

**Application of Core Values in the Brand Building Processes
in Two Higher Educational Institutions**

by

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Abstract

Universities are involved in furious marketing especially branding competitions in recent decades to attract stakeholders' funding by distinguishing themselves from others. However, the current situation of borrowing branding concepts and practical strategies from the commercial field in higher education institutes (HEIs) have caused concerns. Some may fear that HEIs have not integrated or involved proper values such as social responsibility, ethical perceptions, in marketing themselves. Nevertheless, in current literature, there is sparse study on branding strategies with some certain values or philosophies in the higher educational (HE) context.

Hence, due to the scarcity of this research topic in literature and the difficulty to get access to HEI leaders, this study has filled the research gaps to explore the value-laden brand building processes at two HEIs in Hong Kong. Rather than a quantitative research with prescribed variables, inductive qualitative research methodology was adopted. For the purpose of focusing on



more efficient research conduction process and on the generation of effective research results in a limited time, a conceptual framework was used as an auxiliary tool (Eisenhardt, 1989; Yin, 1981). In addition, purposeful sampling was adopted to collect information from the most relevant and information-rich sites and participants. Furthermore, one-to-one interview was the primary data collection method since it was the most direct or straightforward way to explore philosophy or values oriented answers from interviewees, using semi-structured interview questions to limit the interview within the boundaries of the research topic, but inspire the interviewees to express their values, attitude, opinions or beliefs.

These interview data were analyzed in two stages, within-case and cross-case analyses, with the grounded theory coding method from coding, categorizing, theming to conceptualizing thematic patterns into a new theoretical understanding of this study. The findings showed that there was no consistent institutional wide core value and brand definition at the HEIs, but they were diversified at different hierarchical levels and functional departments. Hence, core value-based branding strategies were applied at different hierarchical levels and departments. All these efforts were driven by a common dominant internal force, that is, some university mission concerning research, teaching or community service. Besides, there were also some pressures to compete among the academics regarding the governmental funding and academic reputations

In general, to achieve some university mission, brand as a strategic instrument, was built with diversified core value-based branding strategies at



different hierarchical levels and different functional departments. Consequently, recommendations were given based on this new understanding of applications of core values in the brand building processes to literature, practices or universities, postgraduate students, and policy makers.

It is highly appreciated that my supervisors, Dr. Yu, Wai Mui, Christina and Professor Lo, Sing Kai have been encouraging and inspiring me in this research journey. While my doctorate study just started three years ago, Professor Lo, a so well-experienced researcher and supervisor, first led me to the research area which was closely related to my previous academic and practical background, marketing and organizational management so that I could switch my role from a manager in a commercial company to a student very quickly and consequently immersed in and fell in love with the research journey till now.

And one year later, Dr. Yu, Wai Mui, Christina was assigned as my supervisor by the institute, who is a great teacher and researcher with a problem based and instructional teaching approaches from an inclusive perspective embedded in the way of supervising this research process in which I could experience a joyful research life with freedom of choosing the research topic and everything but critical and constructive comments and guidance always appear in the key moments, either driving me back to the right track focusing on the topic or forth to the further steps during the research conducting processes.



Many thanks go, also, to the interviewees, the leaders in the two universities, who have taken time out of their busy schedule to answer all my questions with frank information throughout the whole interview processes, which provides the key support for the formation of this thesis.

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I am very fortunate to have parents who love and support me with selflessness but only inspirations all the time. On the other hand, their honest, diligent and warm-hearted attitudes and behaviors driving their life and work have been being constantly injected to me in this research journey leading to my further character building and spiritual growing. Finally, thanks to God who is the only one being with me all the time even in the night time.



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Chapter 1

Introduction

1.1 Background of the study

1.1.1 Development of brand building in HEIs

Since the early 21st century, higher educational institutions (HEIs) have become competitive enterprises. They are competing for ranking, status, funding from the government and private sectors (Albatch, Reisberg & Rumbley, 2009). Consequently, they are forced to commit themselves to and become heavily involved in marketing especially, in branding (Binsardi & Ekwulugo, 2003; Chapleo, 2007; Naudé & Ivy, 1999). They require strong brands as one of the most valuable intangible assets (Keller & Lehmann, 2006) to increase both national and international competitive advantages in order to enhance awareness of their existence and differentiate themselves from rivals (Melewar & Akel, 2005; Naudé & Ivy, 1999) among their stakeholders (Keller & Lehmann, 2006; Villas-Boas, 2004), for instance, students and their parents as well as government and non-government funding resources (Wæraas & Solbakk, 2008).

However, *“despite the growing importance of branding in academia, literature searches reveal very few papers that specifically address higher education branding”* (Wæraas & Solbakk, 2009, p.452). The branding strategies reported in the current higher educational (HE) literature are those borrowing concepts directly from the commercial world. For example, market



segmentation strategies based on students' behavioral (Lewison & Hawes, 2007) and psychological (Ying & Zhu, 2007) traits, brand positioning based on students' evaluation criteria (Gray, Fam & Llanes, 2003), brand personality and brand preference which stated that the matching of brand personality and consumers' self-concept creates student customers' brand preference (Ying & Zhu, 2007) as well as marketing communications giving suggestions to HEIs from both contents and venue aspects (e.g. Cheng, Shun, Cheung, Choi, Tang, Yuen & Yuen, 2009).

1.1.2 Problems and suggestions of applying marketing and branding strategies in higher educational context

Nevertheless, some literature showed their concerns of borrowing branding concepts and strategies directly from the commercial world (e.g. Temple, 2006; Hemsley-Brown & Oplatka, 2006). A voice to echo these concerns was suggesting much research was *“needed to examine the notions of: ethical perceptions, personal and moral philosophies, ethical values and social responsibilities of those involved managing the marketing of universities”* (Hemsley-Brown & Oplatka, 2006, p.334). Moreover, Heaney and Heaney (2008) presumed some core value might be guiding the brand building processes in higher educational institutions (HEIs) according to a core value-based brand building processes model in the commercial context developed by Urde (2003).



1.1.3 Hong Kong as the researched region

Hong Kong was selected as the researched region because it was found that the UGC (The University Grants Committee)-funded universities spelled out their core or guiding values somewhere (e.g. in the logo, motto, or an independent column) and brand missions in their official websites and University Strategic Plans. Another key rationale is that Hong Kong has become an Educational Hub in the Greater China Area (UGC, 2004) in recent ten years, which has been attracting constantly increasing numbers of international and Mainland students. But there is sparse study to understand this phenomenon from the perspective of marketing or branding strategies taken by the universities except for some literature on government policies behind this trend.

Consequently, sparse studies investigate the relationship between these core or guiding values and the university brand building processes. Hence, in a doctorate study with limited time, UGC-funded universities in Hong Kong were selected as examples to investigate answers for this study. The contextual background of Hong Kong is introduced as follows:

Values of the universities

Values, core values or guiding values appear in university official websites and University Strategic Plans in Hong Kong. For instance, two oldest universities which were established in 1910s and 1960s are University of Hong Kong and Chinese University of Hong Kong. A value is explicitly shown in the logo of University of Hong Kong, “格物明德” (“*Matilda nature of things*”) (http://www.hku.hk/about/uid/c_background.html). A value explicitly displayed



in the logo and motto in Chinese University of Hong Kong is “博文約禮”

(*“Through learning and temperance to virtue”*)

(<http://www.cuhk.edu.hk/english/aboutus/mission.html>).

For the universities established in 1980s and 1990s, a mission of Hong Kong Baptist University is *“the development of whole person in all these endeavours built upon the heritage of Christian higher education”*

(http://buwww.hkbu.edu.hk/eng/about_hkbu/Mission%20and%20Vision.jsp).

