Analysis on the Brand Orientation and Optimization of Business School in Chinese Universities

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Abstract: The brand reputation of college business school can bring guidance and diffusion effect, brand reputation makes students have a sense of honor and trust, so that it can maintain competitive advantage in the business education market. The brand trend of college business school is not only the internal requirement of its own development, but also the urgent requirement of educational reform. Facing university business school brand construction in China still exists weak brand awareness, lack of propaganda, convergence and poor quality of training talents, draw lessons from the successful experience in business development at home and abroad is presented in this paper, on the basis of proposed to follow the law of business school brand construction of the discipline and practice of law, innovative training mode to train of thought, to enhance the connotation of professional channels, give priority to in order to optimize the quality of curriculum position, with an emphasis on collaborative education, to train high quality talents for the target business brand construction path.

Keywords: College Business School; Brand; High quality talents; Optimal path
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1. Orientation of brand construction of Chinese business schools

Research on education brand, scholars Doyle (1994), Jobber (1998) and many scholars are given in this paper, they thought education brand for-

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Information is mainly due to the intrinsic nature of the competitors have differentiated products, claiming the potential success education brand content lies in the difference between products, services, agreed that the brand differentiation can bring huge advantage. According to scholar Liu Guifu (2005), university brand refers to the gradual precipitation of a university in the process of development. It is condensed in the culture of a university and the degree of social recognition across time and space, which embodies the spirit of a university. Xu Gaoming (2006) believes that the brand strategy of colleges and universities should be based on its core values, face the society, the market and the world, highlight the overall advantages and unique personality of the university, strive for more resources for running schools, provide high-quality educational products and services, improve the competitiveness of the university, and thus increase the general sense of social recognition. Liu Xin (2010) believes that differentiation is the root of brand construction. It highlights the uniqueness of its education and condenses the differential value of its education, thus forming brand value. Shi Mingde (2011) put forward suggestions on the brand building of universities from four aspects: brand diagnosis, brand positioning, brand image and management. Cao Hui (2013) proposed how university brands should make use of network communication means to create university brands with distinct personalities, so as to enhance the “stickiness” of university brands. Gong Xuejun and Kong Weiming (2019) demonstrated the importance of brand. Brand building of business schools has some commonality with some of general commodity brands, but it also has particularity in the process of brand building, so it needs to adapt to the rules of education management and give consideration to social responsibility.

Business school is an educational institution that cultivates economic talents who can apply business ideas. Its value depends on creating excellent creative business talents for the future. Excellent education can bring new value, and only excellent business schools can create excellent business management talents for the society and bring new business management values. Although the construction of business schools in Chinese universities started late, the development speed is very fast. Building education brand is the inevitable choice for business schools in Chinese universities to enter the market, optimize the allocation of education resources
and enhance their core competitiveness. At the same time, in the face of China’s higher business education, training, the rapid increase of quantity, the business education market also gradually transformed into a buyer’s market, trainees and trainers have greater choice space, objectively requires schools must carry out brand construction, through the brand oriented functions, the diffusion effect, between school and students, the relationship between the spirit of excellence in education, the cultivation of the advanced concepts, reasonable subject setting. The brand reputation of business schools gives students a sense of honor and trust, which enables them to continue to maintain an advantage in the competitive environment.

2. The current status of brand building of business schools in Chinese universities

China’s business schools can be roughly divided into three forms. One is the self-established business schools of colleges and universities, which pay attention to academic education and aim at cultivating top business management talents. The second is the business schools run by some enterprises with strong economic strength, such as Hupan University founded by Jack Ma of Alibaba. The advantage of the business schools established by such enterprises lies in the cultivation of talents and implementation of training programs for their own enterprises. The third is to establish business schools, which are both privately run and state-run. Such business schools independently establish their own faculty, focus on research and training in practical fields, and offer courses to meet the needs of actual talents, which has certain advantages. This paper mainly discusses the optimization of brand building for business schools in colleges and universities.

