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Heritage Brand Strategy of Student Nations in Lund

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Abstract

Purpose: This paper examines the usage of heritage as an essential part of branding among the student nations in Lund. More detailed insight into the different context and elements of heritage is provided.

Approach: The paper is based on secondary and primary research collected from nation websites and personal interviews with nation representatives. The analysis is supported by the literature review on heritage.

Findings: Every student nation in Lund has a unique history and has been following their own paths since the foundation. Regarding the heritage and its elements the findings show that they are used in each nation at varying levels. Most nations treasure their heritage as it provides them with a certain depth through traditions and symbols though the history is not always communicated. Thereby it is a secondary question whether heritage is being used as a strategic tool or not.

Research limitations: Only four interviews could be conducted due to the limited amount of time and the scope of the paper.

Implications: Heritage can be important to all brands; however, not all brands in a competitive set can position themselves as heritage brands. Even when focusing on brand heritage, a brand should not forget their target audience.

Originality and value: This paper offers insights into the importance and usage of heritage relating to the student nations in Lund giving interesting insights for further consideration.

Key words: Student nation, Traditions, Heritage brands, Heritage quotient, Brand stewardship

Paper type: Case study

Introduction and Research Question

Since the establishment of Lund University in 1666 (Lund University, 2015a) Lund has been an attractive setting for students to pursue a degree of higher education. Lund University has an extensive and prestigious track record which it takes great pride in and attracts students from all corners of the world. The university offers a rich student life, both academically by offering one of the top 100 world universities (Gurney-Read, 2015) and socially by offering a plethora of student activities. The phenomenon of student nations is one of the benefits that draw students to Lund.

The student nations represent the core of the university's social life. Nations have since the early start been part and parcel of Lund and its history. It was interesting for the authors to attend certain traditional events and reflect on how old they truly were, even though the rich history was not always communicated. The authors felt nations fell short in promoting themselves and after a discussion with professor Urde came to a conclusion that examining nations from a heritage standpoint would perhaps give an interesting insight into the management of nations and their external communications.

All brands have history although some more substantial than others. To achieve differentiation and competitive advantage some brands are now putting their history to work in a relevant manner (Urde et al. 2007; Benson, 2004, Hudson & Balmer, 2011). "It has been observed that in a world of increasing over-choice, consumers are seeking out brands with genuine history and authenticity" (Liebrenz-Himes et al. 2007).

Urde et al. (2007) mention Lowenthal's (1998) excellent distinction between

history and heritage: history puts focus on the non-transparent past compared to heritage that forms the past into applicable and meaningful present-day context. Scholars and companies have begun putting emphasis on heritage by building brands from their historical foundations and strategically using brand's history to guide corporations in this area of business.(Urde et al. 2007; Benson, 2004, Hakala, 2011). Thus, by applying branding theories to nations we can take a deeper look at how nations employ their history into meaningful and relevant modern day context and their usage of heritage as an essential part of branding.

This paper will analyze if and how local, student run nations in Lund have activated their heritage because all nations can be viewed as brands with history. The paper will first focus on literature and model reviews about heritage, its dimensions and context and in particular about brand heritage in order to understand the available frameworks and concepts that brands should work within. The paper will then explain the research methods used, discuss how the nations do act within the framework, and then conclude with managerial implications.

In summary: this paper examines the usage of heritage as an essential part of branding among the student nations in Lund using a literature review to offer insight into the different context and elements of heritage.

History and Background of Nations

What are nations?

In Lund there are student nations (nations) that are essentially extracurricular student social clubs unique to Sweden (Lund University, 2015b) that offer everything from housing opportunities, sports, night clubs, lunches and dinners, events, and are places to meet other students. They are student run and are run for students

meaning that it is a non-profit organization.

History of nations

All nations in Lund have a rich history. The idea of nations have roots from Uppsala, Sweden, and Germany (Östgöta Nation, 2015), however this paper will only focus on Lund's nations.

The first nation was founded in 1668, two years after Lund's University was created, (Östgöta Nation, 2015) and the nations were/are there for the students' social well-being (Studentlund, 2015). The nations are named after Swedish cities or counties and when the first nations were created it was important to belong to nation where the student was from (Studentlund, 2015) as one of the nation's purposes was to act as a familiar and safe place for students leaving their hometowns (Göteborgs nation, 2015). At the time of creation the academic authorities were not too fond of the nations' non-academic activities such as partying, and fighting, and after a while even forbade them; however as nation activity did not actually stop, they decided to allow them with stipulations, in order to control them (Kristianstads Nation, 2015). In 1695 that the nations became official organizations by royal decree (Kristianstads Nation, 2015; Helsingkrona Nation, 2015).