For the City University of Hong Kong, “敬業樂群” (*“Officium et Civitas”*) is

its University Motto (<http://www.cityu.edu.hk/cityu/about/motto.htm>). The

Hong Kong Polytechnic University applies values in its motto, “To learn and to apply, for the benefit of Mankind”

(http://www.polyu.edu.hk/cpa/polyu/index.php?option=com_content&view=article&id=5&Itemid=15&lang=en).

In Lingnan University, the values are addressed in the logo of the university shown in its official website, for instance, *“the path represents the road to the future by virtue of hard work”* and the “vibrant-red” and “iron-grey” colours of the logo symbolize integrity and loyalty (<http://www.ln.edu.hk/info-about/logo>).

Hong Kong Institute of Education has explicit and specialized column called guiding values in its website. They are specifically as follows:

“We embody a concept of excellence combining scholarship, professionalism and service to the community.

We affirm early childhood education as the foundation of lifelong learning.



We develop multilingualism to encourage flexibility of mind and access to the wisdom of the world's diverse cultures.

We uphold civic and moral education as a means of fostering social justice and environmental sustainability within the Institute and in the wider community.

We integrate advanced technology with creative arts, physical education and all other areas of knowledge to realize multiple modes of intelligent thought and action.

We collaborate effectively with schools and other organisations, locally and internationally, in order to develop professionalism and leadership in education.

We are committed to the on-going professional development of our teaching and administrative staff.

We support the principle of equal opportunities and equitable work and study conditions for all staff and students.

We enhance creativity and effectiveness in teaching, learning, research and administration through an IT-rich environment”

http://www.ied.edu.hk/web/view.php?page=guilding_values)

In contrast to the above seven universities, the Hong Kong University of Science and Technology does not have explicit guiding values in its missions, visions and University Strategic Plan.

Branding of the universities



The oldest university, The University of Hong Kong maintains its university's image by consistently and scrupulously using a visual identity/symbol with its “*core common values*”, as “an institution that cherishes excellence, and helps to project its core common values ‘格物明德’ (‘*Matilda nature of things*’)” (<http://www.hku.hk/about/uid/introduction.html>). The second oldest university, Chinese University of Hong Kong addresses about its unique identity and world-famous reputation in its ten-year vision , “What will The Chinese University look like in ten years' time? We see a world-famous comprehensive research university steeped in its bilingual and bicultural heritage...”(<http://www.cuhk.edu.hk/strategicplan/english/ourtenyearvision.html>)

For the universities established after 1980s and 1990s, i.e. the Baptism University of Hong Kong and Lingnan University, it is hard to find explicitly stated information about branding in the publicized documents, such as official website and University Strategic Plan. In contrast, City University of Hong Kong, The Hong Kong University of Science and Technology, the Hong Kong Polytechnic University, and the Hong Kong Institute of Education spell out their branding missions in their key official documents.

For instance, in the University Strategic Plan of City University, it states “*City University is committed to distinguishing itself as..., a carefully considered marketing and communications strategy...City University needs to sharpen its brand presence and to manage its corporate identity proactively. In particular, it needs to communicate its strengths and achievements to various*



stakeholders...” And it has spelled out four branding goals and their branding strategies in its University Strategic Plan

(http://www.cityu.edu.hk/provost/strategic_plan/sa_f.htm).

Similarly, the Hong Kong University of Science and Technology highlights the implications of its brand as the first column after the Forward of the

University Strategic Plan (<http://strategicplan.ust.hk/eng/foreword.html>). The

Hong Kong Polytechnic University has a special column called “*University Identity*” in its official website to introduce about implications delivered by

various University identities such as its logo and presidential medallion

(http://www.polyu.edu.hk/cpa/polyu/index.php?option=com_content&view=article&id=156&Itemid=48&lang=en). In a similar way, Hong Kong Institute of

Education highlights its implication of logos and mace in the page of “About HKIED”, the key part of introduction about HKIED

(http://www.ied.edu.hk/web/hkied_about_hkied.html). In addition, it has

another highlighted symbol with words “*Empowering Education*” shown in a parallel way with the logo to try to highlight its uniqueness

(<http://www.ied.edu.hk/web/index.php>).

Educational market of Hong Kong

Hong Kong has attracted the researcher to take it as the researched region because of its constant improving numbers of international and Mainland Chinese students in recent years at Hong Kong universities as shown in Table 1.1 and Figure 1.2.

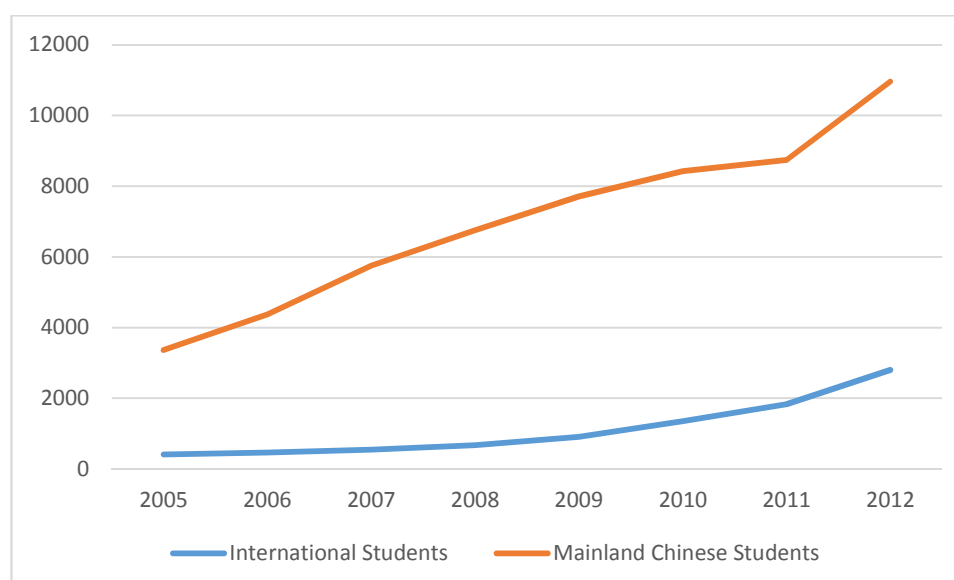


Table 1.1 Numbers of International and Mainland Chinese Students' Mobility to HK

Year	2005	2006	2007	2008	2009	2010	2011	2012
International Students	404	463	542	675	904	1350	1833	2798
Mainland Chinese Students	3,362	4,370	5,754	6,751	7,713	8,429	8,742	10963

Source: HK UGC Official Website

Figure 1.1 Trend of International and Mainland Chinese Students' Mobility to HK



Source: HK UGC Official Website

The rise of non-local students reflects the trend for Hong Kong to be an Educational Hub: “*Developing Hong Kong as a regional education hub is an important policy concern*” (Cheng, 2007). In 2004, the UGC reported on Higher Education in Hong Kong, “*proposing that Hong Kong develops its capability*” and “*eventually becomes the education hub in the region*”. This vision, as stated on the University Grants Committee (UGC) official website, is developed on the advantageous geographic location of Hong Kong as the linkage between the

Mainland China and other countries in Asia as well as its fusion of western and eastern cultures. Hence, the UGC believes that, Hong Kong in Asia will be a competitive center of education in Asia.

