

# Internal Stakeholder's Perceptions of Brand Awareness and Brand Associations after Changes in CVI with Rebranding: A Nelson Mandela University Case Study

A Potgieter

**Abstract**— Bearing the name of the iconic Nelson Mandela comes with great prestige and responsibility. This honor was bestowed upon Nelson Mandela Metropolitan University in 2016 when the higher education institution, previously named after the region they operated in (Nelson Mandela Metro in Port Elizabeth), was permitted by the Nelson Mandela Foundation to use the name of Nelson Mandela.

The purpose of this article is to provide a case study of the changes in Corporate Visual Identity (CVI) employed by the Nelson Mandela University (NMU) during their rebranding exercise and in addition, provide an assessment of the perceptions of internal stakeholders regarding brand associations and brand awareness after rebranding. The study was based on a positivistic paradigm and was quantitative and descriptive in nature. The data collection method utilized in this study was a computer-aided self-administered web-based survey, designed on the Nelson Mandela University portal. A total of 567 internal stakeholders took part in the study.

Internal stakeholders all scored high in brand awareness indicating that the new brand was visibly appealing and easily recognizable, yet males had more favorable brand associations with the new brand. The largest discrepancies in the results were observed between academic staff, admin staff and students. Internal stakeholders that were employed or studied at NMU before the rebranding took place had lower average scores regarding brand associations than internal stakeholders that were familiar with the new brand.

**Keywords**—Internal stakeholders; Brand associations, Corporate Visual Identity, HEI, Internal stakeholders, Rebranding.

## I. INTRODUCTION

Interest in university branding has increased substantially in recent years as it is recognized that Higher Education Institutions (HEI), as with any other organization, have much to gain from developing strong brands [1], [2]. HEI provide a lens to view corporate brand issues and growth within service organizations as they relate to brand management as a strategic management tool in a quest to distinguish themselves from competitors in everchanging market conditions [3],[4].

Manuscript received October 11, 2021. A. Potgieter is with Faculty of Business and Economic Sciences at the Nelson Mandela University, South Africa

However, the concept of branding, as applied to the commercial sector, and the application to HEI differ in some ways [5]. Within the commercial sector, the focus is primarily on what a particular product offers to the marketplace, whereas in HEI the focus shifts to what the university stands for and who it is. The application of branding in HEI is often hindered by internal factors such as the lack of acceptance of branding concepts by non-business faculties and a variance in the role of executives in brand management, which result in a lack of understanding of branding principles and faculties emphasizing their own sub-brands [6].

Literature indicates that there is a shortfall of theoretical insight on branding of HEI in an African context, resulting in numerous gaps pertaining to the understanding of African HEI marketing, specifically branding and rebranding [2],[4]. In order to improve the cumulative body of literature on branding in HEI in Africa and South Africa, this article provides a case study of the changes in Corporate Visual Identity (CVI) employed by the Nelson Mandela University to ensure effective rebranding. This article, in addition, provides an assessment of the perceptions of internal stakeholders regarding brand associations and brand awareness after rebranding.

## II. LITERATURE REVIEW

University branding is evident in all universities and a well-known practice in HEI, regardless of academic distinction or specialization, size and scope, local or international. A university brand is defined as a manifestation of the institution's features that distinguish it from others, reflect its capacity to satisfy students' needs, engender trust in its ability to deliver a certain type and level of higher education, and help potential recruits to make wise enrolment decisions' [7]. Although branding is equally common in private and public universities, the assumption is made that public universities work harder to capitalize on their assets and reap the benefits of a strong brand [8]. Reference[6] posit that because education, as a product, is intangible and difficult to assess, and the value before consumption is perceived, branding becomes more critical for higher institutions. From a student's point of view, the brand facilitates the decision to choose a specific institution and encapsulates the promise that their expectations will be met

[9]. The assumption can therefore be made that branding is used by universities as a strategic positioning tool to create differentiation in the field of higher education and claim value (proceeds and return).

Prior research suggests that brands with a greater aesthetic appeal not only provide the pleasure of visual gratification, but are also more likely to facilitate the formation of emotional bonds between stakeholders and the organization [10] which are important as they influence stakeholders' awareness and recognition of the brand, how they associate with the brand, and ultimately whether they will become good brand ambassadors and become brand loyal. In order to allow constitutional buy-in and to foster organizational identity, marketing of universities is also directed at the university's internal stakeholders. Although the target population changes from external to internal, the logic of the creation of brand identification, brand associations, brand loyalty and revenue in various forms remains the same [8]. Academic research regarding rebranding with the emphasis on effective ways to ensure rebranding of commercial enterprises far outweighs academic research on institutions of higher education [11].

Rebranding is redefining the already existing organization or product to make it more appealing and relevant in the minds of stakeholders, aiming at redefining an organization's core values and beliefs [12]. While branding is concerned with creating a brand identity, rebranding is recreating that identity. Two basic rebranding dimensions are classified in the literature [13]. Evolutionary rebranding occurs when change occurs in only one of the elements of the brand, while the organization is considered to do revolutionary rebranding when most of the Corporate Visual Identity (CVI) elements, namely the company name, logo, and slogan are changed at the same time [14],[15],[16]. Changes in an organization's CVI are often the most prominent features of a wider organizational identity change [17].

Four 'iterative search processes' stages are suggested for the setting up and implementation of effective corporate identity programmes [18]. These stages were also used by [17] in the article: "Corporate visual identity: The re-branding of France Te'le'com". These four stages were used as a framework to analyze the rebranding and changes in CVI of Nelson Mandela University in 2018.

### III. CASE STUDY: NELSON MANDELA UNIVERSITY

#### *Stage 1: Problem recognition*

Historical background of the university and its operating context: On the 1st of January 2005, the Nelson Mandela Metropolitan University (NMMU) opened its doors as a result of the merger of the Port Elizabeth campus of Vista University (Vista PE) PE Technicon and University of Port Elizabeth (UPE). The amalgamation of these institutions was a result of government's countrywide restructuring of higher education with the intention to deliver a more efficient and equitable system to meet the needs of South Africa, the continent and the world in the 21st century [19]. NMMU was officially renamed Nelson Mandela University (NMU) on the 20<sup>th</sup> July 2017, the only higher education institution in the world to carry the name of Nelson Rolihlahla Mandela.