Throughout the 337 years, there have naturally been changes and growth with the nations. For instance, nations have acquired student housing and some nations have joined and/or split. For example, Lunds, Malmö, Kristianstads, Helsingkronas and Syskånska nations were once part of the Skånska nationen that split in 1890 because it had become too large (Lunds Nation, 2015).

Nations today

Today there are 13 nations, whereof 12 are part of the overarching Studentlund organization (Smålands nation is the only one that does not belong). A student can

join any nation, and as long as a student join one of the twelve nations belonging Studentlund, a student can partake of any nation's activities. Nations are led by an academic teacher from Lund's University but are primarily managed by the 'quratel' who act as top management.

The 13 nations are as follows (in the order listed on Studentlund, 2015):

1. Blekingska Nation
2. Göteborgs Nation
3. Hallands Nation
4. Helsingkronas Nation
5. Kalmars Nation
6. Kristianstads Nation
7. Lunds Nation
8. Malmö Nation
9. Östgöta Nation
10. Sydsånska Nation
11. Västgöta Nation
12. Wermlands Nation
13. Smålands Nation

The nations look of course different then what they did when they were founded and offer more activities than before, but the nations are still there for the students today to have a social network (Kristianstads nation, 2015).

Theory and Literature Review

Since our topic is concerned with the history of nations and the use of the heritage as a part of brand identity, strategy, and positioning it is necessary to talk about the different aspects of heritage. A deeper insight into this topic is needed to provide a proper basis for the following research. In the next paragraphs we will talk about definition of heritage, its key dimensions and contexts as well as make a distinction between brand heritage and heritage brands and talk about the heritage

quotient, leveraging the heritage, and brand stewardship.

Definition of heritage

In general heritage can be associated with inheritance which means passing historical values from one generation to the other (Hakala, 2011). In addition, Benson (2004) state that heritage is the one significant characteristic of a brand that can attain a sustainable competitive advantage and is able to differentiate the brand from the competitors. Heritage is what makes certain brands unique such as Disney, Gucci, Marlboro, and Harvard because heritage is the meaningful and important past that they managed to build over time (Benson, 2004). It starts with the foundation of the company and evolves and grows as time passes with the customers using the brand. Benson (2004) argues that heritage is about shared experience, common history and also about traditions that are valuable in present time as well as in the future.

Key dimensions of heritage

Having defined heritage, we can look at how Hudson and Balmer (2011) use Mead's theory (1929, 1932) of past to provide a different perspective at brand heritage by demonstrating how the part the past plays a part in human behavior. Hudson and Balmer's (2011) article looks into the four dimensions of brand heritage that can appeal to the consumer: structural heritage, implied heritage, reconstructed heritage and mythical heritage. Structural heritage shows brands in sequential fashion, are defined by their origin and authenticity and use a pioneer status within industry or product category to differentiate from other brands (Hudson & Balmer, 2011).

On the other hand, the implied heritage is seen in the evolution from past to present where in the context of brand heritage the present verifies the past (Hudson & Balmer, 2011). Thus a brand can then differentiate itself from others by

declarations of longevity or by proving continuity from past to present (Hudson & Balmer, 2011).

Reconstructed heritage claims that our connection to the past is up for interpretation and that our capability to understand our past is heightened by deliberating on comparing the past to present and by re-approaching the present in comparison to remodeled past; the emphasis is on familiarity and nostalgic aspects of brand (Hudson & Balmer, 2011). The mythical heritage dimension presents itself with past being partly or fully made up and how consumers can elope into a fictitious world connected to the brand using typical brand attributes (Hudson & Balmer, 2011).

Heritage in context

Once the dimensions have been established, Balmer (2011) distinguishes several constructs that play an important role regarding heritage in different types of contexts.

Tradition: Tradition can be described as the maintenance of steady beliefs such as rituals or special events that are shared within a society or a group and take their origin in the past (Balmer, 2011). Having traditions in corporate marketing terms can provide some sort of distinctiveness and attraction (Balmer, 2011).