To achieve this goal, the government has implemented some policies to attract more qualified and calibrated students from different countries beside the local students. For instance, the government has relaxed visa requirements, permitting international graduates to seek employment, and removed institutional restrictions on the number of fee paying students. Furthermore, in 2004, the Chinese authorities granted the eight UGC-funded institutions permission to recruit students from Sichuan, Shandong and Hubei Provinces, as well as Chongqing Municipality. In the following year, this permission was extended to Liaoning, Hunan, Henan, Guangxi, Hainan, Shanxi Provinces as well as Tianjin Municipality. This provision gave the institutions permission to recruit fee-paying undergraduates in seventeen provinces/municipalities, covering four million prospective mainland students (Li & Bray, 2007).

As shown in the above session, universities have adopted some marketing strategies from a branding perspective to attract non-local students. Consequently, understanding what branding strategies of the universities have taken in these years will provide a valuable insight to leadership and management in Hong Kong universities and to how these strategies have responded to this changing market resulting in a local impact on universities in terms of utility values.

According to the literature (e.g., Wæraas & Solbakk, 2008), brand building



strategies in the HE context are sought after for their potential theoretical and practical implications. Hence, to examine what the universities are doing in terms of branding themselves can inspire the government to review the implementation of such mission at the institute level in the marketing strategies from a corporate branding perspective, or at the system level in the government's higher education strategy in attracting overseas students.

1.1.4 A research niche and an inspiring theoretical model

According to the above research problem, further mass literature review was conducted to define whether application of values or core values in university brand building processes in HEIs was a research niche. However, in two-year time from 2010 to 2012 when this research proposal was completed, sparse literature was found on relationship between values or core values and university brand building processes. Therefore, university brand building processes integrating certain values or core values in the HE context was defined as a niche research area to study.

The research topic in this niche area was further narrowed down by a theoretical model, core value-based brand building processes model (Urde, 2003) which was appealed to be tested in HE context by Heaney and Heaney (2008). This theoretical model was adopted by the researcher to develop the research aim and research questions due to its treasured data and convincing results. This model was developed based on a ten-year longitudinal study in fifty worldly top ranking corporations (i.e. Volvo, Ford, Nestle and etc.) and numbers of previous literature in both marketing and management paradigms,



which was published in a world-class journal “European Journal of Marketing”.

In this model, an organization has its core value(s) developed from moderating both what the organization and the customers value, performed as a guiding light penetrating in the corporate brand building processes, “*built into the product, expressed in behavior and reflect the feel of communication*” (Urde, 2003, p.1019). For instance, in Volvo Corporation, safety is the core value, which has been a philosophy in all staff’s mind referring to naturally and deeply kept “*personal safety, safety for all passengers, safety for others in the traffic environment and safety in relation to the environment*” (Urde, 2003, p.1028) in mind while performing their responsibilities.

Consequently, this model inspired the interest of the researcher to investigate to what extent and in what way core value(s) are applied in university brand building processes. For instance, whether there is such a core value as a guiding light built into the programs and services, expressed in staff’s behaviors and reflected in internal and external communications in HEIs.

1.2 Research aims and research questions

This study aims to investigate to what extent and in what way, core values are applied in the university brand building processes. Consequently, the key research question is “**How are core values applied in the brand building processes in HEIs?**” And the sub-research questions are as follows:

1. How are core values defined?
2. How are the defined core values formed?



-
3. How are core values applied in the university brand building processes?
 - a. What is (are) brand mission(s)/definition(s)?
 - b. How are branding strategies with application of core values applied to achieve the brand mission?
 - c. How are the university brand building processes performed?
 - d. How are the branding strategies with core values applied in the university brand building processes?

1.3 Research design

This research follows inductive philosophy or logic (Eisenhardt, 1989) leading to a qualitative research methodology which is adopted in this study rather than a quantitative research with prescribed variables; due to the scarcity of the topic in exploratory research and it is hard to explore the philosophy or values oriented research aim and research questions i.e. exploring application of core values in the brand building processes in HEIs with some fixed predesigned or preplanned variables. To answer these “how” questions in a contextual bounded system and within organizations, a case-based research method (Yin, 2009) was adopted. In order to develop new theoretical understanding generated from results based on comparing common and different points in various universities, this study adopted a multiple-case study methodology (Eisenhardt & Graebner, 2007).

Purposive sampling was the dominant sampling approach of this study with the principle of selecting information-rich participants. Another sampling method is snowballing, participants are introduced by others,



because these participants were all from senior management and relatively hard to approach in a parallel way in multiple cases. Therefore, they were introduced by others so that they could be more approachable or easier to access and mutual trust was naturally built between these participants and the researcher.

One-to-one interview is dominantly applied since it is the most direct or straightforward way to explore philosophy or values oriented answers from the interviewees' mind. Moreover, in these interviews, semi-structured interview questions are applied to scope the interview within the boundaries of the research topic but also inspire the interviewees express their values, attitude, opinions or beliefs as much as possible with aid of certain interview techniques (e.g. confrontation, paraphrasing and prompting) at appropriate time.

Following rigorously with the inductive logic of this study, grounded theory coding methods are adopted in the data analysis stage. The data were analyzed again and again until no new codes, themes and patterns were generated or developed in both within-case and cross-case analyses. In addition, trustworthiness is stated in a specific way to verify the credibility and validity with methods of triangulation and referential materials; as well as data dependability with approaches of carefully selection of cases, technical data collection, and sensitive and careful data analysis, let data speak and by justification of the types of the questions and expert reviewing.

1.4 Significances and limitations

However, like all studies, this research has its limitations and significances too. The limitations are i) representativeness of selected samples and participants. The findings of this study are narrowly limited to the university level senior management and those who are involved in headship of Student Affairs Offices (SAOs) and academic departments in the two chosen universities with similar backgrounds. However, this study can be viewed as a preliminary study for carrying out a larger-scale study at later stage among multiple levels of staff; ii) limited branding knowledge of participants, especially the academic staff, most of whom may not have worked in commercial sectors; iii) Students' voices are not examined. The students' voices responding to the core values and academic and non-academic core value-based programs and services at the functional dimension of brand, may help with these leaders review how successful their strategies from students' perceptions for further improvement.

The significant contributions of this research are mainly in three aspects. First, an enhancement to the literature by contributing to a research niche by a new theoretical understanding presented by a university brand building processes model with application of core values. Second, utility values to universities by rich information about branding strategies at the organizational level and in SAO and academic dimensions at the departmental level, which might be functioned with a mirror effectiveness to inspire them to reflectively thinking about their own organizational level brand building processes and departmental branding strategies for further refinement and development.



Third, values to the policy makers for higher education. According to University Grants Committee of Hong Kong (UGC) official website, being an Educational Hub is a key mission of Hong Kong. Hence, to discover what the universities are doing in terms of branding themselves during these educational reforms and under the government mission, to be an Educational Hub can inspire the government to review the implementation of these policies and the mission to some extent from the branding perspective at the organizational marketing strategic level so that they may further adapt their policies to such as attracting more qualified overseas and Mainland students.

1.5 Operational definitions

1.5.1 Core Values

The common values penetrating in all brand building processes, being reflected in products or programs and services, organizational behaviors and feel of communications (Urde, 2003).

1.5.2 Values

Criteria to select and justify actions, and evaluate events or people (Schwartz, 1992).

1.5.3 University Brand

An integral corporate identify which might reflect an institute's heritage, values, culture, people, and strategy, requiring managing interactions with multiple stakeholders (Aaker, 2004a; Aaker, 2004b; Balmer & Gray, 2003; Knox & Bickerton, 2003; Hatch & Schultz, 2003;



Keller, 2000).

1.5.4 University brand building processes

The brand building processes involving efforts of senior management, e.g. organizational level, and lower hierarchical level departments.