The name change provided an opportunity for the institution to rebrand and position itself continentally and globally, while also allowing it to usher in a new era of renewed vigor towards meaningful transformation" [19]. NMU operates on seven different campuses, six in Port Elizabeth and one in George and offers over 500 study programs in seven faculties and are well known for their achievements in the areas of art and design, engineering information technology, building, chartered accounting and health and environmental sciences [19].

#### *Rationale for rebranding the visual identity:*

In his opening address at the rebranding ceremony, the President of South Africa, Cyril Ramaphosa, clearly articulated what the South African government expected from the Nelson Mandela University by referring to the rich heritage they now inherited with the prestigious use of the name Nelson Mandela: "The decision to become Nelson Mandela University is not simply an exercise on corporate rebranding; it is a statement of intent, of values. It is the validation of the struggles of our people against occupation and apartheid oppression; It is an affirmation of their history and identity, of their dignity and rights" [20]. CEO of Fort advertising agency Shukri Toefy pronounced that the renaming was opportune as the institution would maintain the brand equity of probably one of the most recognizable names in the world — Nelson Mandela [21].

#### *Stage 2 Development of brand strategy*

Boutique design agency Creative Caterpillar assisted NMU in the rebranding exercise [19]. [17] opined that it is more advantageous for organizations to use external consultancies for the rebranding exercise as they are generally more objective, have interdisciplinary experience and previous experience.

#### *Branding structure chosen*

The most observable branding elements, especially in purposeful forms of communication, include nomenclature, logo, slogans, and color [22],[23]. All the items pertaining to the name of the organization, inclusive of the actual name, abbreviations of the name, its nickname and references to its name in URL addresses are referred to as nomenclature elements [24],[25],[4]. Visual elements include branding elements that promote easy and quick recognition of the organization, usually any graphics or symbols consistently paired with the organization, including the logo and colors and other branding elements that foster easy recognition of the organization. Prominent words paired with the organization that are written or spoken such as jingles and slogans are referred to as verbal elements of branding [24],[25]. Theorists agree that well-designed logos should be recognizable, evoke positive affect and allow the transmission of a set of shared associations.

A logo, as the corporate brand mark, includes a combined unit of a brand name and its visual representation (i.e., logotype and symbol) [26]. The corporate logo is thus fundamental to the communication process to enhance the recognition of the organization and its brand, and to create positive emotions [27],[28],[29]. Through the positive aesthetic appeal of logos, brands not only provide the pleasure of visual gratification, but also facilitate the emotional bond between the customer and the

company [30]. [31] concur with these authors and claim that the corporate logo design significantly influences consumer responses to the brand and the organization. The main indicator of a brand is the brand name as it serves as the basis of knowledge and communication.

A strong brand name is a very valuable intangible asset for any organization as it represents and defines the organization's image and identity [32]. With the brand name, organizations send signals to their stakeholders and a brand image results from the translation of those signals by the receivers. Brand naming, therefore, plays a significant role in the relationship between buyers and sellers, or in the case of rebranding between organizations and stakeholders. Changing the name of an organization in a rebranding exercise is a risky strategy as it could indicate that whatever the organization is communicating to its stakeholders, could drastically change [16]. In this case study, the name of the university "Nelson Mandela Metropolitan University" was changed to "Nelson Mandela University". According to the NMU official university brand manual, they developed a modern, front-based logo to communicate a forward-thinking concept with a dynamic African feel that sets the university apart from their competition [19]. Fig. 1 indicates the CVI of Nelson Mandela Metropolitan University before the rebranding process, whilst Fig. 2 presents the CVI after the rebranding process.

Fig.1 Old CVI



Fig. 2 CVI after rebranding



Although design is not a separate element of CVI, it brings together all the elements to become harmonious to achieve specific communication objectives. [4] advised [30] (who considered design as an element), to rather consider the shape of a logo (circle, square or oval) as a separate element of CVI.

From a graphical designer's point of view, [33] portrays that **circles, ovals and ellipses** tend to project a positive emotional message. The circle is perceived as a universal symbol with extensive meaning. It represents the notions of totality, wholeness, original perfection, the Self, the infinite, eternity, timelessness, all cyclic movement [34]. Using a circle in a logo can suggest community, friendship, love, relationships and unity. Round logos, in addition, are perceived to be more natural and harmonious [14],[35]. Circles are associated with "softness" whilst angular shapes are perceived to "be hard"[33],[36]. The prediction regarding angularity and roundness in logos is also echoed by [37] who link round forms to femininity and angular forms to masculinity. Precise logo shapes and straight lines impart strength, professionalism and efficiency while straight edged logo shapes, such as squares and triangles, suggest stability in more practical terms and can also be used to imply balance [33]. A triangle is connected to the number three which, in many cultures, represents balance and true wisdom. In most literary pieces, the triangle represents perfection, unity and importance [34]. In addition, triangles are associated with religion, power, science and law and are viewed

as muscular attributes of a logo and represents change in a business context.

Nelson Mandela University opted the use of a circle and triangle as part of the look and feel of the brand. "The use of the circle and the triangle in the name creates a playful feel while alluding to ingenuity and creativity; two vital ingredients for change" [38]. The circle replaced the "O" in the word Nelson and the "A" in Mandela is replaced with the triangle, both are printed in yellow as indicated in Fig. 3.

Fig. 3: The circle and triangle



In addition to the official logo (Fig. 2), NMU used the circle and triangle element to create the icon in the face of Nelson Mandela as an illustration that is used on marketing material [38]. The Nelson Mandela illustration is a custom-design for use within the Nelson Mandela University brand, see Fig. 4 and an example of the Annual report where the illustration is used (Fig. 5).

Fig. 4 Face of Nelson Mandela Fig. 5 Annual Report



The inclusion of territorial and cultural symbols in branding efforts has been shown to increase affect and behavioral intent toward the places that use them [39] which as in the case of NMU can assist with stakeholders' brand awareness and brand associations. Territorial symbols used in logos can include maps representing geographic boundaries, city, regional or national colors, flags, flora and fauna such as birds, animals or trees or emblems such as a coat of arms or seal [39]. Cultural symbols generally include heritage, such as shared history, myths and legends, language, well known landmarks, art, *famous people* or characters, whether they are alive or dead

recreational and industrial activities associated with place and symbolic social values based on religion or social norms [40],[4]. Another integral element of marketing communication and CVI identity is color.