Custom: Customs describe a common way of behaving in certain situations or given circumstances but in comparison to traditions customs are flexible and can be changed (Balmer, 2011).

Nostalgia: The huge advantage of nostalgia is that it can create a sense of certainty and security as it is a positive association that relates to the past (Balmer, 2011).

Melancholia: On the contrary to nostalgia, melancholia is a sad association that relates to the past, and while it is not a positive emotion it can still attract people

and can be used to meet a special customer need (Balmer, 2011).

Iconic branding: Iconic brands evolve in the process of mythmaking and mythmaking itself can make a great contribution to building and preserving a heritage brand (Urde et al. 2007).

Retro branding: Retro branding is about bringing an old product or a brand back to life by reminding the customers of a meaningful and sometimes even idealised past (Hakala, 2011).

Defining brand heritage vs. heritage brand

After defining the key elements and other aspects of heritage it is now important to make a distinction between brand heritage and heritage brand. In Urde et al. (2007) a clear separation between those two elements exist. While brand heritage is a part of the brand's identity, a heritage brand is about the history being a key component of the brand identity and positioning. (Urde et al. 2007). In this context we can talk about the heritage quotient (Urde et al. 2007).

Urde et al. (2007) claim that in order for a brand to be a heritage brand five key elements must be present as part of the heritage quotient: track record, longevity, core values, use of symbols and history being important to identity. These elements can determine the level of heritage found within brands.

Track record is a proof that company has fulfilled both values and promises over time and is also an indicator of how brand sees itself in present time and future (Urde et al. 2007). However longevity as a key element does not guarantee heritage brand alone. Nonetheless a brand needs a steady presentation of the other four key elements, including core values that need to be articulated, stable and dependable and should guide corporate strategy (Urde et al. 2007). Use of symbols is also essential to a heritage brand and should be meaningful for brand identity and be able

to represent brand alone. (Urde et al. 2007). History of importance to company's identity in heritage brands can be found by looking at how history has shaped organization today and how history can influence future choices (Urde et al. 2007).

Managing Heritage

However, brand managers are not done once they have measured the brand quotient; the heritage needs to be managed. Urde et al. (2007) claim that it is essential to intertwine brand stewardship with usage of brand heritage by placing emphasis on leveraging heritage, and guarding the brand's heritage. Brand stewardship attempts to use brands leverage to create a positive value proposition and guarding brand equity along with its symbols from being misused (Urde et al. 2007).

Urde et al. (2007) point out three principal processes to manage heritage. Firstly it must be uncovered, by understanding elements that customer have appreciated with brand over time and then activated by carefully considering how to put heritage into use (Urde et al. 2007). This is done by focusing on product design, brand's communication and brand's history (Urde et al. 2007). Finally a heritage brand needs to be nurtured, respected and protected using brand stewardship (Urde et al. 2007).

The research from Urde et al. (2007) identified certain managerial actions linking with brand stewardship. Actions range from the brand being bigger than you; leaving an even stronger brand after you; treating that has been done before with respect; focusing on and understanding company's core value and their link to heritage; recognizing the value of symbols and how to use them consistent with core values; ability to accommodate change that involves brand heritage; and to be prepared to say "no" with reference to company's heritage, reputation and future

as well as saying “yes” when appropriate (Urde et al. 2007).

In addition there are four principal ways that identify successful brand stewardship and its mindset (Urde et al. 2007). It is about responsibility (handling brands in a responsible manner), having long-term continuity (ensuring continuous improvement of brand by respecting its past and striving to make it stronger with each generation of management), and safeguarding and maintaining trust in the brand while remaining adaptable to the times (Urde et al. 2007).

In all, this means that a brand manager needs to remain relevant without damaging the heritage and the track record.

Reviewing the available heritage framework

Summing up our literature review we have found that none of the concepts conflict with each other but are various dimensions of a brand’s heritage. First a manager can define heritage using Hakala’s (2011) and Benson’s (2004) definitions and see if there are possibilities for the brand to have any of their elements. Then by reviewing different dimensions to heritage we can see that there are various forms of how companies interpret and portray their heritage using Hudson and Balmer (2011) with Mead’s theory of four possible dimensions.

After looking at definitions and brands through dimensions it is essential to define which brands are heritage brands and which are brands with a heritage (Urde et al. 2007). First the five elements of the heritage quotient need to be measured in particular the importance of history for (Urde et al. 2007). However it’s not enough for a brand to have a high heritage quotient, it must be managed accordingly by uncovering, activating, nurturing and protecting the brand (Urde et al. 2007).