1.5.5 Branding strategies

Traditional marketing strategies aiming only to satisfy customer's needs, wants and demands (Kotler, 2002) with strategies for products or programs and services, placement or distribution as well as internal and external communications; and they do not necessarily involve the organizational level efforts.

1.5.6 Brand dimensions

A brand has three dimensions, functional, e.g. programs and services provided to students; emotional, e.g. communications linking emotional ties between the students and their parents and the university image; and symbolic such as the logo (Aaker, 1997).

1.6 Summary of the chapters in this thesis

Chapter one introduces the background, research aims and research questions of this study. Consequently, methodologies applied to answer these research questions are stated. The significances and limitations of this study are also addressed

Chapter two reports the current literature on branding. The chapter starts from the introduction of the development of branding concepts and strategies,



and then leads to the utilization of branding concepts and strategies in higher educational institutions. This chapter also includes criticism of borrowing commercial branding strategies in HEIs leading to concerns and suggestions in terms of embedding or integrating proper moral values in the brand building processes in HEIs, which is a research niche. This research niche plus a core value-based brand building processes model (Urde, 2003) inspired and led to the research aims and research questions of this study.

In chapter three, methodology is explained in a detailed way. The epistemology, constructivism and the theoretical perspective of this study are introduced. A qualitative research methodology is then justified. It is followed by justification of cases studies in the aspects of the nature, functions, advantages and disadvantages. The next parts, sequentially, are case selection and sampling. Data collection methods, one-to-one interview with semi-structured questions and Documentary are addressed. And then, data analysis processes with the grounded theory coding method are introduced in a specific way with tables and figures intuitively illustrating the textual explanations. Finally, the trustworthiness and ethical considerations are stated.

Chapter four reports the findings based on within-case analysis and cross-case analysis respectively. The data is presented on the participants based. In presentation of within-case finding, there are three categories, the organizational level leader, the SAO head and the departmental head. Under each category, the pattern with themes and codes as evidences emerged from analysis under each research question are reported.

In the part of reporting finding from cross-case analysis, firstly, common and different core values in the two cases are reported; and then, common and different brand missions are addressed; thirdly, common and different points on branding strategies with application of core values to achieve these brand missions are compared and stated; consequently, organization-wide brand building processes with a common point linking various branding strategies with application of core values in the two cases are combined together leading to a newly developed theoretical understanding represented by a model, an organizational brand building processes model with branding strategies based on or impacted by core values. Furthermore, this newly developed theoretical understanding in HEIs are further compared to that in commercial corporations of Urde (2003) having inspired this study in the first session of the following part, discussion.

It was obviously shown through within-case and cross-case analyses, three key points of the Urde (2003) model are different from the newly develop theoretical model in this study. First, there is no consistent organization-wide core value but there are variety of core values at the organizational level as well as SAO and academic departments ; second, there is no consistent organization-wide brand mission but brand is defined in different ways at the organizational level and in the administrative and academic dimensions at the departmental levels respectively; third, the branding strategies are presented in different ways at the organizational level as well as SAO and academic departments.

Nevertheless, a similarity is that in both the HE and commercial contexts,



achieving the organizational mission is the biggest force to direct branding strategies, in turn, the branding strategies serve the organization missions. Hence, in summary, it is found that in HEIs, all branding efforts are made to achieve the university missions with various core value-based branding strategies applied at different hierarchical levels (Organizational and departmental levels) as well as SAO and academic dimensions at the departmental level respectively. The following chapter five is the discussions in which the newly developed theoretical model in HEIs further compared to that in commercial corporations of Urde (2003) having inspired this study leading to the discussions on differences and similarities on application of core values in brand building processes in HEIs and those in commercial corporations. In addition, the newly developed model was also compared to other branding literature in the HE context in the Literature Review of this thesis. The final chapter six is the conclusion of the whole study with recommendations to universities, students, government and further research.



Chapter 2

Literature Review

2.1 Introduction

To provide grounds for this study “Application of Core Values in the Brand Building Processes in Higher Educational Institutions”, this literature review states development of roles of branding leading to the latest focus, corporate-level branding. It is followed by a brief introduction of corporate-level branding models bringing to the introductions of core value-based brand building models. The following part is about branding in higher educational context that leads to some identified issues in the application of branding strategies in the higher educational context. The last part states the linkage between the literature review and research aims and research questions.

2.2 Development of nature or definition of branding

Since the concept of “brand image” was launched in 1956 (Boulding, 1956), over the past several decades, the central concerns of brand building literature experienced a dramatic shift (Knox & Bickerton, 2003). Branding and the role of brands, as traditionally understood, were subject to constant reviews and redefinitions. For example, brand has been seen as a process of marketing to sell products; an identifier, a guarantee or risk reducer, and a tactical mechanism leading to a strategic focus of brands. Then, a shifting focus from product brands to corporate branding is emerged since the mid-nineties in the most recent branding literature, in which the core value-based brand building

processes are introduced (de Chernatony, 1999; Hatch & Schultz, 2003; Urde, 2003). It is the major literature which inspired the research aim and research questions of this study.

2.2.1 Branding is a process of marketing to sell products

Brand as an identifier

Before the shift in focus towards the strategic view of brands or brand building process, brands had a simple and clear function as identifiers or as another step in the whole process of marketing to sell products. For instance, brand is “the name, associated with one or more items in the product line that is used to identify the source of character of the item” (Kotler, 2000, p. 396). The American Marketing Association (AMA) defines a brand as “*a name, term, sign, symbol, or design, or a combination of them, intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors*” (as cited from Kotler, 2000, p. 404). Similarly, as Keller (2003a) says, “*technically speaking, then, whenever a marketer creates a new name, logo, or symbol for a new product, he or she has created a brand*” (p. 3).

Brand as a guarantee or risk reducer

In addition, brands were just another step in the whole process of marketing to sell products. “*For a long time, the brand has been treated in an off-hand fashion as a part of the product*” (Urde, 1999, p. 119). Kotler (2000) mentioned branding as “a major issue in product strategy” (p. 404). As the brand was only part of the product, the communication strategy worked towards exposing the brand and creating brand image. Aaker and Joachimsthaler (2000) claimed that,

within the traditional branding model, the goal was to build a brand image, a tactical element to drive short-term results. The brand served to identify a product and to distinguish it from the competition. “*The challenge today is to create a strong and distinctive image*” (Kohli & Thakor, 1997, p. 208). This strong and distinctive image may make customers feel safe for the quality of the brand of the produced as stated by Kapferer (1997) “*the brand is a sign -therefore external- whose function is to disclose the hidden qualities of the product which are inaccessible to contact*” (p. 28), which makes people feel safe to consume the product.

Brand as a tactical mechanism

Furthermore, there is a literature concerning the brand building process as a tactical mechanism. Aaker and Joachimsthaler (2000) discuss the traditional branding model where a brand management team is responsible for creating and coordinating the brand’s management program. In this situation, the brand manager is not high in the company’s hierarchy; his focus is to enhance the short-term sales results of single brands and single products in single markets. His basic objective is to coordinate with the manufacturing and sales departments to solve any problem concerning sales and market share. With this strategy the responsibility of the brand is solely the concern of the marketing department (Davis 2002). In general, most companies focusing on the latest and greatest advertising campaign meant focusing on the brand (Davis & Dunn, 2002). “Such a model itself is tactical and reactive rather than strategic and visionary” (Aaker & Joachimsthaler, 2000). “*The brand is always referred to as a series of tactics but never evolve into strategies*” (Davis & Dunn, 2002).