From the perspective of professional Settings, business schools in Chinese universities mainly set the following majors: first, business management, which mainly cultivates talents in business management, entrepreneurial management, mergers and acquisitions, organizational behavior, international management, etc. The second one is marketing. The main contents of study are marketing, market research and marketing planning, consumer behavior management, negotiation
skills, etc. The third is the direction of financial management, which centers on the management of commercial banks, mergers and acquisitions, financial engineering and securities investment. Fourth, e-commerce and logistics, mainly learning international business, system analysis and design, enterprise resource planning, network marketing; Fifth, the direction of human resources management, with employee performance management, salary design and management, personnel evaluation, labor law and other content as the core. In addition, some colleges and universities have set up some specialty research directions for regional characteristics and market demand. However, on the whole, there is a strong convergence of majors. Therefore, the brand building of business schools in colleges and universities is particularly important, and it is also an important basis for the choice of employers when students are employed.

Fig. 1 Specialty and curriculum of business schools in Chinese universities
From the perspective of core professional curriculum setting, the main courses set by business schools of Chinese universities and colleges are shown in Figure 1, showing strong convergence. In terms of faculty strength, relying on the resources of famous universities, business schools have strong teachers, and the number and quality of business teachers with a certain reputation are relatively concentrated, which is incomparable to other universities. Due to the limitation of the universities they rely on, there is an unbalanced concentration of high-quality students to well-known universities.

China’s top schools have made great progress in the development of business schools, but the brand concept mainly relying on the reputation of the university has not brought breakthrough changes to the improvement of the quality of business schools. There are still some problems in the brand building of business schools of most universities in China:

2.1 **Brand building awareness is relatively weak**

Business schools in Chinese colleges and universities have relatively weak awareness of independent brand building and have not realized the importance of brand image building. China university business school construction pay more attention to the “hardware” invest early, mainly includes the teaching office space, staff, faculty, course setting, teaching material configuration aspects such as construction, although the school hardware facilities is the basis of teaching and scientific research work smoothly, and to some extent, ignores the brand image of the school construction. For example, the brand image promotion of the college is mainly carried out in the annual enrollment management, and no special department is set up to take charge of the brand management of the college. The brand building is mainly manifested in the introduction of the college in the enrollment publicity, and the brand building awareness is relatively weak.

2.2 **Business schools lack branding**

Mature universities for the construction of the official website or the use of contemporary new media for image building, or take advantage of academic seminars, lectures on BBS, and Tours about offline events held across the country, can let the group close to know more about the school faculty Settings, strengthen college degree of brand awareness. However, the content of the business school web-
sites of some universities in China not only fails to reflect the school philosophy and value orientation, but also fails to query the most basic teachers, academic year length and curriculum setting, which makes it difficult to obtain information. Academic conferences are rarely attended, let alone held, China’s business is relatively low visibility. In the recruitment and publicity, the input of manpower, material resources and energy is small, and the way of recruitment and publicity is too single, which leads to the low brand awareness of the school’s business school and the deviation of the source of students.

2.3 The school-running model converges seriously

The mission vision and training objectives of business schools in Chinese colleges and universities are similar, and the phenomenon of homogeneity is serious in their own positioning and school-running philosophy. The training objectives of business schools in most colleges and universities are insufficient in showing their own advantages and highlighting their personalities. The training mode, major connotation and curriculum setting are basically the same, and lack of brand association. Excellent business school not means all courses construction into first-class level, on the contrary, it will be according to their own advantage, innovation training mode, expanding professional connotation, focuses on some advantages of course construction, so as to realize the maximization of the education resources use real benefits from the perspective, do not waste resources, namely “good iron used in the blade”.

2.4 Business personnel training quality is not high

In recent years, with the enrollment expansion of Chinese colleges and universities and the growing demand for higher education, most business schools in Chinese colleges and universities only pay attention to the expansion of scale, but ignore the improvement of talent cultivation quality. The standard for measuring the quality of business talent cultivation is single, which is mainly reflected in the employment rate. This “rugged” growth mode cannot achieve long-term development and loses the essential goal of education, which has an extremely adverse impact on the brand construction.
3. The successful experience analysis of business school brand building

In order to put forward perfect countermeasures and suggestions for Chinese business schools lacking in brand building, it is very important to learn from the experience of business school building of world-renowned universities and analyze the successful brand building process of business schools.