When a brand has done the previous mentioned things it must then intertwine

brand stewardship with brand heritage which can be done by leveraging the brand and guarding its heritage (Urde et al. 2007). To do so a brand must use the functions of brand stewardship to focus management of the heritage brand in order to create a positive and sustainable positive value proposition (Urde et al. 2007).

Research Methods

Research design

To understand how the nations use history in their branding we decided to use qualitative research as it allowed more freedom and unstructured responses (Keller, 2006). We collected the information basing our search on theory and then analyzed the results by focusing on the meaning of the findings and looking for common themes via qualitative analysis rather than a structured quantitative analysis (Soiferman, 2010). As such we chose a more inductive approach “since it moves from specific observations about individual occurrences to broader generalizations and theories,” (Soiferman, 2010). We did have a specific theory in mind that informed the types of questions we wanted to ask, but again due to the very nature of the project – to understand how the nations worked - , the qualitative approach was the most appropriate.

Primary research

The first step was to do a modified content analysis in the communications. The content analysis research method allows for making inferences from data in the situation to get new insights (Krippendorff 1980, as cited in Elo & Kygnäs, 2008), which was a great way for us to get initial understanding of how nations used the elements of heritage as listed above. In addition, this was a way to narrow down which nations to interview as we would not interview all thirteen.

First the authors reviewed the official Studentlund website (studentlund.se) and then scanned each of the individual nation websites. We would like to point out that the pages viewed were in Swedish.

The second step was to interview nation representatives. Although the visible findings from the online research gave us an initial indication of the level of activation of the heritage. However, by viewing their actual communication, we needed to understand the motives behind these actions, and also ask what other types of brand heritage elements the nations used that were not immediately visible online. From the online findings we decided to contact four nations that together would represent as many different characteristics as possible to get a broader view and understanding.

We picked Östgöta Nation because it mentions being the oldest nation and because it is the second largest nation in Lund. We also contacted Sydsåkanska Nation because it is one of the five nations that split and is of smaller size, and Smålands Nation because it decided to break with tradition. In addition we decided to contact Hallands nation because it is also of smaller size and classifies itself as one of the newest nations.

The questionnaire can be found in appendix A.

Empirical Results

First we scanned the Studentlund website where there is a section briefly describing all the nations (excluding Smålands nation). The section lists all the nations, has a brief description that a student can expand, has the logo for each nation, provides contact information and a website link. To get further information we also looked at the nations' websites.

To get the internal views from the management of the nations, we interviewed 'curators' from Östgöta,

Sydsåkanska and Hallands and a board member from Smålands nation. We used the above theory as a starting point to figure out which questions to ask in order to understand their approach to their history. We started with basic background such when and how the nation was founded, then we asked questions of the deeper meaning of their symbols, about their core values and longevity, questions regarding traditions, the use of history in communications, and then finally about the importance of history to the nation. We received a lot of useful information and want to thank the participants though this section will only mention some of the relevant results.

Brief background information

In order to correctly interpret the results from the empirical research, we first need to briefly outline the history of the interviewed nations, in particular that of Smålands.

Östgöta nation is the oldest nation in Lund since 1668, and has had the Östgöta identity from the very start. Hallands nation is the youngest nation and was established in 1928 by splitting from Göteborgs nation to become their own nation. Sydsåkanska nation is also relatively young and was founded in 1890 when they split from the Scanian nation that had become too large. Interesting to mention is that for the first 65 years they were actually called Ystad nation but changed names in 1954/55 to Sydsåkanska because they needed financial support from the city of Trelleborg. However, Smålands nation is completely different because they technically had their name since 1668 but in 1972 they completely changed their brand. While they kept their name, they are now a completely different nation with a left-wing political slant. Smålands has renounced traditions and become an alternative to typical nations: as such, when speaking of Smålands nation, we speak of the nation as it is today, founded in 1972.

Little mention of history online

Of the 12 nations having descriptions of their organization on the Studentlund webpage, only one nation alluded to their heritage, which was Östgöta. The first thing they mentioned was that they have been around since 1668 but that was the only mention of history. A few nations mention that they have yearly events, and once we entered the website there was more information of the history in the 'about' / 'history' section. Nevertheless, overall the history was still just one small section of the websites.