2.2.2 Brand as a source and strategic instrument of competition

With the globalization of businesses, there is a significantly noticeable increasing influence of the organisation behind the brand (e.g. Aaker, 1996; Aaker & Joachimsthaler, 2000; Balmer, 1995, 2001a; de Chernatony, 1999; Dowling, 2001, 1993; Harris and de Chernatony, 2001; Hatch and Schultz, 2001, Ind, 1997; Kapferer, 1992; Keller, 2000a, b; Olins, 2000; Schmitt & Simonsen, 1997) as well as a growing acceptance of its role in the creation of economic value (Aaker & Joachimsthaler, 1999; Balmer, 1999; Fombrun, 1996; Fombrun & Van Riel, 1997; Greyser, 1999; Ind, 1997; Keller, 2000b; Knox & Maklan, 1998; Macrae, 1999; Knox et al., 2000; Olins, 1989, 2000; Urde, 1999). The variety of products and services offered by the company pushed the focus of product brand towards corporate as a consequence of the strategic view of brands (Knox & Bickerton, 2001).

For instance, Worcester (1986) provided evidence of a strong correlation between company familiarity and favorability. Research by Lane Keller and Aaker (1992), Brown and Dacin (1997), and Ind (1997) highlighted the positive impact of the corporate brand on new product introductions and product brand extensions. In addition, King (1991) made a clear distinction between product and corporate brands, emphasizing the importance of a multidisciplinary approach in order to manage them.

2.2.3 Corporate-level branding

Evolution of corporate branding

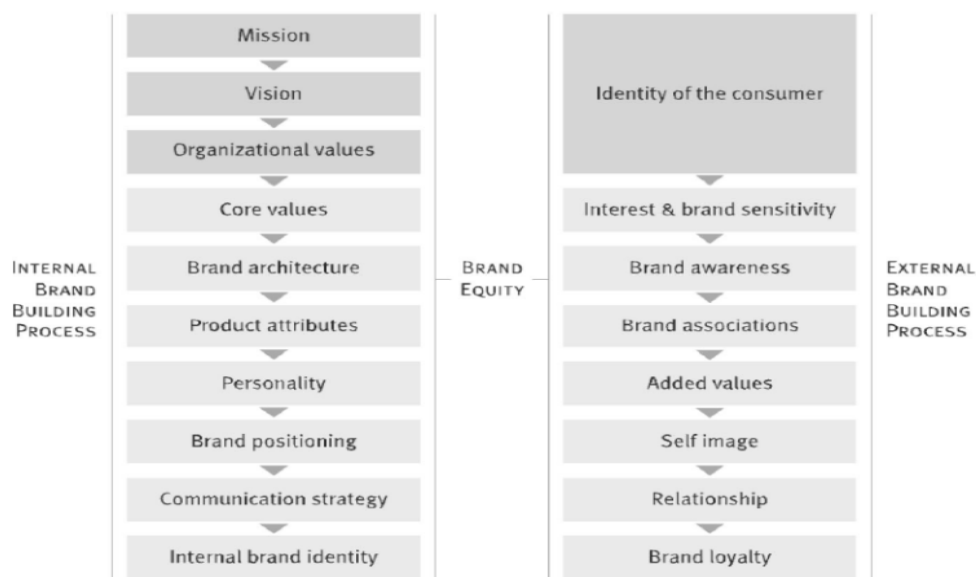
Aaker (2004a) defines a corporate brand as a brand that represents an organization and reflects its heritage, values, culture, people, and strategy. Corporate branding congruent with the strategic brand vision (Schultz & Hatch, 2003), dwells on brand development at an organizational level (Knox & Bickerton, 2003) that requires managing interactions with multiple stakeholders (Aaker, 2004; Balmer & Gray, 2003; Hatch & Schultz, 2003; Knox & Bickerton, 2003;).

There are a number of studies which developed organization-level brand models whose components include organization visions, mission, value and culture heritage as well as what consumers deem important (Aaker, 1992; Bailey & Schechter, 1994; Biggar & Selame, 1992; de Chernatony, 1993a; 1993b; de Chernatony & Mc William, 1989; de Chernatony & Riley, 1998; Dyson et al. , 1996; Grossman, 1994; Kapferer , 1992; O' Malley, 1991; Young & Rebicam, 1994) such as simplicity, dependability, longevity, leisure aesthetic and frugality (Alreck & Settel, 1999). Another common characteristic is that these models contain numbers of individual marketing and branding strategies, for instance, market segmentations (de Chernatony & Riley, 1998), brand positioning (Knox & Maklan, 1998; Knox & Bickerton, 2003), brand personality (Aaker, 1997; Edwardt & Gregg, 1968; Zinkham & Hong, 1991), brand preference (Edwardt & Gregg, 1968; Zinkham & Hong, 1991), and marketing communications (Schultz & Kitchen, 2000).

Most of these models integrate customers' needs with the central values of the organization. In addition, these models showed the approaches to construct their organization brand and (or) diagnose the current status of their organization brand by stating the integrated relationships between the brand components and individual branding strategies. However, Urde (2003) argued the existing corporate branding models were *"far too often there is a lack of structure, there is no obvious thread that links the processes of protecting, building and developing the corporate brand. And all too frequently, the role and function of the various values are not clearly set out and ill defined."* These arguments were developed based on the author's ten-year longitudinal research in fifty worldly top ranking corporations (e.g. Volvo, Ford, Nestle and etc.) as well as references written by numbers of previous influential studies.

These theories and empirical research in the fifty worldly top corporations led to a new developed model by Urde (2003) "Core value-based corporate brand building processes model" as shown in Figure 2.1. In addition, Urde (2003)'s arguments on the corporate brand building and management was accepted by the academic field through his publication (e.g. Hankinson, 2009; Merrilees & Miller, 2008).

Figure 2.1 Urde (2003) core value-based corporate brand building processes (See the next page)



Note: The model is linked to and inspired by ideas presented by a number of authors, including Park *et al.* (1986), Aaker (1991), Kapferer (1992), Melin (1997), and Balmer (1998)

Source: Urde, 2003

2.3 Utilization of branding strategies in higher educational context

On the other hand, over the last few years, branding as a management concept has gained increasing popularity in higher educational institutions (Wæraas & Solbakk, 2009) to increase both national and international competitive advantages (Binsardi & Ekwulugo, 2003) to recruit qualified students. There are a number of studies stating branding strategies borrowing from commercial domains in both a traditional marketing strategic (in the marketing paradigm but not an organizational-wide effort).

Examples of traditional marketing and branding strategies are market segmenting based on students' behavioral (Lewison & Hawes, 2007) and psychological (Ying, 2006) traits, brand positioning based on students' evaluation criteria (Gray, Fam & Llanes, 2003), brand personality and brand preference which stated that the matching of brand personality and consumers'

self-concept creates students' brand preference (Ying, 2006) as well as marketing communications giving suggestions from both contents and venue aspects (i.e. Cheng, Shun, Cheung, Choi, Tang, Yuen & Yuen, 2009).