3.1 Harvard Business School’s innovative teaching methods and content

Harvard University is the oldest university in the history of the United States and one of the most famous universities in the world. Since its foundation, Harvard University has trained a large number of statesmen, scientists, writers and scholars for the United States and even the world. Harvard University is a first-class university in the world, the business school is worth mentioning, Harvard Business School graduates have been proud of the coveted label throughout their lives. Harvard Business School’s famous case teaching method is one of the teaching methods emulated by business schools around the world. All cases taught by Harvard Business School are discussed and reviewed before they are formally introduced into the class to ensure the rationality of using cases in the classroom. The case teaching method highlights the cultivation of students’ thinking ability of real cases and practical operation, and emphasizes the ability of business talents to solve problems and take responsibility. Through continuous discussion in class and independent thinking after class, the collision of ideas is formed, and students’ confidence and thinking ability are greatly improved.

3.2 Stanford Business School focuses on the concept of enrolment development

Stanford Business School is one of the top business schools in the United States, ranking among the top three global universities along with Harvard, Wharton and other business schools. The outstanding student body of Stanford Business School provides the foundation for building a high level of educational quality, an internationally renowned brand, and an unenviable employment rate. According to the admission criteria posted on Stanford’s official website, academic excellence is the number one requirement for students to be admitted. In its admissions process, Stanford especially favors students who rise to the challenge in the face of
tough situations. The more diverse an applicant’s academic record, the more likely he or she is to be successful. In addition, Stanford Business School also attaches great importance to students’ extracurricular performance. Students who have served as leaders of university associations will have certain advantages when applying. It can be seen that Stanford Business School has high requirements for student quality, and excellent student quality contributes to the brand construction of the school to a certain extent.

3.3 The development model of collaborative education in Penn Business School

At the university of Pennsylvania, the birth of the North America produced a new kind of institutions of higher learning model, established the modern education in the United States, is the first to start business by American university, and has become one of the most famous business schools in the world, and since then, the Wharton school of business in each also occupies an important position in the field of business activity, and has produced profound influence on.

Firstly, Wharton is probably the largest business school in the world in terms of the range of disciplines it covers, as it includes MBA, EMBA and undergraduate programmes. Secondly, in terms of the curriculum, Wharton has a number of research centers that no other school can match. Thirdly, it has an international educational model. Students from more than 70 countries and regions are enrolled in Wharton School for further study. At the same time, the school goes to more than 40 countries in the world every year for brand promotion and brand building, which greatly enhances Wharton School’s reputation and international visibility. Finally, the students gave important support. The relationship between students and the school is not one of giving and receiving, but one of close cooperation. Students are an important carrier for the school to smoothly promote and implement the reform measures of the school, thus forming an atmosphere of joint development and joint education of Wharton School. To sum up, Wharton focuses on cultivating students’ sense of belonging while opening up students’ international perspectives.

3.4 Learn from other business schools

In addition to the above analysis of brand building experience of business schools, this paper also summarizes and sorts out the experience of other success-
ful brand building process of business schools through the collation and induction of a large number of materials. First, it determines the cultivation and running philosophy according to the characteristics of colleges and universities it relies on. Second, the strength of teachers. Only a strong faculty can guarantee the talent cultivation and development of the business school. At the same time, a strong faculty and excellent graduates are the best way to publicize the business school. Third, only high-quality students can fundamentally guarantee the brand construction of business schools. Successful business schools attach great importance to the selection of applicants. In addition to examining students’ achievements, they should also consider their development potential and pay attention to their comprehensive qualities. To some extent, the quality of the students reflects the quality of the business school, on which business school competition ultimately depends. Therefore, the quality of students is the premise of brand construction, there is no high-quality students, the brand is also out of the question. Fourth, we should pay attention to discipline development. While emphasizing the teaching of basic specialty, it also integrates the contents of related subjects according to its own characteristics to improve the level of specialty construction. Fifth, adequate financial support. Financial support is an important guarantee for the school’s infrastructure construction, talent training and scientific research. In addition to government financial support, many business schools adopt corporate sponsorship, donations from society and graduates as their main practices.

4. Suggestions on brand construction of business schools in Chinese universities

Under the background of the construction of new liberal arts in China, the branding trend of college business schools has become an urgent requirement for their own development.

