize the personal benefits of the different external stakeholder groups in its corporate communication, in order to get those groups involved in the organization.

7.2 Practical recommendations
This paragraph discusses several practical recommendations that directly result from the answers of the respondents and the conclusions of this research.

7.2.1 Hostels
The first practical recommendation is to build hostels in order to accommodate the students. This is a topic that was mentioned by every group of stakeholders and was perceived negatively. It is also something that could directly be influenced by the university. The building of hostels has several advantages. First of all, it is of course beneficial for the students who study at Moi University. They can enjoy the safety and comfort of living on a campus and are not exposed anymore to the menaces when they would live outside the university. But apart from this, it is also good in a way that the future students know that they will be accommodated when they get a place in Moi University. The security to be accommodated could be an important factor in their choice for a university. Thirdly, if it becomes widely known that Moi University has solved its problems with accommodating the students, it can be used as a distinctive benchmark of Moi University. The problem with accommodating the students is not just a problem at Moi University, but at all public universities in Kenya. If Moi University would be able to solve this problem, it can distinct itself from the other universities in a very positive way.

7.2.2 Behaviour of the students

The perceptions about the behaviour of the students were varied. The local community and the future students that go to school in Eldoret perceive the behaviour of the students of Moi University quite well in comparison with other public universities. This is also the policy of the management of Moi University. They want to prevent student strikes through dialog with the students. But the future students from outside Eldoret and most organizational members think that the behaviour of the students is comparable to other public universities. This is a perception that should change. On the one hand because the future students see Moi University just as the other universities where student strikes are often and can lead to closing campuses. Due to these closing campuses the duration of their studies can take longer than planned. If they would know that student strikes are hardly present at Moi University, they might prefer this university because their studies will not take any longer than planned so this will save them time and money. Let alone that they will not have to suffer from the other discomforts student strikes cause. On the other hand it is important that the organizational members see the students of Moi University as organized in comparison to students of other universities. If the organizational members perceive the students of Moi University as more disciplined than students from other universities, this could not only lead to a more positive perception about Moi University, but also lead to more willingness to cooperate in student attachments and eventually give the students better possibilities to find a job. So again, this is a case of exposure, bringing the right information to the right people.

7.2.3 Possibilities for future students

An often-heard complaint from the future students was the lack of opportunities when they would study at Moi University. They said they would prefer a university in Nairobi because this would enable them to get in contact with companies and would increase their chances of finding a job. In the previous paragraphs the importance of student attachments with companies was already highlighted. If Moi University could make these student attachments grow and make them visible towards more students, these students could be able to see the opportunities of such attachments. If Moi University becomes known as the university that provides students attachments and therefore provides the students with better job opportunities than other universities, this will be a positive development.

7.2.4 Local community

The management of Moi University indicated that the relationship between the university and the local community is somewhat cold, but that they are also doing many good things for the local community and the Kenyan community at larger. However, the respondents mentioned that Moi University could do more for the local community. So on the one hand Moi University wants to improve its relationship with the local community, while they other hand should portray their commitment to the local community even more. An option would be to have regular talks to key members of the local community like people in the surrounding villages. In the first place this could improve the understanding and acceptance of both parties. Next to that it could give the university an idea of how they could help the local community more. Apart from that they should make their help towards the local community more visible for the other external stakeholders.

8. Discussion

This chapter discusses the limitations of this research. The following paragraphs will discuss the qualitative research, corporate identity research, the cultural differences and the possibilities for future research.

8.1 Qualitative research
The first discussion point is the fact that this research used a qualitative method to collect data. Even though this choice was a deliberate one, as explained in chapter three, the use of a qualitative method has some limitations. The foremost limitation of the use of a qualitative method in this research is the fact that the generalizability is diminutive, mainly due to the fact that it uses a small group of respondents (Patton, 1990). Other factors that influenced the generalizability of this research are the fact that not all external stakeholder groups were included and that the geographical spread was limited. Even though the conclusions of this research might cover how the small group of respondents thinks about Moi University, it is not possible to generalize these findings to the larger population of external stakeholders. Because this research was explorative, the generalizability was not necessary, but it would of course be very interesting for Moi University to know its corporate image and corporate reputation with the entire population of external stakeholders. This would require a quantitative research.