The color of the logo induces moods and emotions and influences an individual's perception of a brand [30]. Brands can also use colors to position and differentiate themselves in a

competitive market. Color is believed to increase brand recognition with 80% and that almost 85% of consumers cite color as the prime reason for purchasing a particular product [41]. Similar to a carefully chosen brand name, color carries intrinsic meaning that becomes central to the brand's identity, contributes to brand recognition and communicates the desired image [42]. Psychological meanings have been assigned to colors in logos: blue appears in over half of all logos because it represents intelligence, dependability, trustworthiness, responsibility and maturity [41] and symbolizes love, fidelity, honor, faith, cool and soothing [43]. Within the corporate world, the color blue suggests leadership. The color yellow signifies brightness, dynamism, friendliness and happiness and is often used when organizations communicate their corporate social responsibility projects [43]. Purple, on the contrary, is seen as a soothing, emotional color that portrays the brand as imaginative, creative or wise. The easiest color for the eyes to process is green and it is associated with health, freshness, money and serenity. Red remains a strong, but tricky, color to use for marketers as it is often used to signal a sale and symbolizes passion and excitement. Organizations that want to promote value often use the color orange as it is seen as a friendly color whilst black indicates luxury and business and conveys feelings of sophistication, drama, sophistication and a hint of status [44],[41],[43].

NMU primarily used blue, white and yellow in their brand as indicated in Fig.2 and Fig.3. The blue and white is used interchangeably as background colors, whilst the yellow "O" and "A" in the name remain the same. NMU claims that the color palette was specifically chosen to reflect the university's values and to add gravitas to the logo. "We opted for blue as it symbolizes heritage, strength, trustworthiness and gravitas. The bright yellow was chosen to add approachability, freshness and warmth to the logo" [38]. NMU's positioning slogan was changed from "FOR TOMORROW" to "CHANGE THE WORLD".

Slogans (also known as straplines) are defined as short phrases that communicate persuasive and/or descriptive information about a brand or a place [45]. [4] add to the seminal definition of a slogan and state that through the development of slogans, the strongest encoding of territorial and cultural symbols occurs and that slogans are often the representation of the organization's positioning statement. Changing the slogan can be done with smaller risk than changing the name or logo. NMU provides comprehensive reasoning for the change in slogan of the rebranded university and explains that the brand positioning strapline revolves around three central points: 1) For the change-makers: NMU believes that everyone wants to make a change and that the opportunity for change is everywhere; 2) Wisdom from the ultimate visionary: NMU believes that their slogan has Madiba magic and will inspire greatness at organizational and individual level. The slogan is based on the well-known Nelson Mandela quote: "education is the most powerful weapon which you can use to change the world" 3) A diverse institution: NMU acknowledges that collaboration is crucial and that change does not happen in a vacuum. The university strongly feels that the challenge to live up to the ethos and values of Nelson Mandela will rest in their ability to celebrate and embrace his legacy in all its manifestation in lasting ways [38]. NMU claims that their

slogan is powerful, multidimensional and works on both institutional and individual level and encourages internal stakeholders to really live the university values.

#### *Stage 3 and 4*

The maintenance of confidentiality before the action plan to restructure remains one of the most important aspects in the rebranding exercise as the release of any information before the launch date could hinder the effective management of the communication process. Another important aspect is to manage internal stakeholders' expectations and experience of the new brand. A pre-launch was held on the 18<sup>th</sup> of July for all staff and students, whilst the official launch of the new brand was held on the 20<sup>th</sup> of July 2017 on the Missionvale Campus, and was attended by leading provincial, national and international dignitaries from various stakeholder bodies, including Government ministries and departments, the Mandela Family and Foundation, in attendance [19].

#### *Assessment of impact of the rebranding*

There are three main ways to assess the impact of changes in corporate identity programs, these include a sales analysis, an analysis of share price movements and pre or post programme studies/surveys [46]. In order to foster a consolidating organizational identity and to understand the extend the constitutional buy-in, the perceptions of internal stakeholders are required. The primary focus of this current study was to identify the perceptions of all internal stakeholders (staff and students) about the impact of the rebranding on their brand awareness and brand association with the new brand.

The ability for a consumer to recall and recognize a brand is referred to as the creation of brand awareness [45]. Brand image constitutes part of brand awareness as it refers to the physical structure formed in the consumer's mind which is a combination of a consumer's feeling about the product itself and associated indirect factors. In short, brand image is the meaning of a brand accepted through the sensory organs of consumers. Brand image can also be influenced by integrated marketing communications and word of mouth.

The strength of a brand in the customer's memory, which is revealed in the form of meanings that customers ascribe to a brand, is referred to as brand association [43]. Knowledge of a brand is stored in a consumer's memory and brand information is recalled from memory by an "activation" process when one association stimulates the recall of another, linked association [47]. The higher the brand associations of the product or service, the more it will be remembered by the consumer, which leads to brand loyalty towards the brand [10]. Stakeholders also regularly associate the brands with celebrities or famous historical figures. For the purpose of this article, brand associations refer to the ability of the internal stakeholders to ascribe meaning in the recall process to the brand after the rebranding exercise.

#### IV. METHODOLOGY

The study was based on a positivistic paradigm. The study was quantitative and descriptive in nature as the researcher wanted to establish internal stakeholders' perceptions regarding brand awareness and brand associations after the rebranding process.

The data collection method utilized in this study was a computer-aided self-administered web-based survey, designed on the Nelson Mandela University portal. Self-administered questionnaires were distributed to accommodate staff that do not have access to computers. The questionnaire included ordinal and nominal scaled questions to ascertain the degree to which respondents agree or disagree with a series of statements. Five-point Likert-scale questions were utilized where the respondents' answers ranged between 1 = strongly disagree to 5 = strongly agree. In order to obtain demographic data from the respondents, nominal scales were employed where the respondents were allowed to provide only a type of descriptor as the response.

The questionnaire consisted of three sections. Section A comprised of the demographic details of the respondents. Section B consisted of items regarding brand awareness; section C contained items regarding brand associations. The questionnaire consisted of reliable and valid items sourced from previously tested measuring instruments. Items relating to brand awareness were based on the work of [48] and [49], items relating to brand associations were based on the work [50] and [51].