Two nations (Östgöta and Kalmar) attempted to activate their history by mentioning the foundation date with the brand name: Östgöta 'Est 1688 Lund' (Östgöta nation, 2015) and Kalmar 'at Lund's University since 1696' (Karlarnas nation, 2015). Smålands nation quite proudly mention that they dismiss traditional student activities and plan on doing so in the future as well (Smålands nation, 2015).

Use of symbols

From the online scan it could be concluded that the use of symbols seems to be important to all nations. Everyone (except for Smålands) uses heraldic symbols (Mollerup, 2002) and almost all of them actually use the coat of arms as their symbols (Studentlund, 2015). The only two that slightly deviate are Västgöta Nation, and partly Malmö nation. See appendix B for all the symbols.

From the interviews with Östgöta, Hallands and Sydsåkanska nation we learned that the coat of arms have a deeper meaning because nations use the crest of the county / city (or a mix) that the nation represents. There have been slight modifications in the use of the symbols over the years - Östgöta has changed the colours over the last years, Hallands often use a stylized version of the lion, and Sydsåkanska changed their symbol when they changed names from Ystads Nation to

Sydsåkanska. Nevertheless, there is still long use of the symbol that overall have remained constant and that has a deeper meaning.

Smålands has a red star as their symbol but their real focus is on the colour red. The color symbolizes their political sympathies and has historical basis in the fact that left-wing is always considered red, but the focus is political and not historical.

Core values

Of the interviewed nations, other than Smålands, the nations had just recently narrowed down their core values or were in the process of doing so. What is very interesting to note is that Östgöta have 'tradition' as one of their core values that they mention is relatively long held.

Balls and traditions

While not prominently displayed online, it is mentioned that many nations have strong traditions even though none of them go back to the very inception. A few examples found are that Göteborgs nation have a yearly gala since 1964 in honour of the king who once founded Göteborg, (Göteborgs nation, 2015), Hallands also have a yearly gala since 1928 to celebrate their foundations (Hallands nation, 2015), and Kalmar has Lund's oldest galas since 1897 (Kalmars Nation, 2015).

The interviews revealed that traditions tend to center around the balls but are also present in other events such as dinners and other celebrations. In addition there are some newer traditions as well. Östgötas quator mentioned 'Fest Filbyterium' and 'Punchfesten'; Hallands quator mentioned 'Bockbalen', 'Hedvigillet' and 'Kvalborg', and Sydsåkansas quator mentioned 'Knävingagillet' and 'Gåsamiddagen'. Even Smålands has a tradition although it is not seen as such and is a tradition stemming from their values. They have a yearly weeklong event including clubs, workshops, and lectures and so on to welcome everyone.

Use of history in communication

The use of history in the communication by the nations is a little scattered. Overall the three nations do use history in their communications when it comes to the traditional events and they explain part of the history behind it. For example, Östgöta tell the story of 'Filbyterium' at the 'Fest Filbyterium' and Sydsåanska tell the story behind the name of their ball 'Knåvingagillet'.

Hallands have a tendency to focus more on history when it comes to the alumni, and Smålands mention that though it is not something they push all the active members know the history. In addition according to Tomas (member of Smålands board) as a student enters the club they can see the year the new nation was founded (interview, October 17, 2015).

On the other hand, Östgöta visibly communicates that they are the oldest nation as part of their slogan, yet they have only done so since the spring of 2014 when the new management was interested in marketing (Fredrik Grotte, interview, October 16, 2015).

Longevity & track record

Interview responses pointed out that the nations' biggest challenges is having a solid track record and longevity in keeping the same values, spirit and traditions of the nation year after year because management and the active members have incredibly short life-cycles. Nevertheless according to management of all the interviewed nations they have still succeeded, and the existence of long held traditions would support that fact. The 'curators' of the interviewed nations believe one reason for this is the fact they have unspoken values.

In addition from the online research it was revealed that the history and longevity are also present through long-held structure of the nations. One of the stipulations the academic world enacted in the early years to allow the existence of nations was that

an academic teacher become an inspector of the nation to keep it under control, (Helsingkrona nation, 2015). This is something nations still have today.

Moreover, all members in the 'curatel' are not switched out simultaneously meaning that there are always members that have been there for a semester, and as such there is a learning period for new members. In addition, the 'curator' at Sydsåanska also pointed out that they do have a board of directors where each member is elected for two years that is headed by the inspector which is elected for five years; moreover she also mentioned that in terms of Lund student years, even two years is quite a long time (Anna Jåfvert, interview, October 20, 2015).