Another point of discussion is the validity of this method. Patton (1990) states that the validity of a qualitative method depends on the interviewing qualities of the researcher. During the data collection the researcher noticed that he kept on improving his interviewing skills. This is mainly due to the fact that the researcher had little experience in interviewing. Even though this might have been personally beneficial, it is possible that this has influenced the research. On the other hand the constant use of the interview guide might have prevented hefty variations in the interviews, because the interview guide was followed strictly during every interview and therefore the sequence and the formulation of the questions was constant.

8.2 Corporate identity research
As already mentioned in paragraph 6.1, no validated research was conducted to reveal the identity of Moi University. Even though some of the internal desires were disclosed, it cannot be concluded that this is the true corporate identity of Moi University. If the true corporate identity would have been uncovered, more distinctions or similarities between the corporate identity and the corporate image and reputation could have emerged from this research. Therefore it is recommended for Moi University to research its corporate identity, in order to find discrepancies and similarities between the internal concept corporate identity and the external concepts corporate image and corporate reputation. With the knowledge Moi University could work on a decrease of the discrepancies between the concepts and could focus on the similarities between the concepts in its corporate communication.

8.3 Local situation
Since the Kenyan culture differs substantially from the culture of the researcher, this could have affected the results of this research in several ways. In the first place the responses of the respondents can be influenced. Before the data collection started, the researcher was already warned that the future students could be timid because of the difference between him and the respondents from this group. This was one of the reasons to choose for a focus group approach instead of individual interviews with the future students. At the start of each interview it became apparent that the students were still quite hesitant, but as soon as the respondents became used to the researcher they were more open. So the – cultural – difference between the respondents and the researcher was obvious. On the other hand, the cultural difference did not lead to

misunderstandings. When the respondents did not understand a question, the researcher tried to reformulate the question. Most respondents were then able to answer these questions. Some respondents were not able to answer some questions, but that was more due to a lack of knowledge or education than due to cultural differences. The only problem was a language barrier with some respondents which was solved trough the use of interpreters. Even though the results have probably not been severely influenced by the differences of the researcher and the respondents, the results could have been more accurate when a Kenyan person could have done the interviews. However, this was not an option in this research.

Another problem that came up during the data collection was the difference in perception of making appointments. It was very hard to make clear arrangements about meeting someone. When an agreement about a place and a time was finally made, it was very well possible that the respondent would not show up. So the appointments that were made, were easily cancelled by the respondents and moved to a later occasion. Even though the timeslot of three months that was appointed for data collection seemed quite extensive, it took nearly four months to collect the necessary data for this research, mainly due to cancelled and moved appointments.

Apart from these cultural differences, the local situation in Kenya has influenced this research as well. A major influence came from the government. Even though this is an important stakeholder group of Moi University, it was not possible to include this group in the research. Potential respondents of the government were approached, but were not willing to participate in the research because the researcher did not have a research permit. Every research that is done in Kenya needs to be permitted by the government, so it can be controlled if the research will not harm the people or the country. However, it takes a considerable amount of time before such a permit can be obtained and since the researcher only heard this when he already started his research, it was not possible to obtain such a permit before the end of his stay. Therefore it was decided that government as external stakeholder group would not be included in the research. So it seems that a good preparation is definitely necessary when one wants to research a subject in a different culture, but even then it is advisable to add more time in the case that one meets unforeseen events.

8.4 Future research
A few suggestions for future research will be discussed in this paragraph. In the first place it might be very interesting for Moi University to conduct a large-scale, quantitative research. The findings of this research have identified some problems and the results of this research could be used as a guideline on what topics to focus in the quantitative research. The quantitative research could explore if the problems are generalizable to all external stakeholder groups in all parts of the country. Next to that it could more specifically indicate which stakeholder group in which area has a certain problem with Moi University. If this is clear, Moi University will be able to communicate more specifically towards each external stakeholder group and this might result in a more effective way of communication towards the external stakeholders.

