

## Analysis of th 'Brand Management' Course Ideological Construction

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### Abstract

Taking the Brand Management course as the research object, this paper explores the necessity and path innovation of the course's Civic and Political construction. From the three dimensions of excavating the current situation of brand management course civic politics construction, dissecting the current problems of the 'Brand Management' course, and solutions, it analyses how to deeply integrate socialist core values, professional ethics education and brand management professional knowledge, and help students' all-round development. Through case teaching, scenario simulation and other diversified teaching practices, this paper summarises the implementation strategy of course civics, which provides new ideas and reference experiences for the construction of course civics in universities.

### Keywords

Brand management; Civics construction; Case teaching.

### 1. Background to the Study

As China's higher education enters the stage of comprehensively deepening reform, the construction of curriculum ideology and politics has become an important task in the educational reform of colleges and universities in the new era. The Opinions of the CPC Central Committee and State Council on Strengthening and Improving Ideological and Political Work in Colleges and Universities under New Circumstances and the Guidelines for the Construction of Ideological and Political Work in Higher Education Programmes have been issued one after another to provide policy support and theoretical guidance for the integration of ideological and political education into the college and university professional programmes, and to explicitly require that all kinds of college and university programmes bear the dual responsibility of 'knowledge transmission' and 'value leadership'. It clearly requires all kinds of programmes in colleges and universities to assume the dual responsibility of 'knowledge transmission' and 'value leadership'. This policy background points out the direction for the educational reform of colleges and universities, and also provides new opportunities and challenges for the reform and innovation of professional courses. As an important part of the business administration programme, the Brand Management course has strong practicality and comprehensiveness, and its teaching goal is not only to cultivate students' brand building and management ability, but also to carry the important tasks of shaping students' correct values, enhancing their sense of social responsibility, and promoting their cultural self-confidence [1]. Therefore, it is of great theoretical significance and practical value to integrate the concept of curriculum politics into the teaching practice of Brand Management.

In the current teaching system of colleges and universities, the traditional Brand Management course usually focuses on teaching the basic theories, strategies and practices of brand marketing and management, focusing on the analysis of business models and the application of market strategies. However, this technical and practical oriented teaching mode to a certain extent ignores the social value and cultural connotation behind the brand, which makes students' cognition of the brand confined to the commercial level, and fails to fully understand the deep connection between the brand and the national cultural soft power and national self-confidence [2]. Brand is not only the embodiment of enterprise market competitiveness, but also the symbolic carrier of a country's cultural values and national spirit. For example, the rise of national brands such as Huawei, Maotai and DJI in recent years not only demonstrates the international competitiveness of China's manufacturing, but also highlights the country's cultural self-confidence and soft power. And some brand crisis events (such as product quality problems, false propaganda, lack of social responsibility, etc.) provide students with an important opportunity to reflect on brand management ethics and social responsibility. Therefore, it is obvious that purely professional skills training cannot meet the needs of the comprehensive development of contemporary college students.

Incorporating the concept of curriculum ideology into the teaching design of the Brand Management course is a positive response to the fundamental task of 'making people moral' and an inevitable requirement for cultivating students' all-round quality. In terms of teaching content, the Brand Management course can penetrate the education of socialist core values by exploring the cultural value and social significance behind brand management cases [3]. For example, when analysing successful national brands, students can be guided to think about how the brand becomes a symbol of the national image and its role in cultural communication in the international market; when analysing cases related to corporate social responsibility, students can be helped to set up correct values and enhance the sense of professional ethics and social responsibility. In terms of teaching methods, the elements of Civics and Politics can be naturally integrated into the classroom by means of case teaching, scenario simulation and discussion of social hotspots, so as to avoid students' resistance brought by hard lectures. In addition, by combining national policies (such as the 'Belt and Road' initiative and the innovation-driven development strategy) and current social hotspots (such as the 'dual-carbon' goal and green branding), we can not only stimulate students' interest in learning, but also enhance their sense of reality and sense of mission towards the course content. It can not only stimulate students' interest in learning, but also enhance their sense of reality and mission of the course content.