#### *Sampling procedures*

The population of this study included all the internal stakeholders (staff and students) of the Nelson Mandela University. Estimating the number of students at the university to be 27000 (June 2019) then based on a 5% margin of error, a sample size of 325 students were deemed to be sufficient. Similarly, estimating the number of staff to be 2500 (June 2019), then based on a 5% margin of error, a sample size of 300 staff members were deemed to be sufficient (personal communication, Kirstie Eastwood, stats consultant NMU). A total of 700 respondents were then targeted. This study employed convenience sampling as all the names of the staff and students were available on the NMU email list. The cover letter which included a link to the web-based survey was sent to staff and students via email.

#### *Data analysis techniques*

The primary data obtained from the questionnaire was edited, coded and captured in an excel spreadsheet, which was analyzed using STATISTICA version 25. The data was analyzed and interpreted by making use of descriptive and inferential statistics. The internal reliability of the factors was assessed through the calculation of Cronbach's Alpha coefficients and the inter-item relatedness of the variables of study. ANOVA was conducted to compare the mean factor scores of the staff and student groups in order to establish whether there were significant differences in the responses between the different groups. Post hoc tests (Tukey HSD test) were performed to identify significant differences between groups as ANOVA only indicates whether or not there are significant differences. Tukey tests were conducted between the factors of the variables to determine which group had a statistically significant difference on  $p=0.0$ ;  $p<0.05$  and  $p<0.10$ . Cohen's  $d$  values were calculated to establish the existence of any practical significant differences between the various factors and the various groups.

## V. RESULTS

### *Demographic information of the respondents*

A total of 567 respondents took part in the study. Of the respondents, 51% were female. The majority of the respondents (55%) were in the age group of 17-25 years, 17% were between the ages of 26-35 years 9% between the ages of 36-45 and 9% were older than 46 years. The majority of the respondents (42%) resided in the Business and Economics (BES) Faculty, (congruent with the statistics of NMU that BES is the largest faculty). The Arts and Law faculties were both represented by 16% of the respondents, Health Science by 14% whilst the Education and cross-faculty respondents each amounted to 1% of the total respondents. The majority of the respondents (49%) fell in the support staff category, whilst academic and administrative staff amounted to 15%, students 25% and staff that were students as well 11 % of the respondents. The majority of the respondents studied a degree (39%) followed by 27% in the diploma programs, 7% doing their honors degrees, 8% doing their Master's degrees and 4% studying towards their PhD degrees. Of the respondents 3% were doing their Higher Certificate.

For the purpose of descriptive statistical results, answers where respondents agree and strongly agree were grouped together as were answers of disagree and strongly disagree. The results of the descriptive statistics highlighted the following with relation to the variables of the study.

### *Brand awareness*

Respondents were more positive regarding brand awareness than brand associations with the mean of the questions ranging between 2.87 to 4.22 and the standard deviation for this section ranged between 1.07 and 1.47 indicating some differences in opinions of respondents. Respondents agreed that they were familiar with the new logo, could recognize the new logo, and that some characteristics of the new logo come to mind quickly. Respondents could not agree that when they thought of a tertiary institution, the NMU logo comes to mind. The majority of respondents agreed that it would be advantageous to admit that they studied or worked at NMU.

### *Brand associations*

Respondents were less positive about brand associations than brand awareness with the mean of the questions ranging between 2.44 and 3.80 while the standard deviation for this section ranged between 1.26 and 1.38 indicating no major differences in opinions of respondents. Respondents in general did not feel that the new logo brought them much joy and pleasure whilst nearly half of the respondents felt that the new logo did not express their personalities. Although the majority of respondents indicated that the new logo was unique compared to other tertiary institutions, they were divided whether the new logo increases the respectability of staff and students. The majority of respondents, however, declared that they trust the new logo.

### *Advanced statistics*

In order to summarize the data of the variables into smaller subsets or factors, Exploratory Factor Analysis (EFA) was conducted. Data was subjected to factor analysis using

Principal Axes Factor and orthogonal Varimax rotation. All KMO values were well above 0.7, indicating that the data was sufficient for EFA. Eigenvalues-greater-than-one values proposed by [52] were used to identify which factors explain the largest portion of the total variables of the study.

Using the eigenvalue cut-off of 1.0, one factor explained a cumulative variance of 40.94% of brand associations and one factor explained a cumulative variance of 7.77% of brand awareness. Brand associations consisted of nine items with an average inter-item correlation of 40.94 and Cronbach Alpha score of 0.93 whilst brand awareness consisted of four items with an average inter-item correlation of 0.60 and a Cronbach Alpha value of 0.78.

Levene's test for equality was conducted to ascertain whether the data sets fulfil the homogeneity of variance assumption before the researcher performed Analysis of Variance (ANOVA). The null hypothesis formed in the Levene's test is that the groups the researcher is comparing, have equal variances. Table I indicates the results of Levene's Test for equality of variances for brand associations and brand awareness.

TABLE I: LEVENE'S TEST FOR EQUALITY OF VARIANCES, BRAND ASSOCIATIONS AND BRAND AWARENESS

		t-test for Equality of Means: Gender								
		F	Sig.	t	df	p	Mean Difference	Std. Error Difference	35% Confidence Lower	Upper
EFA_Factor 1: Brand Associations	Equal variances assumed	0.043	0.840	2.820	565.000	*0.005	0.249	0.088	0.075	0.422
	Equal variances not assumed			2.820	565.000	0.005	0.249	0.088	0.075	0.422
EFA_Factor 2: Brand Awareness	Equal variances assumed	0.980	0.320	-0.140	565.000	0.891	-0.011	0.079	-0.165	0.144
	Equal variances not assumed			-0.140	565.000	0.891	-0.011	0.078	-0.165	0.143

The results for the Levene's test indicate that the variances for gender with regards to Brand Associations were not equal,  $F(0.043)$ ,  $t = 2.82$ ,  $p = 0.005$  but statistically significant. The results indicate that males ( $m = 3.13$ ,  $sd = 1.06$ ) had more favorable brand associations with the NMU brand than females ( $m = 2.88$ ,  $sd = 1.06$ ). The null hypothesis is thus rejected.

One-way ANOVAs were performed to determine whether there were any significant differences in the average factor scores for Brand Awareness and Brand Association according to various demographic data. Statistically significant differences were only observed for Brand Associations in all the demographic data examined. Where overall differences were observed, the difference was further investigated to determine between which groups the differences lie. The results are indicated in the various tables below.