Another suggestion is to do research into the satisfaction of the present students of Moi University. Even though the students do not strike anymore, they still did not seem to be entirely satisfied with the services of Moi University. Therefore a research could be conducted to see what the students are satisfied about and what lacks at Moi University according to them. This is important because the students are an important source for external stakeholders. When external stakeholders never had any contact with Moi University, but wanted to know something about it, they often turned to someone who studies at Moi University. The perception they will have of Moi University will then largely depend on what that person tells them. Even if Moi University in the future will be able to communicate better towards the external stakeholders, interpersonal communication will still be an important factor, especially since this still seems to be an important way of "spreading the news" in Kenya. It is therefore important to research the satisfaction of the students and to try to deliver the service they expect from the university.

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Appendices

Appendix 1: Interview guide first draft

Interview Guide

Name respondent:………………………   Name organization:……………………..

Function respondent:………………….   Date:……………………………………….

Stakeholder Group:……………………..   Place:………………………......................

Start Recorder

Introduction
- *Thank you* for participating
- *Introduce* myself. Name and why I do this research -master thesis-
- *Goal* of this research to obtain information about the image and reputation of the Moi University
- *Recorder* is for my use. This way I can have reliable results. I will be the only one hearing these conversations. Your identity will be kept *anonymous*
- *Sample* is 4 groups
- *Time* it will take is about one hour
- *Interview* will have 3 different areas. First a couple of questions about your organization. Secondly questions regarding the corporate reputation of the Moi University. And finally the corporate image will be discussed
- Do you have any *questions* about this interview right now?

Part 1: Organization

▪ Could you shortly describe your organization?

▪ What is the relation of your organization with the Moi University?

▪ How have the contacts with the Moi University been so far?

Part 1: Students

▪ What is your school background?

▪ Do you consider the Moi University as your future university?
  o In case of 'yes': why do you consider the Moi University?
  o In case of 'no': why don't you consider the Moi University?

Part 2: Corporate reputation of the Moi University

Products and Services

- How would you evaluate the educational service of the Moi University?

  (*If the respondent does not know how to evaluate the educational service, trigger him or her with aspects as: the teachers, academic skills of the students, the level of the studies etc*)

- What do you think about the facilities of the Moi University?

  (*If the respondent does not know how to evaluate the facilities, trigger him or her with aspects as: the seats during classes, available computers, study material etc*)

- How would you evaluate the research that is done at the Moi University?

- Do you think the Moi University has innovative services?
  - In case of 'yes': which services do you think are innovative and why?
  - In case of 'no' : why do you think they are not innovative?

- What do you think about the value of the all the services in general of the Moi University?

Workplace Environment

- Do you think the Moi University is well organized?
  - In case of 'yes': why do you think it is well organized and could you give an example?
  - In case of 'no': why don't you think it is well organized and could you give an example?

- Do you think the Moi University is a good organization to work for?
  - In case of 'yes' : why do you think it is?
  - In case of 'no' : why don't you think it is?

- What do you think about the employees of the Moi University?

Vision and Leadership

- What do you think about the management of the Moi University?

- What do you think about the vision that the Moi University has for the future?

- Do you see the Moi University as the leader in academic excellence in Kenya?

Financial Performance

- What do you think about the prospects for future growth of the Moi University?

- How is the performance of the Moi University in comparison with other universities?

Emotional appeal

- What is your feeling about the Moi University?

- Do you have confidence in the Moi University?

Social Responsibility

- How would you evaluate the way the Moi University treats people?

Overall

- How do you think the Moi University has performed over years?
    o Could you name at least one positive and one negative development?

- What do you think that could be improved at the Moi University?

- If you would have to give the Moi University a grade from 1 to 10, 1 being the worst, 10 the best, what grade would you give the Moi University?

Part 3: Corporate image of the Moi University

- With which animal do you associate the Moi University most?
    o What traits does the animal have that you see the Moi University has as well?

Conclusion
- *Finish* the interview
- *Thank* respondent for participating
- Any *questions*?

Stop recorder

Appendix 2: Interview guide university management

Interview guide university management

Name respondent:………………………   Date:………………………………………….

Function respondent:………………….   Place:…………………….......................