However, at present, colleges and universities are also facing many practical challenges in the process of promoting the construction of brand management course ideology and politics [4]. On the one hand, some teachers do not have a good understanding of the connotation and practical paths of Civic Governance in the courses, which leads to the combination of Civic Education and professional knowledge being a mere formality; on the other hand, there is a certain degree of difficulty in exploring and integrating Civic Education elements in the design of the course content, especially for the courses with a strong interdisciplinary attribute, how to incorporate effective Civic Education while taking into account professionalism needs to be explored in depth. In addition, the current teaching evaluation system is also less scientific in assessing the effectiveness of Civic-Political construction in the courses, and lacks a systematic feedback mechanism.

Based on the above background, the study of the path of civic and political construction of the Brand Management course can not only provide practical reference for the reform of the civic and political reform of the curriculum in colleges and universities, but also support the cultivation of comprehensive comprehensive quality for students. Under the background of education reform in the new era, college teachers need to fully understand the unique advantages and important role of the Brand Management course in the construction of the

course's civic politics, deeply excavate the civic education resources contained in the course, and optimise the teaching design and implementation methods to achieve the organic integration of the course content and civic goals [5]. On this basis, it further explores the scientific path of the evaluation and feedback mechanism of course civics, and provides empirical support for the transformation of university education from knowledge transmission to value leadership. In short, the research on the construction of brand management course ideology and politics is not only an inherent demand for the implementation of policy requirements, but also an important part of the promotion of high-quality development of education.

## 2. Introduction to the Brand Management Programme

Brand Management is one of the core courses for business administration majors, aiming to help students systematically master the theoretical knowledge and practical methods of brand construction, communication, maintenance and management. Brand is one of the most important intangible assets of an enterprise, and its construction process not only involves the market positioning of products and services, but also reflects the values and social responsibility of the enterprise. Therefore, the brand management course focuses on how to create a strong brand, covering brand positioning, brand image shaping, brand asset management, brand communication and promotion, brand crisis management, etc., and focuses on cultivating students' strategic thinking and practical operation ability [6].

The course is highly practical and comprehensive, guiding students to combine theory and practice by analysing real cases and simulations. For example, students need to study how to enhance brand recognition in target markets through brand positioning and communication, and at the same time analyse how brands deal with cross-cultural communication and competition in the context of globalisation. At the same time, the Brand Management course also emphasises the deep connection between brands and culture, especially under the current wave of globalisation and digitalisation, brands have become an important vehicle for cultural exchange and communication. Taking national brands as an example, the rise of brands such as Huawei and Moutai is not only a model of commercial success, but also highlights the strength of Chinese manufacturing and national self-confidence, which provides rich real-life materials for the teaching of brand management courses [7].

## 3. Importance of Civics in the Curriculum

As an important content of education reform in the new era, the core objective of curriculum ideology and politics is to integrate ideological and political education into the teaching of all courses in colleges and universities, and to achieve the organic unity of knowledge transmission and value leadership. As a core course for business administration majors, Brand Management not only undertakes the task of teaching brand creation and management methods, but also has the potential function of educating people. By integrating the education of socialist core values, social responsibility and cultural confidence into the teaching of brand management, we can achieve a subtle influence on students' values in the process of knowledge transfer, which is of great significance to cultivate comprehensive talents with all-round development [8].

First of all, the brand itself is a symbol of culture and a carrier of communication. Many successful national brands not only carry the market competitiveness of enterprises, but also reflect the cultural soft power of the country. For example, by analysing the globalisation path of brands such as Huawei and Haier, students can gain a deeper understanding of the intrinsic connection between national brands and the country's economic development and cultural self-confidence, and enhance their sense of identity and pride in their own culture. Secondly, in the process of brand management, integrity management and social responsibility are

fundamental to the long-term development of enterprises [9]. By analysing typical cases of brand crisis (e.g. false advertising, product quality problems, etc.), the course can guide students to recognise the importance of values such as integrity, responsibility and environmental protection for the sustainable development of a brand, and to cultivate their sense of professional ethics and social responsibility.