Main focus is on what nations offer students today

The main focus of the online communication of all the nations is on what they can offer the students today. Overall nations communicate about social events that students can partake in and the new friends they can meet. They emphasize things like housing opportunities, the food and drink, and the activities such as pubs, parties, clubs, balls and sports. When speaking to nation representatives it has also become clear that history is not necessarily what they push.

"The thing [Östgöta] push for the hardest right away is togetherness and how fun it is to be here" (Fredrik Grotte, interview, October 16, 2015) and this is a sentiment that is more or less echoed by the rest of the nations. Even though Sydsåanska just celebrated their 125 years jubilee they saw it more as an opportunity to celebrate and connect with alumni as they do not generally celebrate dates (Anna Jåfvert, interview, October 20, 2015).

Importance of heritage

For Östgötas nation, their heritage and history is a strategic way of positioning themselves, and differentiating themselves from the rest. As Fredrik Grotte (Östgöta's curator) mentioned, "It is pretty rare to be able to say with certainty and proof that you are the best at something or anything... but to be the oldest is something you can say with certainty" (interview, October 16, 2015). In addition, as stated above, tradition is one of the core values for Östgöta and part of the identity of Östgöta, even though it was only the second priority.

For Hallands nation, Martin Larrosa mentioned that heritage was important, and perhaps more important to them compared to other "youngish nations" (interview, October 20, 2015). Anna Jäfvert mentioned that for Sydsånska it is important to connect in specificity with the geographical heritage though it was not something they pushed in marketing (interview, October 20, 2015). For Smålands nation, the history is not important at all to their identity as their main focus is the political aspect and being reactive (Tomas, interview, October 17, 2015).

Analysis and Discussion

In order to understand what all these findings truly mean, we have to apply the theory to the results. We would like to point out that in some of this discussion we make generalizations based on the assumption that all nations are rather similar (supported from empirical findings from the online scan suggesting that the responses from the interviews can more or less be applied to all nations). In addition, we tend to exclude Smålands nation because it is an atypical nation.

Defining the heritage and key dimensions, and placing it context

Considering the definitions of heritage by Hakala (2011) and Benson (2004) as

mentioned above, it is obvious from the research that this phenomenon can be clearly observed amongst the nations in Lund. They offer a rich history that has been passed down that tie together the past, present and future by honoring and sharing old traditions often in form of balls or other events, but also through establishing new ones.

When it comes to the dimensions of heritage, the two applicable dimensions to the nations are the structural heritage and the implied heritage (Hudson & Balmer, 2011). All nations have authenticity from their origin, but some nations such as Östgöta have a stronger structural heritage dimension and use it to their advantage by stating it is the oldest nation. Some nations lean more to the implied heritage due to longevity and proving continuity from the past to present by doing things such as celebrating milestones like a 125 year anniversary or celebrating regular foundation dates.

In addition, considering the context of the heritage (Balmer, 2011) of the nations it can also be noted that the traditions play a major role for nations. When it comes to traditions, all nations except Smålands have balls rooted with their heritage and 'curators' foresee continuing in the future. As Hallands 'curator' mentioned: "[it is] a big part of the 'curator' leaders that you organize these events." (Martin Larrosa, interview, October 20, 2015).

The heritage quotient

When looking at Östgöta, Hallands and Sydsånska in order to define if they are heritage brands or brands with a heritage, we need to look at model of elements of the heritage quotient (Urde et al. 2007). We exclude the other nations as the extent of the presence of all elements could not be determined solely online, and Smålands since they have already specified that they split with their history.

As has been listed in the results, the use of symbols are important to all three nations

and reflects on the foundations of the nations. The symbols have deeper meanings stemming from the creation of the nation when it was about symbolizing where the members were from. As such there is a clear strong presence of this element for the heritage quotient.

Though both Hallands and Sydsåanska are in the process of working with their core values and find it a challenge with short management cycles, they still have a certain track record and longevity in the sense that they have delivered on the nations' overall mission - to be social hub for students - throughout the years. Moreover there is also longevity in their traditions that were there in the past, are enacted now and are there to stay. Östgöta is similar to Hallands and Sydsåanska except that they narrowed down their core values in 2014.