4.1 Enhance the brand awareness of business school administrators in colleges and universities

In the process of brand building of business schools in colleges and universi-
ties, brand awareness should be strengthened first and brand image should be maintained. Brand is not only an important means to build the core competitiveness of business schools, but also an expression of the strength of college business schools. Further play a role of relying on the universities to promote, completes the school brand cultivation, promote and guide and supervise the work, cultivate characteristic high-quality business, main characteristics of core curriculum, further exert the principal role of the business school itself, guide the business school to enhance brand awareness, through optimizing professional, improving the quality of courses and training high quality business talents to form brand advantage, with the advantage of the brand a foothold in the business education market competition.

Secondly, expand the brand communication channels of business schools, the image, concept and influence of the brand of mathematics and science, and innovate the brand of business schools recognized by the society.

Strengthening the external characteristics of college business schools and enhancing the recognition of the school’s organizational image can quickly attract the attention of the outside world and spread the brand image. The UIS system of college brand image identification mainly includes: idea identification system (MI), behavior cognition system (BI), visual awareness system (VI) and environment identification system (EI). Among them, university business school concept identification system (MI) is the core, is the core component of the brand, is a long-term accumulation of management ideas and goals of the presentation. On the basis of concept identification system (MI), behavioral cognition system (BI), visual perception system (VI) and environmental recognition system (EI) are constructed. Behavioral cognition system (BI) is a dynamic identification subsystem formed by the unified planning of the scientific and efficient operation mode of the business school. It mainly includes the organization and management of the school, scientific research and teaching, external activities and other matters. Visual Cognition System (VI) is a systematic and unified visual sensing system with high recognition ability, such as the visual recognition basis of the college emblem, uniforms, standard colors, etc. Environmental Identification (EI) is the carrier of the school, namely the identification of the internal environment and external space image. The school atmosphere of history, humanities and ecology is created through the
campus site regional characteristics, architectural features and the beautification of internal and external environment, so as to feel the brand characteristics of the business school based on the environmental characteristics. The image building of the business school in UIS system is an important prerequisite for the business school to spread its school-running philosophy, highlight its brand characteristics, enhance its comprehensive strength, and cultivate its popularity and reputation.

4.2 **Improve the publicity of business schools in Chinese universities**

Encourage and promote teachers and students to integrate into the brand building and publicity construction of the college, and form a mutually feed-type brand building and publicity mechanism, so that teachers and students become the main body of brand building and publicity. Build online combination of diversified business school brand propaganda way, in the perfect optimization under the premise of university business school’s official website construction, weibo, WeChat, word of mouth through the network, video, post bar, BBS, search engine marketing business, the use of new media transmission range, speed, strong popularity, and the advantages of the interaction and feedback timely, accurately and timely to the outside world, easy to understand all kinds of news and information of the college, helps to form effective and practical opinion channel, as much as possible to reduce uncertainty of school brand image, so as to achieve the role of the school brand construction and maintenance. Enhance the school’s social influence by strengthening its links with the outside world, organizing high-level academic conferences, undertaking business forums, and inviting well-known figures and alumni to give lectures and lectures. Strengthen cooperation with the government and enterprises, enhance social service capabilities, and build brand image.

4.3 **We will comprehensively improve the quality of business schools in Chinese universities**

4.3.1 **Protruding characteristic development**

The characteristic is the main characteristic of the brand identification of business school in colleges and universities, so the connotation construction of business school brand should be promoted by the characteristic and innovation. On the basis of following the discipline and practice rules of the development of business, and on the premise of the demand-oriented training goal, we should seek for the
core competitiveness and build the characteristic business construction. The characteristic discipline construction, based on the combination of colleges and universities characteristic, in the practice of talent needs characteristics, pushing forward the construction of the characteristic and advantage of professional subject prominent discipline intersection between development, professional development, strong subjects to form its own obvious characteristics, high brand recognition of core competitiveness, and explore a suitable for university business school characteristic of the development of the brand construction road.

4.3.2 Innovate the training mode

Education is a career facing the future. Faced with the adjustment of industrial structure and the change of labor market, talent training mode must have innovative thinking. Emphasis on basic learning, highlighting the comprehensive, practical, personalized innovative training mode, so as to cultivate professional business talents based on general education, strengthen the further integration of production, education and research. We should absorb the experience of business schools of first-class universities at home and abroad, open cooperation in running schools, introduce advanced ideas in running schools, pay attention to cooperation with enterprises, and constantly integrate with each other while opening up, so as to build an innovative talent training mode that conforms to discipline rules and meets market demand.