In addition, curriculum Civics can also stimulate students' patriotic sentiment and innovative spirit. Under the background of globalisation and digitalisation, the rise of Chinese brands in the international market faces many challenges, which is an opportunity to integrate patriotic education in teaching [10]. For example, discussing the communication strategy of Chinese brands in overseas markets in the context of the 'Belt and Road' initiative can enhance students' national sentiment and sense of mission. At the same time, by inspiring students to design branding strategies and build confidence in shaping strong brands in global competition, we can further cultivate their innovative and entrepreneurial awareness and ability. Therefore, the ideological and political construction of the Brand Management course is not only an inevitable requirement for the implementation of the educational goal of 'cultivating moral integrity', but also an important path to improve the teaching quality of the course and realise the comprehensive education of human beings.

#### **4. Brand Management Course Ideological Construction Status**

The current situation of brand management programme ideological and political construction shows an initial stage, but still faces many challenges, and the overall development is lagging behind. With the popularity of the concept of 'course politics' in higher education, more and more colleges and universities have begun to explore how to integrate ideological and political education into various professional courses. However, the ideological and political construction of brand management courses has not yet achieved the desired effect, and the following problems mainly exist.

Firstly, the construction of the brand management course's ideology and politics still remains at a superficial stage. Brand management courses in many universities have begun to include elements of ideology and politics in their curriculum design, but these contents are usually limited to simple discussions on topics such as brand culture and corporate social responsibility [11]. For example, teachers tend to explain the social responsibility and cultural significance of brands by introducing some cases of successful brands at home and abroad, but this approach fails to fully explore the potential of Civic-Political education in brand management courses. Although the existing Civics content can lead students to pay attention to social responsibility and ethics, it does not deeply integrate the core theories of brand management, and lacks the systematic shaping of students' thoughts and values.

Secondly, the civic and political construction of brand management courses lacks systematicity and innovation. In the actual teaching process, the combination of teachers' civic education and brand management professional knowledge is often loose, and the integration and relevance of the course content is insufficient. Many teachers focus on professional contents such as marketing and brand strategy when teaching brand management, while there is less in-depth excavation of the values and social responsibility behind the brand and other civic elements. For example, some teachers simply mention in the course how enterprises spread their brand values in the global market, but lack in-depth exploration of how these brands reflect socialist core values and how to shape cultural identity through branding.

Furthermore, brand management programmes are often subject to the influence of mainstream Western theories and lack effective integration of Chinese culture and socialist core values [12]. Many brand management course materials and teaching contents are based on Western branding theories and marketing frameworks, which do not fully consider China's cultural

background and social environment. This leads to the fact that it is more difficult for the ideological education of brand management courses to be closely integrated with China's local social realities and values. Although in recent years some universities have begun to try to introduce Chinese brand cases into the classroom to help students understand how Chinese brands shape cultural identity in the international market, this integration is still superficial.

In addition, the teaching methods and evaluation mechanisms of brand management courses on civic politics need to be further improved. At present, the integration of the elements of ideology and politics in many courses mainly relies on case teaching and classroom discussion, which can stimulate students' thinking to a certain extent, but still lacks a systematic teaching design and a comprehensive system of ideology and politics education. In terms of teaching evaluation, the traditional evaluation system focuses on students' knowledge mastery and skill application, neglecting the cultivation of students' ideological and political quality [13]. Therefore, how to establish a more scientific teaching evaluation system and incorporate the effect of ideological and political education into the evaluation standard has become an important task in the construction of brand management course ideology and politics.

In conclusion, although the construction of brand management course's ideology and politics has taken shape, it still faces many challenges. In the future, the construction of brand management course's ideology and politics needs to be further deepened, and teachers should focus on the in-depth integration of socialist core values with the core content of brand management, and explore more innovative and systematic teaching methods. At the same time, the teaching evaluation system of the course needs to be in line with the goal of the Civic and Political Education, so as to truly realise the cultivation of composite talents with a sense of social responsibility and cultural identity. Through these efforts, the brand management course can better serve the educational policy of socialism with Chinese characteristics in the new era and contribute to the cultivation of high-quality talents with global vision and cultural confidence.