2.3.1 University branding concepts

University branding is normally defined in terms of its major functions for universities: self-identity, capacity, ensured trust of university services and decision making assistance (Ali-Choudhury, 2008; Ali-Choudhury, Bennett & Savani, 2008; Chun & Davis, 2006; LeBlanc & Nguyen, 1996; Stern 2006;), while others also include informative and symbolic elements (Ambler & Styles, 1996; Balmer & Gray, 2003; Gutman & Miaoulis, 2003; Hatch & Schultz, 1997). In addition, university brand is also defined in terms of its major components (what students deem important), mainly based on two aspects which are underlying motivations and sought benefits. The underlying motivations are represented by i) graduate career prospects including graduates' employment prospects and expected income as well as social class mobility or maintenance (LeBlanc & Nguyen, 1996; Melewar & Akel, 2005; Simoes, 2005); and ii) chances to go to other favorite countries (Hussey & Duncombe, 1999; Palacio, 2002). On the other hand, the sought benefits are:

- destination image represented by political stability, safety and hospitality (Bean, 2000; Bennett & Kottasz, 2006; Ivy, 2001; James, 1999);
- social and cultural experience (e.g. religious freedom and cultural diversity) (Alreck & Settle, 1999; Gray, 2003);

-
- ease of entry (Gatfield,1999; Hussey & Duncombe, 1999; Palacio, 2002);
 - general status and reputation (i.e. brand name, the qualifications of its faculty and high standard of education) (Gatfield,1999; Hussey & Duncombe, 1999; Palacio, 2002);
 - an institution's learning environment (appropriate academic values and mission, excellent staff, facilities, research resources and etc. (Hussey & Duncombe, 1999; Moogan, 2001; van Rekom & van Riel, 2000);
 - the availability of a wide range of programs (Baker & Balmer, 1997; Naudé & Ivy, 1999);
 - and social environment (e.g. numerous clubs, societies, sports facilities and opportunities to socialize on-campus and community links) (Bennett's, 2007; Binsardi & Ekwulugo, 2003; Chapleo 2007; Gutman and Miaoulis 2003; Maringe 2006).

2.3.2 Branding strategies in HE context

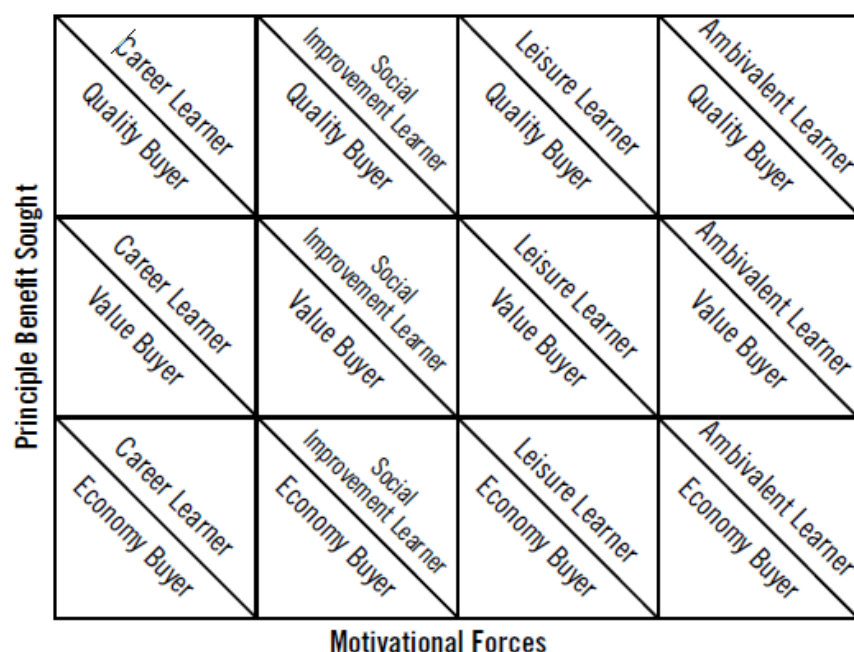
Marketing segmentation

A study done by Lewison and Hawes (2007) presented a benefit/motivation market matrix for educational consumers shown in Figure 2.2, and stated that it could “*be an accurate representation of the student market for many universities*” (p.17). The vertical axis “*identifies three types of education buyers based on the principle, benefit sought*” (p.17). They are: i) Quality buyer: A

student “demanding high-quality services but not concerned much with expenses” (p.17); ii) Value buyer: A student “demanding services with a fair quality-to-price ratio” (p.18); iii) Economy buyer: A student “tends to accept marginal quality if the price is right and the acquisition is convenient” (p.18).

The horizontal axis shows “the motivational forces that influence the behavior of educational consumers” (p.18). They are: i) Career learner: A student who pursues “enhancement of chances for successful job entry, advancement, mobility, and security, or increased compensation, career satisfaction and social class advancement” (p.18). ii) Socio-improvement learner: A student seeking educational services “to improve the mind, broaden horizons, expand general knowledge, realize potential, do his or her own thing, and achieve other personal goals” (p.18). iii) Leisure-learner: A student who “desires educational services” providing “enjoyable learning experiences, allowing “escapism, permit socialization, enhance quality of life” (p.18), broadening “knowledge of subjects of personal interest and promote general mental welfare” (p.18) iv) Ambivalent learner: A student who intends to “satisfy someone else (perhaps parents), to identify possible interests, to gain direction, or to avoid other life experiences” (p.18).

Figure 2.2 Benefit/Motivation Segmentation Educational Consumer Market



Source: Lewison & Hawes, 2007

International brand positioning strategies

Gray, Fam and Llanes (2003) suggested international education brand positioning strategies with the theoretical framework in Figure 2.3 and stated the extent to which university branding messages and promotional media need to be adapted in different areas; based on a quantitative research with 1096 respondents who were the students studying at a variety of private colleges and high schools, as well as some students studying at universities and polytechnics (institutes of technology) in Malaysia, Singapore and Hong Kong. The following Figure 2.3 shows a four-level classification of international branding strategies, based on the degree of standardization and adaptation of the product offering.

Figure 2.3 A four-level classification of international branding strategies

Branding strategies	Implications
(1) Standardized brand	core and augmented components tailored to domestic market, but have global appeal
(2) Adapted brand	core components standardized, but augmented components adapted to local legal and market conditions
(3) Customized brand	core and augmented components tailored to international target markets
(4) Globalized brand	compromise brand incorporating attributes of previous varieties, with standardized core and attributes added on to meet unique country or regional requirements and expectations

Source: Medina and Duffy, 1998

Self-concept, brand personality and Brand preference

A study done by Ying and Zhu (2007) through a measurement survey in self-concept and factor analysis as well as a further clustering analysis of these five factors: ,“real-self”, “develop-self”, “show-self”, “sociable-self” and “soul-self”. After the clustering analysis of these factors, the authors finally found the “develop-self” and “show-self” group won the largest proportion of the whole sample. the authors further stated that the “develop-self” and “show-self” were the main two key influential factors in the enduring information search behavior, decision-making styles and the brand preferences towards high education products.

This situation represents, as for now, the purchase of higher education products still belongs to “Symbolic Consuming”, for instance, the consumers can show off his/her corresponding social class and so the subsequently further development. Therefore, Ying and Zhu (2007) suggested that in high-priced education market, the psychological motives are strong forces to drive

consumers (students) to achieve their “develop - self” and “show - self”, which reflected that these students make efforts to improve themselves and realize the consistency with the brand. Therefore, the student consumers prefer the education brand which has similar personalities with “develop - self” and “show - self”.

Marketing communications

Education expos and site visits are commonly used approaches for benefit seeking students, in which information related to higher education programs, learning facilities and environment, application details are disseminated by print materials and student representatives share their pleasant experiences on site school visits. Another approach is multi-media publicity, which is widely used to target students. A wide range of marketing tools has been used to disseminate information, including sending letters, booklets or advertisements and putting up banners in websites; advertising in newspapers and on the web and broadcasting road shows. A third approach is organization networking. HEIs get access to high schools through connections with partner organizations. Another communication path is people networking. Exchange student and alumni of the institutions play an important role in promoting the academic programs. Another helpful resource is personal connections of university staff (Cheng et al, 2009).