4.3.3 Enhance professional content

Under the background of the construction of new liberal arts, it is necessary to break the professional calibre of business, break the boundary between major and discipline scientifically and rationally, and strengthen the horizontal connection between science education and humanistic education, so as to improve the connotation of business specialty. According to their own characteristics and market demand of talent demand, overall consideration of professional disciplines courses arrangement and cohesion, intersection, the professional training goal and core ability is embodied in the curriculum, to correctly handle the relationship between general education and professional education, the professional connotation construction, enhance the level of specialty construction.
4.3.4 Optimize the quality of courses

First of all, the curriculum should reflect the foundation, scientifically divide the proportion of basic courses in the whole curriculum, and emphasize and guarantee the study of basic knowledge. The curriculum of the business school should reflect practicality and individualization at the same time. Practicality not only means to enhance students’ practical operation ability of vocational skills, but also to supplement relevant courses with The Times, focusing on cultivating students’ ability to adapt to future work with scientific methods and knowledge. Personalization is the charm of the brand building of the business school. The curriculum design and teaching content reflect the characteristics of running a school. The modularization of the curriculum and the addition of elective courses are strengthened to highlight the teaching in accordance with students’ appointees and improve the quality of education.

4.4 Cultivate high quality business talents

4.4.1 Build a high-quality faculty

Cultivate and introduce a group of teachers who are “good, useful and available”. We should optimize the structure of teachers, reform the salary system of teachers, implement classified management, give full play to teachers’ professional teaching skills, improve the overall teaching level, and shape “well done” teaching. Enhance teachers’ scientific research and innovation ability, encourage cooperative research, realize reasonable turnover of teachers, give full play to the enthusiasm of faculty and staff, and create a batch of excellent teachers who can be “used” in teaching, scientific research and social service. Integrate and optimize teacher resources, promote well-known teachers to be widely publicized, constantly expand the reputation of well-known teachers, attract quality students through their influence, and enhance the visibility of the business school; Cultivate famous teachers, enhance teachers’ academic influence and social influence through diversified channels, and form “out of” famous teachers.

4.4.2 Strengthen the ability cultivation of students

The training of business talents should make the students master the knowledge of the professional field, and ensure that they master some relevant subject content, so as to broaden the knowledge on the basis of ensuring a solid profession-
al foundation. To cultivate students’ correct cognition, development rules, practical operation ability and competence in the professional field, in addition to the professional knowledge of management, economy, law and so on, it is also necessary to strengthen the ability of students. Cultivate and guide students to have the ability of careful thinking, reasoning and judgment, the ability to use scientific methods to obtain information, the ability to correctly judge and discriminate values, the ability to choose a reasonable plan of life, career and social skills. Emphasis should be placed on the cultivation of students’ ability, so as to cultivate excellent business talents who have a broad foundation and can adapt to the future changes.

4.4.3 Advocate collaborative education in schools

Absorb advanced school-running ideas, construct a new pattern of diversified collaborative education, and cultivate practical business talents. Strengthen cooperation between schools, college cooperation, cooperation between colleges and research institutes cooperation, international exchanges and cooperation, such as school-running mode, win-win and mutual benefit, mutual assistance and cooperation of school-running mode, the implementation of cooperative parties complementary advantages, resource sharing, collaboration, the process is advantageous to the students of the combination of theory and practice, improving the quality of the cultivation of the students, implement the business professional, practical and characteristic of training talents. Diversified collaborative education mechanism, sharing the teachers of cooperative units, collaborative scientific research and innovation, improves the social influence and popularity, saves the cost of training students for college business schools, and increases the resources for training students.

In a word, both domestic and foreign top universities and business schools, their brand building is based on strong brand awareness, diversified publicity channels, combined with their own characteristics, accurate positioning of the concept of running a school. At the same time, facing the deficiencies in the brand building process of business schools in domestic universities, we should attach great importance to the connotation development, highlight the characteristics, innovate the training mode, improve the professional connotation, and optimize the quality of courses. To cultivate high-quality business talents as the goal, to build a high-level
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teaching team, strengthen the training of students’ ability, advocate collaborative education; Finally, we should maintain the brand and reputation of the business school daily, improve the core competitiveness, build the business school of colleges and universities from the height of the brand strategy, and form the healthy development model of mutual feed.

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