## **5. Problems**

### **5.1. Civic and political content is not deeply integrated and in a single form**

At present, many brand management courses simply integrate the content of ideology and politics into some basic theories or enterprise case studies, for example, by discussing the social responsibility of enterprises or brand culture, etc. However, these contents mostly stay at the surface level and fail to explore the value of ideological and political education in brand management in depth [14]. For example, although some courses deal with the moral responsibility and social value of brands, they lack the excavation of the deeper values behind the brands, which makes the ideological and political elements unable to fully reflect the nurturing function of the courses.

### **5.2. Disconnection between Civic and Political Elements and Professional Knowledge**

In the teaching process of many brand management courses, although the Civic and political elements are introduced into the classroom, this introduction often seems fragmented and incoherent. The course content is mostly focused on brand strategy, marketing and consumer behaviour and other professional areas, while the content of the Civic-Political education is usually supplemented by some case studies or extracurricular activities. This disconnect makes it difficult to integrate ideological education with the core knowledge system and practical skills of brand management, and fails to achieve the dual goals of knowledge transfer and ideological and political education.



### **5.3. Course content is biased towards western theories and lacks localised perspective**

At present, most of the teaching materials and teaching contents in brand management courses are based on Western brand theories, neglecting the attention to Chinese brands and the integration of socialist core values. This reliance on Western theories makes the applicability and guidance of the courses relatively limited in the local Chinese context. Although some colleges and universities have tried to introduce domestic brand cases into their courses, on the whole, the ideological and political education of brand management courses fails to fully incorporate China's social background and cultural characteristics, and lacks in-depth localised education.

### **5.4. Teachers' insufficient Civic and Political Literacy and Teaching Ability**

Civic politics in brand management courses requires teachers to have certain political literacy and innovative teaching ability, but many teachers lack the ability to effectively integrate political elements into the courses. Some teachers only explain ideology and politics as 'additional' content, failing to truly realise the intrinsic value of ideology and politics in the course. Teachers' understanding and practical experience of how to organically combine ideological and political education with professional knowledge is still insufficient, resulting in the failure of Civic-Political education to give full play to its proper function.

### **5.5. Lack of scientific evaluation system**

At present, the evaluation system of most brand management courses mainly focuses on students' mastery and application of professional knowledge, and the assessment of the effect of Civic and Political education is relatively weak. Teachers usually evaluate students' professional ability by means of exams or assignments, but seldom measure students' gains in Civic-Political education by means of effective assessment. The singularity of this evaluation system makes it difficult to achieve the objectives of the course's Civic and Political Education, and it is difficult to fully cultivate students' ideological and political quality.

To sum up, although there have been some attempts to build the Civic-Political construction of the Brand Management course, it still faces problems such as in-depth integration of content, disconnection between the course and Civic-Political, insufficient teacher's ability, and imperfect evaluation system. In order to better achieve the goal of the course's ideology and politics, in the future, it is necessary to strengthen the localised design of the course content, improve the teachers' ideology and politics quality, and establish a more scientific and comprehensive evaluation system to ensure that the brand management course can cultivate the students' sense of social responsibility and values while imparting professional knowledge.

## **6. Programmes Addressed**

### **6.1. Deepen the integration of the ideological and political content and enhance the systematic nature of the course**

To enable the ideological and political content to penetrate into the teaching of brand management courses, it is necessary to integrate socialist core values and national cultural confidence into all aspects of brand management. For example, when explaining brand strategy, the brand construction of Chinese enterprises in the global market can be introduced to discuss how to shape the national image and cultural identity through branding; in the brand communication link, combined with socialist core values, discuss how enterprises can assume social responsibility and lead the positive energy of society. Teachers should take the initiative to explore the values and social responsibility behind the brand, and promote students to

enhance their sense of social responsibility and cultural identity while learning brand management.

### **6.2. Break the disciplinary barriers and promote the organic integration of civic politics and professional knowledge**

Civic education and professional knowledge of brand management should not be separated, but should be organically integrated. Teachers should design more civics content that helps students understand the practice of brand management through an interdisciplinary perspective. For example, combining the concept of 'brand equity' in brand management, they should discuss the cultural self-confidence and social responsibility of enterprises in global competition; when discussing the strategy of brand communication, they should analyse how to build the national image and disseminate the socialist core values through brands. Through case studies and classroom discussions, students can cultivate a good sense of social responsibility and cultural consciousness while learning professional knowledge.