Then comes what we believe to be the most important element: history being important to the identity (Urde et al. 2007). Through the research and by noting the presence of the other brand elements, it can even be said that all nations (excluding Smålands) find that history is important to the identity of the nations though we would argue that it is most important to Östgöta Nation. The heritage is important to the nations even though is not always communicated and even though the main focus of a lot of nation is the offer today.

"I think [heritage] gives the nations some depth, even though we don't really market our nation with our legacy since we aren't really old... I think all nations treasure their legacy and heritage but all nations have different connections to their hometowns." (Anna Jäfvvert, interview, October 20, 2015)

As such the three nations have a degree of all elements of the brand quotient. However Östgöta Nation has the strongest brand quotient due to being the oldest nation, communicating externally about

being the oldest and having tradition as part of their values.

Leveraging brand heritage and elements of brand stewardship

As noted above, all the nations have heritage which add to a brand's' value with depth, authenticity and credibility, and that brings us to leveraging the brand heritage (Urde et al. 2007). However first we need to classify which of the three nations are brand(s) with heritage, or heritage brand(s). From the results the question that came up define this (given they all had a relatively high brand quotient) was the question of intent and management of the brand. Based on this question, only Östgöta nation made a conscious choice to use their heritage in positioning even though it is not their biggest focus. This means that only Östgöta is a heritage brand.

Urde et al. (2007) talk about uncovering the heritage, then activating it and protecting it; however, to do so there has to be an intent to do so first. As found with the student nations, the heritage was already uncovered, and partly activated if we consider the tradition context and use of meaningful symbols. However, this only means that the history is important to the nations but not necessarily that there was intent to add competitive advantage by having these elements. In addition, it does not differentiate a nation to have a heritage when all the other nations have a similar one. This means that finding Östgöta as the nation to activate their heritage is logical by since it is the oldest.

What Östgöta and actually all nations with a heritage then have to do is protect the heritage. As the traditions is only priority number two, and togetherness number one, it makes it difficult for us to analyze and apply the other elements of brand stewardship to the nations. However it clear that all nations are aware of the need for adaptability (Urde et al. 2007).

“When you talk to someone new in Lund, they’ll be more interested in knowing they’ll go somewhere fun than someplace old.” (Fredrik Grotte, interview, September 16, 2015).

Managerial Implications

Based on the theory, research and the above discussion, the following are some implications that we find interesting and important for managers of brands when considering the history and heritage of a brand.

Educational facet

For a brand to keep the history and heritage important to the identity, the longevity needs to be there; as such, having an educational facet when there are short cycles of management is a way to pass on the knowledge of the history. The heritage may have strong roots in the identity of the brand but with enough change of management, certain knowledge and understandings may get lost if not passed on. In the nations’ situations, the management cycles are incredibly short.

Not all brands can be heritage brands

The heritage and legacy can be important to all brands and part of the identity; however, not all brands in a competitive set can position themselves as heritage brands. Otherwise there is no competitive advantage. A brand needs to consider its competitors, and their heritage as well. In the case of Lund nations, Östgöta is a logical winner as heritage brands as it has the strongest foundation by virtue of being the oldest nation; a young nation such as Hallands would not be able to compete.

Considering the target audience

Even when focusing on brand heritage and remaining true to the history, a brand cannot forget to consider the audience and their interests especially in their external communications. A younger and new audience may not care as much about

legacies of a brand as an audience that has been with the brand a little longer. A brand still has to be relevant. In the case of Hallands nation “Emphasis on heritage is more catered to the alumni network, than the current students, but they became alumni later. I think it is a coming of age kind of thing” (Martin Larrosa, interview, October 20, 2015).

Conclusion

The main purpose of this paper was to analyze how student nations in Lund work with their heritage in their identity (to be able to give some advice on how to make heritage work for a brand). In order to provide a sufficient framework for the actual research a thorough literature review was necessary. The paper examined heritage in general as well as its dimensions such as structural, implied, reconstructed and mythical heritage and its context such as tradition, nostalgia, customs, and etc. All elements of the heritage quotient were studied as well as brand stewardship, the process of leveraging the brand heritage and then brand stewardship. Additionally the divergence between the brand heritage and a heritage brand was introduced.

Building on the literature review steps to conduct the empirical research were enacted. We decided to use a qualitative study and the research was conducted using the websites of the nations as a secondary source and personal interviews with the management of the nations as a primary source. This research revealed that most nations treasure their heritage and express it by having deeply rooted traditions, meaningful symbols and long histories. However this does not necessarily mean that the heritage is being communicated or used as a part of positioning or brand identity. The most important point for the nations seems to be the qualities they can offer the students today.