2.3.3 Problems and suggestions of applying marketing and branding strategies in higher educational context

Nevertheless, there are concerns towards the need of marketing and



branding activities, and in most cases, about the application of business or commercial sector branding strategic models to the HE sectors (e.g. Temple, 2006; Hemsley-Brown & Oplatka, 2006). For instance, it is suggested that “*the notions of: ethical perceptions, personal and moral philosophies, ethical values and social responsibilities of those involved managing the marketing of universities*” (Hemsley-Brown & Oplatka, 2006, p.334).

In a more focused way, Heaney and Heaney (2008) appealed that universities should have core values in their brand building processes and it would be a worthwhile study to test a commercial model named core value-based brand building processes model (Urde, 2003) with empirical research methods. This study adopted this model as an initial conceptual framework which is introduced specifically in the following part.

2.3.4 Research niche and a conceptual framework

According to literature search in this study for journal articles on certain key words in major academic databases in two-year time from 2010 to 2012, few brand building or branding theoretical models integrated with values were found in literature in the higher educational context. Therefore, brand building strategy integrating certain values in the HE context was defined as a niche area to study due to sparse literature. In contrast, in the business or commercial domain, Urde (2003) did not only define that there should be values in brand building processes based on a ten-year longitudinal study in fifty worldly top ranking corporations, but also developed a “core value-based corporate brand building processes model”. Urde (2003) argued the existing corporate branding

models were often lack of structure, no obvious thread linking the “processes of protecting, building and developing the corporate brand. And all too frequently, the role and function of the various values are not clearly set out and ill defined”; consequently, a “Core value-based corporate brand building process model” was developed.

In addition, this model was developed based on the author’s ten-year research in fifty worldly top ranking corporations, such as Volvo, Ford and Nestle as well as references written by numbers of previous influential studies on corporate strategy thinking (e.g. Collins & Porras, 1998), resource-based strategy perspectives (e.g. Prahalad & Hamel, 1990), symbolic management (e.g. Berg & Gagliardi, 1985), the expressive organization (e.g. Hatch & Schultz, 2001; Knox et al., 2000), brand and corporate brand management (e.g. Balmer, 1995; Kapferer, 1992, 2001; Keller, 1998; King, 1991; Melin, 1997; Urde, 1997), corporate identity (Olins, 1989, 2000; van Riel & Balmer, 1997), corporate communications and reputation management (e.g. Bernstein, 1984; Fombrun, 1996; van Riel, 1995) and organizational theory (e.g. Senge, 1992).

Hence, due to the treasured data and solid results, a theoretical model which highly related to the topic of this research niche area in the HE context, the Urde (2003) core value-based corporate brand building model was adopted as a conceptual framework functioned as focusing the research efforts. In this Urde (2003) model, brand is defined as “brand equity” and functioned as a strategic instrument of competition to be distinguished from other corporations being perceived and responded “by consumers, customers, employers, other firms, or any relevant constituency to the words, actions, communications,

products or services provided by an identified corporate entity” (Keller, 2000). A fundamental or basic condition of developing such a brand equity is engaging and representing “a value for both the organization and customers in target group or groups” (Melin, 1997; Urde, 1997).

To achieve this brand equity, a core value-based brand building processes were operated. As shown in Figure 2.1, this core value is defined as “guiding lights for the corporate brand building processes”, which is formed by considering both internal organizational missions, visions and organizational values as well as what external customers value. Consequently, this core value-based brand building processes take place in parallel, internally or within the organization and externally or in the awareness of customers, together generate corporate brand equity.

While this core value-based brand building processes model is referred to a case in HE context, it is presumed that the university or college is building or has built its brand equity, a symbol of the university’s efforts and ambitions, aiming to be responded differently from its competitors, by students and their parents, employers, or any other stakeholders. In addition, there is a consistent set of core values or a core value formed from university missions, visions and organizational values as well as what the students and their parents value, penetrating in brand building processes, i.e. brand architecture, services and programs planning and delivering, brand personality, brand positioning, administrative activities planning and implementing (Drucker, 2008; Urde, 2003) as well as communications internally with various functional departments and external customers, i.e. students and their parents (Urde, 2003) and etc.



2.4 The linkage between the literature review and the research aim and research questions

The literature had addressed about the research problem, concerns of borrowing branding strategies of the commercial world to the HEIs which led to some suggestions of putting moral values in the brand building processes in the HE context.

In the practical world, according to the official public media of the eight UGC-funded universities in Hong Kong, core or guiding values as well as brand missions and strategies were spelled out.

Nevertheless, there was sparse literature to study the relationship between these spelled out core or guiding values and brand building in these HEIs. In contrast, a literature about a core value-based brand building processes model (Urde, 2003) developed based on a longitudinal study in fifty worldly top commercial corporations was found. Thus, the literature problem plus the Urde (2003) model inspired the research aim “to investigate to what extent and in what way, core values are applied in the university brand building processes” leading to the research question “How are core values applied in the brand building processes in HEIs?” and its sub-questions of this study.

The first sub-research question is “How are core values defined?” to investigate whether it is similar to the Urde (2003), there is a common core value across the organization wide. If yes, what it is; if not, how core values are

defined by the leaders of different hierarchical levels and functional dimensions at the departmental level.

The second sub-question is “How are the defined core values formed?” to explore whether the rationales behind the core value (s) are similar to those of Urde (2003) with internal and external driving forces. What are they specifically?

The third sub-question is “How are core values applied in the university brand building processes?” to define to what extent and in what way the core values are applied in the university brand building processes.

To achieve this sub-question, first, whether there is a common brand mission or definition across the university wide is explored. If yes, what is it? If not, how is brand defined respectively by the leaders of different hierarchical levels and functional dimensions at the departmental level.

Consequently, the branding strategies with application of core values to achieve these brand missions are investigated. And then, “how the university brand building processes are performed” leading to generating how branding strategies with core values applied in the university brand building processes.

Chapter 3

Research Design

3.1 Introduction

The previous chapter, Literature Review, reported the available literature on core values and brand management in a chronological perspective from commercial world to the HEIs. There is a lack of understanding in the brand as a competitive strategic instrument in the HEI context such as corporate branding, especially for the internal brand building processes, is still a pioneer area (Hemsley-Brown & Oplatka, 2006; Wæraas & Solbakk, 2009). Hence, this research followed inductive philosophy or logic (Eisenhardt, 1989), which was conducted in the context of Hong Kong. Therefore, the epistemology is constructivism.

The next part is justification of qualitative methodology. However, it is also stated that this qualitative research was initiated by a theoretical model to maximize efficiency and effectiveness in the research process within a limited time (Eisenhardt, 1989; Yin, 1981).