Within the results of the ANOVA and various positions in NMU, an overall difference was observed ( $F = 2.16$ ,  $df = 6$ ,  $Sig. = 0.05$ ). The descriptive statistics for positions in NMU are depicted in Table II.

TABLE II: DESCRIPTIVE STATISTICS FOR POSITIONS IN NMU

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
						Lower Bound	Upper Bound	Minimum	Maximum
Brand_association	Academic Staff	34	2.78	0.87	0.15	2.48	3.08	1.25	5.00
	Administrative Staff	52	2.53	1.11	0.15	2.23	2.84	1.00	5.00
	Support Staff	275	3.07	1.10	0.07	2.94	3.20	1.00	5.00
	Student	141	3.21	1.08	0.09	3.04	3.39	1.00	5.00
	Student and Staff	64	2.98	1.08	0.14	2.71	3.25	1.00	5.00
	<b>Total</b>	<b>566</b>	<b>3.03</b>	<b>1.09</b>	<b>0.05</b>	<b>2.94</b>	<b>3.12</b>	<b>1.00</b>	<b>5.00</b>
Brand_loyalty	Academic Staff	34	3.64	0.97	0.17	3.30	3.98	1.33	5.00
	Administrative Staff	52	3.68	0.91	0.13	3.42	3.93	1.00	5.00
	Support Staff	275	3.84	0.87	0.05	3.74	3.94	1.00	5.00
	Student	141	3.98	0.95	0.08	3.82	4.14	1.00	5.00
	Student and Staff	64	3.99	0.83	0.10	3.78	4.20	1.67	5.00
	<b>Total</b>	<b>566</b>	<b>3.87</b>	<b>0.90</b>	<b>0.04</b>	<b>3.79</b>	<b>3.94</b>	<b>1.00</b>	<b>5.00</b>

The largest discrepancies in the results were observed between academic staff ( $m=2.78$   $sd=0.87$ ), admin staff ( $m=2.53$   $sd=1.11$  and students) ( $m=3.21$ ,  $sd=1.08$ ). These results indicate that staff in general had more negative brand associations compared with students.

The results of the one-way ANOVA for the various faculties that respondents belonged to, indicated an overall difference for brand associations ( $F=2.16$ ,  $df = 6$ ,  $Sig.= 0.05$ ). The descriptive statistics of the faculties are indicated in Table III.

TABLE III: DESCRIPTIVE STATISTICS OF THE FACULTIES

		Descriptives of Faculties								
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean				
						Lower Bound	Upper Bound	Minimum	Maximum	
EFA_Factor1: Brand_awareness	Arts	91	3.79	0.80	0.08	3.62	3.96	1.00	5.00	
	Business and Economic Sciences	237	3.78	0.75	0.05	3.68	3.87	1.00	5.00	
	Education	7	3.98	0.81	0.31	3.23	4.73	2.57	4.86	
	Engineering/BUILT Environment	32	3.69	0.82	0.15	3.39	3.98	1.71	4.86	
	Health Sciences	77	3.69	0.72	0.08	3.53	3.85	1.57	5.00	
	Law	92	3.59	0.82	0.09	3.42	3.76	1.86	5.00	
	Cross-discipline with Law	5	3.80	1.00	0.45	2.55	5.05	2.14	4.86	
		<b>Total</b>	<b>541.00</b>	<b>3.73</b>	<b>0.77</b>	<b>0.03</b>	<b>3.67</b>	<b>3.80</b>	<b>1.00</b>	<b>5.00</b>

According to the results obtained, the two faculties that had a significant difference were the Arts and Law faculties. The respondents that fell into the Arts Faculty category had a significantly higher average score of 3.79 when compared to the respondents that fell into the Law Faculty category, which had an average score of 3.59 ( $sd(\text{Arts}) = 0.80$ ,  $sd(\text{Law}) = 0.82$ ,  $Sig. = 0.05$ ).

In order to establish whether the average scores for brand associations and brand awareness differ according to the various courses enrolled at NMU, a one-way ANOVA was performed. From the results obtained, an overall difference was observed in brand associations ( $F = 6.49$ ,  $df = 5$ ,  $Sig. = 0.00$ ). This difference was further investigated to determine where the differences lie between the groups. The descriptive statistics of various course respondents enrolled at NMU are indicated in Table IV.

TABLE 1V: DESCRIPTIVE STATISTICS FOR COURSES ENROLLED AT NMU

		Descriptives: Courses enrolled							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Brand_association	Higher Certificate	14	3.85	0.79	0.21	3.39	4.30	2.50	4.75
	Diploma	150	3.30	1.13	0.09	3.12	3.48	1.00	5.00
	Degree	221	3.05	1.01	0.07	2.92	3.19	1.00	5.00
	Honours Degree	39	2.37	1.01	0.16	2.04	2.70	1.00	5.00
	Masters Degree	46	3.05	1.06	0.16	2.74	3.36	1.00	5.00
	PhD	20	2.98	1.38	0.31	2.34	3.63	1.00	5.00
	Total	490	3.09	1.09	0.05	3.00	3.19	1.00	5.00

According to the results obtained, internal stakeholders in the various categories had a significant difference. The respondents that fell into the postgraduate degrees (Honors and PhD) had a significantly lower average score of 2.37 (sd (Honors) =1.01 and PhD average score=2.98 (sd PhD)=1.38), Sig. = 0.00. Respondents that fell within the Higher Certificate and Diploma categories had much higher average scores; Higher certificate average score=3.85, sd=0.79; and the Diploma category average score=3.30, sd=1.13, Sig=0.00.

The one-way ANOVA test was performed to determine whether the average score for Brand Associations and Brand Awareness differ according to the internal stakeholders (students and staff)'s length of study. Brand Associations were the only variable where an overall difference was observed (F = 10.79 df = 5, Sig. = 0.00). This difference between the length of study groups can be observed in the descriptive statistics of the length of study at NMU in Table V.