### **6.3. Strengthen the localised teaching design and promote the Chinese characteristics of brand management**

Brand management courses should pay more attention to the rise and development of Chinese brands, especially how to promote the dissemination of socialist core values through brand management in the context of the new era. Teachers can introduce successful cases of excellent domestic brands and analyse the cultural positioning and social responsibility practices of these brands in the global market to help students understand how Chinese brands can build cultural confidence in global competition. At the same time, traditional Chinese cultural elements can be integrated into the teaching of brand management to strengthen students' identification with local culture and their understanding of the Chinese characteristics of brand management.

### **6.4. Enhance the teachers' Civic and Political Literacy and Interdisciplinary Teaching Ability**

The successful implementation of Civic and Political Education cannot be separated from the active guidance of teachers. Therefore, it is crucial to strengthen teachers' Civic and Political literacy and interdisciplinary teaching ability. Teachers can improve their understanding and application of the concept of Civic and Political Education by participating in Civic and Political Education training and exchange activities. At the same time, teachers should combine the content of Civics and Politics with the actual cases of brand management courses through case teaching and situational simulation to improve the interactivity and practicability of teaching. In this way, teachers not only impart professional knowledge, but also can guide students to form correct values and a sense of social responsibility.

### **6.5. Establish a scientific teaching evaluation system to comprehensively assess the effect of Civic and Political Education**

At present, the evaluation system of brand management courses mostly focuses on students' mastery of professional knowledge, while ignoring the assessment of the effect of civic and political education. In the future, a more scientific evaluation system should be established to comprehensively examine students' civic and political literacy, value formation and social responsibility. Students' understanding and practice of social responsibility, national cultural self-confidence and core values in the learning process of brand management can be assessed through diversified evaluation methods such as post-course reflection, case study reports and social practice. At the same time, students are encouraged to think about how to achieve social responsibility through brand management in practice, and to cultivate students' critical thinking and innovative consciousness.

To sum up, the ideological construction of the Brand Management course needs to start from various aspects, not only to deepen the integration of the ideological content, break the disciplinary barriers and promote localised teaching, but also to improve the teachers' ideological and political literacy, and to establish a perfect evaluation system. Through these measures, the brand management course can promote the ideological and political quality of students while cultivating professional competence, and cultivate composite talents with global vision and cultural confidence.

## **7. Safeguards**

In order to effectively promote the construction of the ideology and politics of the 'Brand Management' course and ensure its continuous development and achieve the expected results, it is necessary to put forward safeguard measures from multiple levels, which can be carried out in the following aspects:

### **7.1. Improve the course design and syllabus**

The first step to guarantee the construction of the Civic and Political construction of the Brand Management course is to clarify the objectives and contents of the Civic and Political education by improving the course design and syllabus. Modules should be specially designed in the course syllabus to clarify which contents are the focus of the Civic Education and which are the Civic Elements combined with professional knowledge. For example, when introducing the core theories of brand management, elements such as socialist core values, corporate social responsibility, and cultural self-confidence can be integrated into them to ensure that the civic-political content and professional knowledge are seamlessly connected. In addition, the course syllabus should be updated regularly to ensure that it keeps up with the development of the times, especially for the new dynamics of China's brands in international competition and the latest practice of the socialist modernisation process.

### **7.2. Strengthening Teacher Training and Civics Literacy Improvement**

Teachers are the key to the implementation of Civic Policy in the curriculum. In order to ensure that Civic Policy education is integrated into the curriculum and achieves practical results, teachers need to be trained in Civic Policy literacy on a regular basis. Teachers should have a deep understanding of the meaning of Civic and Political Education as part of their teaching, and enhance their comprehensive interdisciplinary teaching ability. Teachers should not only have professional knowledge of brand management, but also have systematic concepts and methods of ideological and political education. Regularly organise teachers to participate in ideological and political theory learning, and invite experts to give special lectures to help teachers improve their teaching design ability, especially in how to organically combine brand management and Civic and political education, so as to achieve the unity of theory and practice.