Start Recorder

Introduction
- *Thank you* for participating
- *Introduce* myself. Name and why I do this research -master thesis-
- *Goal* of this research to obtain information about the image and reputation of Moi University
- *Recorder* is for my use. This way I can have reliable results. I will be the only one hearing these conversations. Your identity will be kept *anonymous*
- *This interview* is to specify the research instrument to the needs of Moi University
- *Time* it will take is about half an hour
- Do you have any *questions* about this interview right now?

Interview
1.   How would you describe the current corporate reputation of Moi University?

2.   What events concerning the corporate reputation happened in the recent past?

3.   Where does the Moi University wants to go in the near future?
            o   What are the goals?
            o   What is the strategy?

4.   Who are the key stakeholders of Moi University?
            o   Which companies?

5.   How does Moi University wants to be seen by its key stakeholders?

6.   What part do external stakeholders play in the formulation of the goals of the university?

7.   How is the financial position
            o   Where does the funding come from? (*Government, student fees, companies, other?*)

8.   What does the university wants to do with its corporate image and corporate reputation?

Could you give the importance of the following items on a scale of 1 to 5. One being not import at all, 5 being very important

	1	2	3	4	5
Getting new (better qualified) employees					
Getting new (more) students					
Get more appreciation for research					
Be known internationally					
More cooperation with companies					

Conclusion
- *Finish* the interview
- *Thank* respondent for participating
- Any *questions*?

Stop recorder

Appendix 3: Interview guide final version

Interview Guide

Name respondent:………………………   Name organization:……………………..

Function respondent:………………….   Date:…………………………………….

Stakeholder Group:……………………..   Place:…………………….......................

Start Recorder

Introduction
- *Thank you* for participating
- *Introduce* myself. Name and why I do this research -master thesis-
- *Goal* of this research to obtain information about the image and reputation of Moi University
- *Recorder* is for my use. This way I can have reliable results. I will be the only one hearing these conversations. Your identity will be kept *anonymous*
- *Time* it will take is about one hour
- *Interview* will have 3 different areas. First a couple of introducing questions. Secondly questions regarding the corporate reputation of Moi University. And finally the corporate image will be discussed
- Do you have any *questions* about this interview right now?

Part 1: Government

- Could you shortly describe what your department does in relation to Kenyan universities?

- How would you evaluate the way Moi University has been communicating with you or your department so far?

Part 1: Organization

- Could you shortly describe your organization?

- What is the relationship between your organization and Moi University?

- How would you evaluate the way Moi University has been communicating with you or your organization so far?

Part 1: Future students

- Do you know Moi University?

- What do you know about Moi University?

  (*If the respondent does not know what kind of subjects to mention, trigger him or her with aspects such as: the programs offered at the university, the level of the studies and what other general information they know*)

- Do you consider Moi University as your future university?
  - o   In case of 'yes': why do you consider the Moi University?
  - o   In case of 'no': why don't you consider the Moi University?

- How would you evaluate the way Moi University has been communicating with you or other students so far?

Part 1: Local community

- Do you have contact with Moi University and its members?

- How have the contacts with Moi University been so far?

- How would you evaluate the way Moi University has been communicating with you or your community so far?

Part 2: Corporate reputation of Moi University

Products and Services

- How would you evaluate the educational service of Moi University?

  (*If the respondent does not know how to evaluate the educational service, trigger him or her with aspects such as: the teachers, academic skills of the students, the level of the studies etc*)

- What do you think about the facilities of Moi University?

  (*If the respondent does not know how to evaluate the facilities, trigger him or her with aspects such as: the seats during classes, available computers, study material etc*)

- How would you evaluate the research that is done at Moi University?

- Do you think Moi University has innovative services?
  - o   In case of 'yes': which services do you think are innovative and why?
  - o   In case of 'no': why do you think they are not innovative?

- What do you think about the value of the all the services in general of Moi University?

Workplace Environment

- Do you think Moi University is well organized?
    - In case of 'yes': why do you think it is well organized and could you give an example?
    - In case of 'no': why don't you think it is well organized and could you give an example?