TABLE V: DESCRIPTIVE STATISTICS OF THE LENGTH OF STUDY AT NMU

		Descriptives: Length of study							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Max
						Lower Bound	Upper Bound		
Brand_association	Started this year	66	3.59	0.96	0.12	3.35	3.83	1.25	5
	1 year	43	3.51	0.89	0.14	3.24	3.78	1.25	5
	2 years	88	3.50	0.97	0.10	3.29	3.70	1.00	5
	3 years	83	2.77	1.14	0.12	2.52	3.01	1.00	5
	4 years	97	2.83	1.08	0.11	2.61	3.04	1.00	5
	More than 4 years	120	2.78	1.06	0.10	2.58	2.97	1.00	5
	Total	497	3.08	1.09	0.05	2.99	3.18	1.00	5

According to the results obtained, the students that have studied for three years and longer (those that would have completed their undergraduate studies) differed from students that have studied more than three years (postgraduate students). The biggest difference was observed between students that started in 2018 (after the rebranding exercise), average score=3.59, sd=0.96, and students that studied with the organization for longer than three years, average score=2.77, sd=1.14y. These results confirm the results of the ANOVA scores on students enrolled for different courses (Table 4) indicating that postgraduate students (those studying with the university for more than 3 years usually and that were studying before the rebranding exercise) were more negative regarding brand associations after the rebranding exercise.

VI. DISCUSSION

From this results of the study the following conclusions can be drawn: CVI changes in a corporate brand play a role in the brand awareness and brand associations of internal stakeholders confirming the work of [27],[28] and [17]. Internal stakeholders all scored high in brand awareness indicating that the new brand was visibly appealing and easily recognizable. Respondents however declared that the new logo does not bring much joy and pleasure to internal stakeholders and does not reflect their personalities. These results question the aesthetic appeal of the new brand and the ability to foster emotional bonds between the organization and stakeholders as eluded to by [30] and [31] who suggest that through the positive aesthetic appeal of logos, brands not only provide the pleasure of visual gratification, but also facilitate the emotional bond between the customer and the company.

The results of the study indicate that males relate more with the new logo of NMU than females. Gender identity is the extent to which an individual identifies with masculine or feminine brand personality traits. This result concurs with the evolutionary psychology (EP) perspective that explains the influence of physical brand design characteristics on consumers' perceptions of brand masculinity and femininity as discussed by [37] and confirms results of [37] and [52]. that brand masculinity is increased through a more angular and heavier shaped logo. Respondents of the Arts faculty in general associated better with the brand than the respondents in the Law faculty. The assumption can be made that they understood the emotional connotations of CVI as discussed by [14] and [43] better than the respondents in the Law faculty.

Internal stakeholders working and studying at NMU before the rebranding took place had lower average scores regarding brand associations than internal stakeholders that only knew the new brand. This statement is confirmed by the results of internal stakeholders at NMU that were at the University for three years and more, generally postgraduate students.

These results can be interpreted in two ways. Firstly, the internal stakeholders that are only accustomed to the rebranded brand of NMU are aware of the brand and associate well with it. The results, on the contrary, indicate that internal stakeholders that have been exposed to the brand pre-and post the rebranding exercise, associate more with the old brand. This result can have negative influences on the brand loyalty of those stakeholders in the long run, but one can assume that as those stakeholders leave the organization (complete their studies), the experience of their time at NMMU would be stronger than their association with the CVI elements of the brand. Having said that, current stakeholders (more than three years) are aware of the brand but do not associate well with the elements of the CVI used in the rebranding exercise.

VII. CONCLUSION

The results of this study have many practical implications for NMU. Although the newer students (who only know the new logo) are positive about the new logo, they do not feel that it is a representation of their personalities, indicating that they could not form a strong emotional bond with NMU. Emotional attractiveness to a brand is very important as it fosters brand



association, brand loyalty and influences brand equity of any organization. The following practical recommendations are made to the university.

The uncertainty regarding why the rebranding took place could be addressed through a series of brand education presentations, PowerPoint slides and/or information pieces that can be posted on the website or sent via email. An explanation of CVI, including the use of the different symbols and colors, and the uniqueness of the brand should be highlighted. A series of brand related content could be constructed by the Corporate Relations and Communications Department of NMU.

Internal stakeholders should be made more aware of the new CVI to increase their association with the brand which could lead to an increase in brand loyalty. Brand loyalty equals more word of mouth, positive attitudes, better brand ambassadors and an increase in student numbers that study for longer periods of time, directly influencing the financial situation of the university. It is a complex situation as the university changed the VSI elements in the rebranding exercise, but not the values, mission or vision of the university

### VIII. LIMITATIONS

This study has several limitations. First, the results of the study are only based on internal stakeholders' perceptions of brand awareness and brand associations. The perceptions of external stakeholders regarding these factors might differ from internal stakeholders. Secondly, this article focusses on brand awareness and brand association of internal stakeholders and does not include other elements of brand equity. Finally, the findings may be limited in generalizability as data was only collected on the basis of the rebranding of a single university.

### IX. RECOMMENDATIONS FOR FUTURE RESEARCH

HEI should endeavor to ascertain the perceptions of internal and external stakeholders regarding their brand awareness and association on a regular basis through qualitative and quantitative research to understand how they can foster better brand ambassadors.

Exploratory research should be conducted on the incorporation of heritage branding in the rebranding of HEI, and the extent to which it has an influence on corporate identity, loyalty and equity.