According to the information gathered the authors came to the conclusion that the heritage can be important to all brands, although not all brands in a competitive set can position themselves as a heritage brand. However when focusing on becoming a heritage brand, the marketers should not forget about the target segment, its opinions and needs. Being and staying relevant should be their biggest concern while using heritage as a supportive and competitive tool.

Limitations and Future Research

Due to the scope of the paper and time constraints, this paper only has interviewed representatives from four different nations, which is barely a third of the nations available. This then imposes limitations on the conclusions we were able to draw as the nations are quite different from each other. However this allows for an interesting possible future research area to interview representatives from more nations to get a broader view. We would however like to argue that to get a better understanding of the possible approaches by nations that we tried to pick nations with very different backgrounds.

Appendix A. Questions to nation representatives

Intro:

Hi my name is Adelaine, and I want to first thank you for taking the time to participate in this interview. Just to give you a brief background on the study, my colleagues and I are doing a project on a brand heritage using a case study of a new nations in Lund for one of our masters' courses. We have studied some of your history already, but we would like to get a better understanding of your nation's history and how you use it.

Intro Questions:

- Name:
- Title:
- How long been in that role:
- Brief Description of the Role:

Question regarding dates:

- When was your nation founded?
- Why was your nation established?
- (*ÖG only*)
 - o Can you tell me about the usage of the tagline "oldest nation in Lund"
 - Probe / follow up questions:
 - How long have you been using that tagline?
 - Why are you using that tagline
 - Have you found that it is a tagline that draws people to the nation / do people ask about it?
- (*Sydsåkånska only*)
 - o You just celebrated your 125 years jubilee, but do you otherwise use foundation dates in your communication? Why / why not?
- (*Hallands only*)
 - o On the website you mention that you are the youngest nation. Is this something you communicate or tend to gloss over? Why?
- (*Smålands only*)
 - o Follow up questions based on answers such as:
 - Do you use founding dates in your communication? Why / why not?
 - When and why did you decided to break with tradition?

Questions regarding symbols and their meaning

- (*Smålands only*) Do you have a symbol for your nation?
 - o If yes: What is it
 - o If no: Why not
- Is your current symbol original or has it change in course of time? Please explain? (Have the symbol ready)
 - o (*For ÖG probe:*) I saw some symbols at the recent ball...?
- Do you have colors, slogans that represent your nation?
- What does the symbols / colours stand for? / Do you find deeper meaning in your symbol? / (probe: does it have anything to do with the past / history and heritage, to recall something etc.)

Questions regarding longevity and core values

- What is the nation's values?
- How long have you had those?

- Have they changed /are they original?
 - o Why did they change?
- How long can a person be in the 'quratel'?
- How do you keep the spirit of the nation the same with the constant switch of 'quratel'?

Questions regarding traditions

- Can you give me one or two examples of some important traditions and a brief explanation of its roots and why it is important?
 - o How long has those events been taking place? How long do you foresee them taking place?
- Do you have any newer important traditions?

Questions regarding history and the use of it in communications

- When appealing to students does your nation emphasize historical facts or the heritage of the nation?
 - o Why or why not?
 - o Do you have any examples of particular instances when this is done?
 - Probe: speeches at sittings, novisch sittings, balls, initiation "rites" for foremen?
 - (For ÖG) if needed probe: what about the recent gala where the history of the name of the ball was explained?

***(Hallands and Sydsåanska only)* Questions regarding the split**

- (if it hasn't come up – ask for more details about the split)
- With the split of the previous nation that you belonged to, do you feel that you have any legacies left from the old nation? Is this a positive / negative thing? Any examples?

Importance of Heritage

- Is the heritage of your nation important to your nation? Where is it in the priority list? Could you please elaborate?
- Do you feel that the heritage of your nation might be more or less important to you than other nations?

Appendix B. Symbols of nations

Blekingeska Nation		
Göteborgs Nation		
Hallands Nation		
Helsingkronas Nation		
Kalmars Nation		
Kristianstads Nation		
Lunds Nation		
Malmö Nation		
Östgöta Nation		

Sydsåanska Nation	
Våstgöta Nation	
Wermlands Nation	
Smålands Nation	

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