### **7.3. Strengthening the construction of curriculum resources**

The effective implementation of the content of the Civic and Political course requires rich teaching resources as support. Colleges and universities should strengthen the construction of teaching materials for brand management courses, and promote the preparation of teaching materials that meet the teaching requirements of brand management and can be comprehensively integrated into Civic and Political Education. The teaching materials should combine the latest theories and cases of brand management at home and abroad, focus on the rise and development of Chinese brands, and analyse in depth how to spread socialist core values and cultural confidence through brand management. At the same time, excellent brand cases at home and abroad, relevant information on corporate social responsibility, and research



results on brand culture can be incorporated into the content of the teaching materials to ensure that the teaching materials are supported both theoretically and practically.

#### **7.4. Innovative Teaching Methods and Means**

In order to improve the attractiveness and infectiousness of brand management course's ideological education, teaching methods and means should be innovated, and a variety of interactive forms should be adopted to promote students' sense of participation and depth of thinking. For example, case teaching method can be adopted to guide students to think about social values and ethical issues in brand management by analysing the social responsibility practices of successful brands at home and abroad; group discussions and situational simulations can be used to stimulate students' thinking and promote their understanding of the importance of social responsibility and values from the perspective of brand management. In addition, social practice and research activities can be combined with course teaching, so that students can practice Civic Education and enhance their sense of social responsibility and value identity by participating in brand management projects or social responsibility-related activities.

#### **7.5. Establish a diversified evaluation system**

In order to ensure the effectiveness of the Civic and Political Education of the Brand Management course, it is necessary to establish a diversified and comprehensive teaching evaluation system, which not only examines the students' mastery of brand management knowledge, but also pays attention to the ideological and political quality of the students. In addition to the traditional evaluation methods such as final exams and homework, evaluation contents such as social practice, teamwork and classroom discussion should be added. Through the comprehensive assessment of students' interaction with actual cases in the classroom, the spirit of cooperation in team projects, and the responsibility in social practice, etc., the results of students' ideological and political education are fully reflected.

#### **7.6. Strengthening Collaborative Co-operation Inside and Outside the University**

Civic education in brand management courses is not only the responsibility of classroom teaching, but also requires synergistic cooperation inside and outside the school. Schools can promote students to participate in more social practice activities related to brand management by cooperating with enterprises, industry associations and other external organisations. Through the practical projects of enterprises or in-depth analyses of brand marketing cases, students can be helped to combine the theoretical knowledge they have learnt with real-life problems and enhance their ability to solve practical problems. In this process, enterprises can provide a practical platform and schools can provide theoretical support, forming a positive interaction between school-enterprise cooperation and further enhancing the practical effect of the construction of curriculum Civics.

#### **7.7. Regular Assessment and Feedback Mechanism**

The construction of course Civics requires regular assessment and feedback to ensure the realisation of teaching objectives. The opinions and suggestions of students and teachers on the effectiveness of ideological and political education can be collected through questionnaires, student symposiums, and feedback from teachers, and timely adjustments can be made to the teaching content and methods. Evaluation should not only focus on the improvement of students in ideological and political quality, but also pay attention to the effect of the programme on the cultivation of students' professionalism and social responsibility. Through continuous feedback and improvement, it ensures that the ideological and political

construction of the brand management course can be continuously optimised to achieve the expected effect of nurturing people.

## **8. Typical Case: Meng Wanzhou Incident and the Civic and Political Construction of Brand Management Course**

The Meng Wanzhou Incident is an important and high-profile case in recent years, involving the detention of Huawei's Vice Chairman Meng Wanzhou in Canada, which deeply reflects the complex intertwining of brand management and international politics in the context of globalisation. In the ideological construction of the Brand Management course, the Meng Wanzhou incident can be used as an important teaching case to help students understand how enterprises can adhere to their core values in the complex international environment and demonstrate social responsibility and cultural self-confidence through brand management.