### REFERENCES

- [1] C. Webster, "Branding Higher Education in the Face of Controversy: A Document Analysis on Institutional Branding and Sexual Violence Policies at Brock University". Master of Education dissertation. Faculty of Education, Brock University St. Catharines, Ontario. 2017.
- [2] E. Mogaji, E. (2019), "Branding Private Universities in Africa: An Unexplored Territory" [Online] Available at: <https://ssrn.com/abstract=3457571>
- [3] E. Mogaji, "UK Universities' Corporate Visual Identities" In: Academy of Marketing Annual Conference Proceedings, 3rd -5th July, 2018. Stirling University, Stirling, Scotland. <https://doi.org/10.31124/advance.7203269.v1>
- [4] T. Wayne, T, Farinloye, and E. Mogaji, "11 Analysis of African universities' corporate visual identities". Strategic Marketing of Higher Education in Africa. Routledge, pp.25-28, 2020. <https://doi.org/10.4324/9780429320934-13>
- [5] M. Gupta, and P.B. Singh. "Marketing and branding higher education: Issues and challenges", Review of Business Research, vol.10, pp.46-53, 2010.
- [6] R. Makgosa and B.A. Molefhi, "Rebranding an institution of Higher Education in Botswana: " Business and Economic Research, Vol 2, No 2, pp1-13, 2012. <https://doi.org/10.5296/ber.v2i2.1926>
- [7] R. Ali-Choudhury, R Bennett, R. and S. Savani, "University marketing directors' views on the components of a university brand." International review on public and nonprofit marketing Vol. 6, No. 1, pp 11, 2009. <https://doi.org/10.1007/s12208-008-0021-6>
- [8] G.S. Drori, G, Delmestri, G., and A, Oberg, Branding the university: Relational strategy of identity construction in a competitive field. Trust in higher education institutions, 134-147, 2013.
- [9] P. Clark, C. Chapleo, and K. Suomi, "Branding higher education: an exploration of the role of internal branding on middle management in a university rebrand". Tertiary Education and Management, Vol, 26 No 2, pp. 131-149, 2020. <https://doi.org/10.1007/s11233-019-09054-9>
- [10] J. Sasmita, and N. Suki. "Young consumers' insights on brand equity: Effects of brand association, brand loyalty, brand awareness, and brand image", International Journal of Retail and Distribution Management, Vol. 43 No. 3, pp. 276-292, 2015.
- [11] D. Narwal, "Rebranding – A boon to survive", Indian Journal of Marketing, Vol. 41 No. 6, pp. 55-60, 2011.
- [12] J. Joy, "Accelerating Divestitures Through Minimal Rebranding". In Divestitures and Spin-Offs (pp.203-211). Springer, Boston, MA, 2018. [https://doi.org/10.1007/978-1-4939-7662-1\\_18](https://doi.org/10.1007/978-1-4939-7662-1_18)
- [13] L. Muzellec, and M. Lambkin, "Corporate rebranding: destroying, transferring or creating brand equity?", European Journal of Marketing, Vol. 40 No. 7/8, pp. 803-824, 2006.
- [14] G. Dowling. 'Corporate Reputations: Strategies for Developing the Corporate. Vol 2, pp. 196-205, 1994.
- [15] R.S. Liou, R. Rao-Nicholson, and D. Sarpong, "What is in a name? Cross-national distances and subsidiary's corporate visual identity change in emerging-market firms' cross-border acquisitions". International Marketing Review. Vol. 35 No. 2, pp. 301-319, 2018. <https://doi.org/10.1108/IMR-10-2015-0225>
- [16] F. Pecot, P. Valette-Florence, and V. De Barnier, (2019), "Brand heritage as a temporal perception: conceptualization, measure and consequences". Journal of Marketing Management, Vol. 35 No. (17-18), pp. 1624-1643, 2019. <https://doi.org/10.1080/0267257X.2019.1667414>
- [17] T. Melewar, G. Hussey, N. and Srivoravilai, Corporate visual identity: The re-branding of France Télécom. Journal of Brand Management, Vol 12 No 5, pp. 379-394, 2005. <https://doi.org/10.1057/palgrave.bm.2540233>
- [18] C. Van Riel, and J. Balmer, J. "Corporate identity: The concept, its measurement and management", European Journal of Marketing, Vol. 31, No. 5/6, pp. 340-353. 1997 <https://doi.org/10.1108/eb060635>
- [19] Nelson Mandela University (2019). About us. [Online]. Available at: <https://www.mandela.ac.za/About-us>.
- [20] News24. (2017), "NMMU officially rebrands as Nelson Mandela University", [Online] available at -20170721#:~:text=Port%20Elizabeth%20%2D%20The%20Nelson%20Mandela,Dr%20Blade%20Nzimize%20in%202016
- [21] M. Gumede, (2017), "Nelson Mandela Metropolitan University to rebrand itself" [Online]. available at: <https://news.mandela.ac.za/Mandela-University-in-the-NEWS/Nelson-Mandela-Metropolitan-University-to-rebrand>
- [22] T.C. Melewar, and J. Saunders, (1998), "Global corporate visual identity systems. International marketing review". Vol. 15 No. 4, pp. 291-308, 1998. <https://doi.org/10.1108/02651339810227560>
- [23] H.W. He, and J.M. Balmer, (2007), "Identity studies: multiple perspectives and implications for corporate-level marketing". European Journal of Marketing Vol. 41 No. 7/8 pp. 765-785, 2007. <https://doi.org/10.1108/03090560710752393>
- [24] W.T. Ranasinghe, P. Thachon, and M. Ranasinghe, "An analysis of product-place co-branding: the case of Ceylon Tea", Asia Pacific Journal of Marketing and Logistics, Vol. 29 No. 1, pp. 200-214, 2017
- [25] G. Warnaby, (2018), "Taking a territoriological perspective on place branding" Cities, Vol. 80. pp. 64-66, 2018.