- Do you think Moi University is a good organization to work for?
    - In case of 'yes': why do you think it is?
    - In case of 'no': why don't you think it is?

- What do you think about the employees of Moi University?

Vision and Leadership

- What do you think about the management of Moi University?

- The vision of Moi University is the following: "*To be the University of choice in nurturing innovation and talent in science, technology and development*". To what extent does the Moi University succeed in living up to this vision?

- Do you see Moi University as the leader in academic excellence in Kenya?

Financial Performance

- What do you think about the prospects for future growth of Moi University?

- How is the performance of Moi University in comparison with other universities?

Emotional appeal

- What is your feeling about Moi University?

- Do you have confidence in Moi University?

Social Responsibility

- How would you evaluate the way Moi University treats other members of society?

- How do you think about the relation Moi University has with the local community?

<u>Overall</u>

- How do you think Moi University has performed over years?
    - o Could you name at least one positive and one negative development?

- What do you think that could be improved at Moi University?

Part 3: Corporate image of Moi University

- With which animal do you associate Moi University most?
    - o Which traits does this animal share with Moi University?

Conclusion
- *Finish* the interview
- *Thank* respondent for participating
- Any *questions*?

Stop recorder

Questionnaire

Date:…………………………………….   Name organization:……………………..

Place:……………………......................   Function:………………………………...

Introduction

I would like to thank you for participating in this research. My name is Tom ter Horst and I'm from the Twente University in the Netherlands. I'm conducting this research for my Masters in Communication studies. The goal of this research is to obtain information about the image and reputation of Moi University.

     The questionnaire below covers the following topics: some information about your organization, the corporate reputation of Moi University and finally the corporate image of Moi University.

     After every question there is some space to write down your answer. If this space is not sufficient, please resume on the back of that page. Try to answer the questions as honestly as possible; it is important that you give your own opinions and perceptions. Your answers will be handled with outmost confidence and will stay completely anonymous. If there are sections that you feel are not relevant to you, please write "NOT APPLICABLE".

Part 1: Organization

- Could you shortly describe your organization?

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- What is the relationship between your organization and Moi University?

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- How would you evaluate the way Moi University has been communicating with you or your organization so far?

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Part 2: Corporate reputation of Moi University

<u>Products and Services</u>

- How would you evaluate the educational service of Moi University?

With educational service think about aspects such as: the teachers, academic skills of the students, the level of the studies etc

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- What do you think about the facilities of Moi University?

With facilities think about aspects such as: the seats during classes, available computers, study material etc

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- How would you evaluate the research that is done at Moi University?

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- Do you think Moi University has innovative services?
  - In case of 'yes': which services do you think are innovative and why?
  - In case of 'no': why do you think they are not innovative?

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- What do you think about the value of the all the services in general of Moi University?

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<u>Workplace Environment</u>

- Do you think Moi University is well organized?
  - In case of 'yes': why do you think it is well organized and could you give an example?
  - In case of 'no': why don't you think it is well organized and could you give an example?

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- Do you think Moi University is a good organization to work for?
  - In case of 'yes': why do you think it is?
  - In case of 'no': why don't you think it is?

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- What do you think about the employees of Moi University?

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<u>Vision and Leadership</u>

- What do you think about the management of Moi University?

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- The vision of Moi University is the following: "*To be the University of choice in nurturing innovation and talent in science, technology and development*". To what extent does Moi University succeed in living up to this vision?

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- Do you see Moi University as the leader in academic excellence in Kenya?

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Financial Performance

- What do you think about the prospects for future growth of Moi University?

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- How is the performance of Moi University in comparison with other universities?

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Emotional appeal

- What is your feeling about Moi University?

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- Do you have confidence in Moi University?

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<u>Social Responsibility</u>

- How would you evaluate the way Moi University treats other members of the society?

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- How do you think about the relation Moi University has with the local community?

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<u>Overall</u>

- How do you think Moi University has performed over years?
  - Could you name at least one positive and one negative development?

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- What do you think that could be improved at Moi University?

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Part 3: Corporate image of Moi University

- With which animal do you associate Moi University most?
  - What traits does the animal have that you see Moi University has as well?

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Thank you for your time!