### **8.1. Cultural Confidence and Social Responsibility of Brands**

In the Brand Management course, students not only need to master how to manage the brand's market positioning, product design and promotion strategy, but also need to recognise that the brand carries the enterprise's cultural values behind it. Meng Wanzhou, as a representative figure of Huawei, has demonstrated the importance of adhering to corporate values and cultural self-confidence in the incident. Whether it was her perseverance in difficult times or her calm response in the face of international public pressure, Meng embodied the cultural self-confidence and social responsibility that Huawei, as a Chinese company, has demonstrated in the global market. Through this case, students can understand that a brand is not only a tool for market competition, but also represents the moral standard, cultural transmission and social responsibility of the enterprise.

### **8.2. Corporate Social Responsibility in Brand Management**

The Meng Wanzhou incident can also help students understand the complexity of CSR in brand management. As a leading global technology company, Huawei's brand is not only about business success, but also closely related to national interests and social values. In this incident, Huawei has always honoured its commitment to provide innovative technologies to its customers, and continued to promote the normal operation of its global business, demonstrating strong corporate resilience and responsibility. By analysing how Huawei responded to the public relations crisis in this incident, students can learn how to balance business objectives and social responsibility in brand management, and how to manage corporate brand image in the face of global competition.

### **8.3. Entrepreneurial Spirit in Civic and Political Education**

Meng's tenacity and courage, which reflects the spirit of Chinese entrepreneurship and the sense of social responsibility that business leaders should have, provides a vivid case for Civic and Political Education. In the civic construction of the Brand Management course, the Meng incident can be analysed to help students establish correct values and cultivate their sense of social responsibility and global vision. At the same time, Meng's perseverance and the development of Chinese enterprises in the international market reflect the self-confidence of Chinese national culture and the positive adaptation to globalisation. In the classroom of brand management, teachers can use this case to guide students to think about how to maintain their cultural roots in the competition of globalisation and show the world the power of China through branding.



**Figure 1.** Cases analysis

## 9. Summary and Prospect

Through the analysis of the Civic and Political Construction of Brand Management course, this paper summarises the current problems faced by the brand management course in the Civic and Political Construction and puts forward the corresponding solutions. Generally speaking, the Civic and Political construction of Brand Management course is still in the beginning stage, and there are problems such as in-depth integration of content, disconnection between curriculum and Civic and Political, and insufficient teachers' Civic and Political literacy. However, with the deepening of educational reform and the rising requirements for higher education in the new era, the Civic-Political construction of brand management courses is facing unprecedented opportunities.

Firstly, the deep integration of Civic and Political content and localised teaching design provide a good foundation for the implementation of Civic and Political in the course. Through the enhancement of socialist core values, cultural self-confidence and other elements of ideology and politics, the brand management course can achieve the dual goals of professional knowledge and ideological and political education. Secondly, teacher training and the enhancement of ideological and political literacy is the key to ensure the smooth implementation of the ideological and political curriculum. Only when teachers have solid theories of ideological and political education and cross-disciplinary teaching ability can they organically combine brand management and ideological and political education and enhance the ideological and political quality of students.

In addition, the innovation and diversification of the course evaluation system is also an important part of guaranteeing the effectiveness of Civic and Political Education. By comprehensively assessing students' ideological and political literacy and social responsibility, the teaching evaluation not only focuses on students' professional ability, but also can comprehensively reflect students' ideological and political growth. This process requires the joint efforts of schools, teachers and the society, and provides students with more social

practice opportunities to enhance their practical ability and sense of social responsibility through the synergistic co-operation inside and outside the school.

Looking into the future, the construction of Civics and Politics in the Brand Management programme will be further deepened. Guided by the new curriculum standards and educational concepts, the Brand Management course will pay more attention to the transmission of localised values and promote the global competitiveness and cultural confidence of Chinese brands. Teachers' interdisciplinary ability and Civics and Politics literacy will also continue to improve, promoting the deep integration of Civics and Politics with professional education. Through continuous innovation and improvement, the brand management programme will cultivate students' professional competence while helping them to become composite talents with global vision, social responsibility and cultural self-confidence.

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