- <https://doi.org/10.1016/j.cities.2018.06.002>
- [26] J. Marsden, "Visualising corporate brands: Towards a framework of brandmark expression". *Journal of Brand Strategy*, Vol. 7 No. 4, pp. 377-388, 2019.
- [27] D.A. Aaker, "Managing Brand Equity", The Free Press, New York, NY.1991, pp 52.
- [28] J.M. Balmer, and E.R Gray, "Corporate identity and corporate communications: creating a competitive advantage. Industrial and commercial training. Vol. 32 No. 7 pp. 256-262, 2000. <https://doi.org/10.1108/00197850010379811>
- [29] T.C. Melewar, and S. Akel, "The role of corporate identity in the higher education sector: A case study," *Corporate Communications: An International Journal*, Vol 10 No 1, pp. 41-57, 2005. <https://doi.org/10.1108/13563280510578196>
- [31] S. Bresciani, and P. Del Ponte, New brand logo design: customers' preference for brand name and icon. *Journal of Brand Management*, 24(5), 375-390, 2017. <https://doi.org/10.1057/s41262-017-0046-4>
- [30] P. Forouadi, T.C Melewar, and S. Gupta, "Corporate logo: History, definition, and components". *International Studies of Management and Organization*, Vol. 7 No. 2 pp. 176-196, 2017. <https://doi.org/10.1080/00208825.2017.1256166>
- [32] K.L. Keller, "Brand synthesis: The multidimensionality of brand knowledge". *Journal of consumer research*, Vol. 29 No. 4 pp. 595-600, 2003. <https://doi.org/10.1086/346254>
- [33] M. Christie, (2017), "The psychology of logo shapes: A designer's guide", [Online] available at: <https://www.creativebloq.com/logo-design/psychology-logo-shapes-8133918>
- [34] A. Protas, (1997). "Dictionary of symbolism" [Online] available at: <http://umich.edu/~umfandsf/symbolismproject/symbolism.html/index.html>
- [35] Y. Zhang, L. Feick, and L.J Price, "The impact of self-construal on aesthetic preference for angular versus rounded shapes". *Personality and Social Psychology Bulletin*, Vol. 32 No. 6, pp. 794-805, 2006. <https://doi.org/10.1177/0146167206286626>
- [36] Y. Jiang, G.J. Gorn, M. Galli, and A. Chattopadhyay, "Does your company have the right logo? How and why circular-and angular-logo shapes influence brand attribute judgments". *Journal of Consumer Research*, Vol. 42 No. 5, pp 709-726, 2016. <https://doi.org/10.1093/jcr/ucv049>
- [37] T. Lieven, B. Grohmann, A. Herrmann, J.R. Landwehr and M. van Tilburg, "The effect of brand design on brand gender perceptions and brand preference", *European Journal of Marketing*, Vol. 49 No. 1/2, pp. 146-169, 2015.
- [38] NMU. (2020), "Nelson Mandela University Brand Manual," [Online]. available at: [www.mandela.ac.za](http://www.mandela.ac.za).
- [39] R.T. Wilson, (2018), "Transforming history into heritage: applying corporate heritage to the marketing of places". *Journal of Brand Management*, Vol. 25 No. 4, pp. 351-369, 2018. <https://doi.org/10.1057/s41262-017-0087-8>
- [40] Z. Zeng, and Y. Na, "Analysis of the Constitution Art in Cultural Symbols of Jiang Yong Female Script". *Furniture and Interior Design*, Vol 3, No 15, pp.5027.(3), 2018.
- [41] I. Tsemashko, (2017). "The Psychology of Colour in Marketing and Branding". [Online]. Available at: [https://scholar.google.com/scholar?hl=en&as\\_sdt=0%2C5&q=+Tsemashko%2C+L.+%282017%29.+%E2%80%9CThe+Psychology+of+Colour+in+Marketing+and+Branding%E2%80%9D.&btnG=](https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=+Tsemashko%2C+L.+%282017%29.+%E2%80%9CThe+Psychology+of+Colour+in+Marketing+and+Branding%E2%80%9D.&btnG=)
- [42] A.T. Alexander, "The Impact of Color on Visual Retention and Preference in Logo Design. Master of Science Graphic Communications, Graduate School of Clemson University, 2019.
- [43] C.O. Chukwu, "The impact of colour on Corporate Image and branding of Intercontinental Bank PLC". *International Journal of Communication: An Interdisciplinary Journal of Communication Studies*, Vol. 99 No.1, pp. 389-399, 2017.
- [44] X. Liu, and L. Zhang, "The Study of Color in the Design of Brand Trademark". In *International Conference on Information Technology and Scientific Management*, Tianjin Polytechn Univ, Tianjin, China (pp. 276-278), 2010.
- [45] K. L. Keller, "Conceptualizing, measuring, and managing customer-based brand equity". *The Journal of Marketing*, pp.1-22, 1993. <https://doi.org/10.1177/002224299305700101>
- [46] N. Ind, 'The Corporate Image: Strategies for Effective Identity Programs', Kogan Page, London, UK, pp 135, 1992.
- [47] G. Christodoulides, and L. De Chernatony, "Consumer-based brand equity conceptualization and measurement: A literature review". *International journal of research in marketing*, Vol. 52 No. 1, pp. 43-66, 2010. <https://doi.org/10.2501/S1470785310201053>
- [48] D.A. Saleh, Perencanaan Strategi Media Aiesec Indonesia Dalam Meningkatkan Brand Awareness JOM FISIP Volume. 1 No. 02 Oktober 2016.
- [49] E.L. Seo, and J.W. Park, (2018), "A study on the effects of social media marketing activities on brand equity and customer response in the airline industry", *Journal of Air Transport Management*, Vol. 6 No. 6, pp. 36-41, 2018. <https://doi.org/10.1016/j.jairtraman.2017.09.014>
- [50] A.N.H., Le, J.M.S, Cheng, H. Kuntjara, and C.T.J. Lin, "Corporate rebranding and brand preference". *Asia Pacific Journal of Marketing and Logistics*, 26(4).602, 2014. <https://doi.org/10.1108/APJML-10-2013-0120>
- [51] D. Lee, J. Moon, Y.J. Kim, and Y.Y. Mun, Antecedents and consequences of mobile phone usability: Linking simplicity and interactivity to satisfaction, trust, and brand loyalty. *Information & Management*, 52(3):295-304, 2015. <https://doi.org/10.1016/j.im.2014.12.001>
- [52] H.F. Kaiser, The application of electronic computers to factor analysis. *Educational and Psychological Measurement*, 20, 141-151, 1960. <https://doi.org/10.1177/001316446002000116>
- [52] L. Neale, R. Robbie, R. and B. Martin, "Gender identity and brand incongruence: When in doubt, pursue masculinity". *Journal of Strategic Marketing*, Vol. 24 No. 5, pp. 347-359, 2016. <https://doi.org/10.1080/0965254X.2015.1011203>



**Adèle Potgieter** was born in Gauteng in South Africa and holds the following degrees: BCOMM Industrial Psychology; obtained from Rand Afrikaanse University in 1990; BCOMM Hons in Investment Management from Rand Afrikaans University obtained in 1992; MCOMM in Business Management specializing in performance management from Nelson Mandela University, obtained in 2014 as well as a PhD in Business Management from Nelson Mandela University in

2017 which focused on the influence of employer branding and personal branding on corporate branding and reputation. Adele did a post doc study at Nelson Mandela University in 2018 specifically on the rebranding of the institution. Adèle also serves on the editorial boards of the *International Journal of Organizational Behaviour* and the *Journal: Marketing and Retail Review*.

Adèle is currently a senior lecturer within the Department of Marketing within the Faculty of Business and Economic Sciences at the Nelson Mandela University on the George Campus in South Africa. She has successfully published in numerous local and international journals and has presented numerous research papers at international academic conferences. Current research interest includes various aspects of branding, (sensory online branding, developing of a country brand) corporate communication and consumer behaviour.

Dr Potgieter is also actively involved in her local community and has a passion for SME's where she actively consults, coach and mentor small business owners. She is the chairperson of the Audit and Performance Committees as well as the chairperson of the Risk Committees of various municipalities within the Western Cape in South Africa.