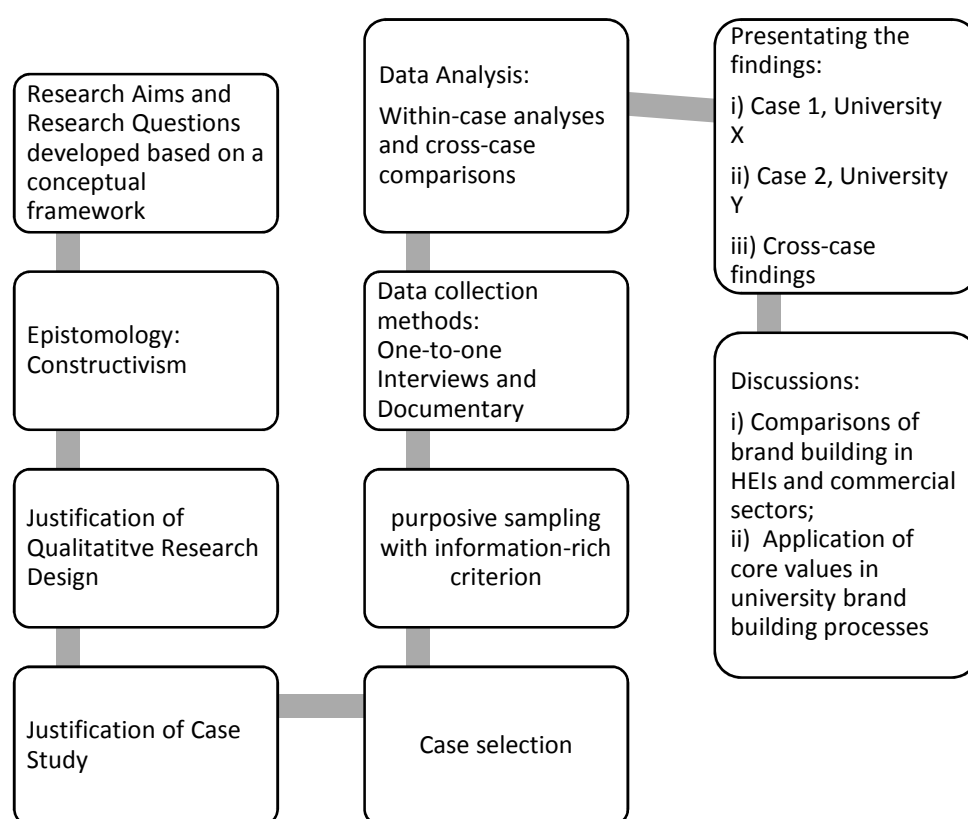
It is followed by justification of case studies including nature, functions as well as advantages and disadvantages of case studies. And then, case selection and purposive sampling are addressed.

Moreover, followed rigorously with the inductive logic of this study, grounded theory coding methods were adopted to analyze the data, and the analysis was not stopped until no new codes, themes and patterns were



generated or developed in both within-case and cross-case analyses. It is followed by trustworthiness for credibility and validity as well as generalizability and dependability purposes. Finally, ethical considerations in data collection as well as analyses and reporting stages are addressed. The processes of applying these methods to answer the research questions are summarized in the following Figure 3.1.

Figure 3.1 Research Design



3.2 Epistemology

Epistemology or worldview is “a basic set of beliefs that guide” people’s action (Guba, 1990, p.17). Constructivism is the epistemological paradigm underlying this research design, which is that the knowledge is

built up or constructed while the people choose to act and interact within a contextual boundary (Crotty, 1998). Their thoughts or attitudes, beliefs and values are constructed with the influence of history and culture in the context. Constructivists focus on nuances of interaction and human context so with a constructivism, “the goal of research is to rely as much as possible on the participants’ views of the situation” (Creswell, 2007).

This research is designed to explore the thoughts on values and core values as well as practices of the way of these core values impacting branding strategies among different hierarchical level and dimensions at the departmental level in universities of Hong Kong; hence, constructivism is the epistemology of this research. The thoughts of these leaders do not happen isolated, but are developed from interactions with other individuals and situations in the social, cultural and historical context of Hong Kong and the organization where they work; but their personal background and knowledge as well as functionalities at workplaces are also elements for them to make sense of the world (Crotty, 1998).

However, in this study, social, cultural and historical factors are the key elements to consider as those impacting the thoughts of the participants as a social person at some functional positions in universities; in contrast, their personal background is not considered much in order to avoid any possibilities to disclose the real identity of the participants.

The theoretical perspective of this study is based on brand management knowledge which is used to interpret the overall work of the institutions

from the three dimensions of brand, which are i) functional, referring to academic and non-academic programs and services provided to students, ii) emotional, for instance, internal and external communications linking ties between the university and the inside and outside stakeholders, and iii) symbolic, such as logo and labels (However, in order to avoid the researched universities are identified, the symbolic dimension was excluded in the scope of this study). Therefore, the core values identified in this study can be regarded to apply in the brand building in one or more than one of these brand dimensions resulted from the participants

3.3 Justifications of qualitative research methodology

Due to scarce topic of this research, it was an exploratory research examining how core values were applied in the brand building processes in HEIs. Qualitative research methodology aiming to understand and interpret social interactions is regarded more appropriate for research areas at a pioneer stage (Johnson & Christensen, 2008). This would keep the research being conducted as open and flexible as possible, and thus, it is superior to a quantitative approach that aims at testing hypotheses and causality and making predictions from some prescribed or predesigned variables (Johnson & Christensen, 2008).

In addition, qualitative method is a valuable and advantageous approach to get an initial understanding on a complex phenomenon, that is, internal management processes in an organization (Patton, 2002; Marshall & Rossman, 2011). Particularly, this study aimed to understand the essence



of how core values or values were applied in the brand building processes from university leaders at different hierarchical levels and functional dimensions at the departmental level, highly lacking of clarified nature, rationale, and evidence or facts (Levis & Norwich, 2005; Lindsay, 2007a) as prescribed variables. Hence, a qualitative method, rather than a quantitative approach, was preferred.

The third rationale to justify the application of qualitative research methodology was based on concerns regarding data accuracy, reliability, and validity. Due to the research aim and research questions of this research concern, exploring applications of core values in university brand building processes, what the participants themselves stated were regarded as more accurate, reliable and valid than some variables prescribed by the researcher. Therefore, qualitative research methodology was considered superior to a quantitative one.

3.4 Justification of Case study

Yin (2003) describes three types of case study: exploratory, explanatory and descriptive indicating that all three are valid approaches. The exploratory stage comes before the theory building stage, and seeks to “uncover areas for research and theory development” (Voss & Frohlich, 2002). The advantages of the case study approach at this stage of research include the “exploratory depth” of understanding that can be achieved (Yin, 2009). Exploratory research is appropriate here as very little is known in the academic literature about application of core values in the brand building

processes in HE context.

For research areas such as this research, which are exploratory, where accepted principles and constructs have not been established or are clearly inadequate, the studies are usually more inductive than deductive so that the research questions are descriptive than prescriptive, i.e. a “how do?” question rather than a “how should?” question, inductive theory building rather than theory testing is the goal of the thesis and its final chapter must always present a proposed theory to solve the “how do” research question based on a model of boxes and connecting lines (Perry, 1998).

To fulfill such research aim and answer “how do” research questions in a holistic and in-depth investigating way, case study methodology has been widely used, particularly in sociological studies and organizational studies (Tellis, 1997; Yin, 2003) such as this research, investigating the case in a contextual system bounded and integrated by time and place (Tellis, 1997). Data collection happens in such particular system, time and place. This study is bounded by the geographical construct which are the UGC-funded universities in Hong Kong.

Case study has numerous advantages, which produce contextual dependence thus specific and reality centered knowledge. A researcher can use a single case to test two or more theories with multiple methods (Yin, 1994). However, several case studies should usually be used because they allow cross-case analysis to be used for richer theory building which is just the final goal of this study (Perry, 1998). A multiple case-study approach is

enabling more generic conclusions to be reached (Eisenhardt & Graebner, 2007) to answer research questions. This study tended to develop new theoretical understanding generated from results of common and different points comparisons, therefore this study applied a multiple-case study methodology.

Comparing similar cases also allows for generating duplications because when cases from the same or similar region or context tend to adopt similar strategies (Yin, 2009). Hong Kong was selected as the researched region mainly because it has become an educational hub in the Greater China region (UGC, 2004). The number of both international and Mainland Chinese students there kept increasing significantly in recent years (see Table 1.1 and Figure 1.1). Some literature (e.g., Li & Bray, 2007; Mazzarol & Soutar, 2002) has reported some government policies as the pull factors while the university students' home country as well as globalization as the push factors. However, few studies (e.g., Cheng et. al., 2009) were on what marketing or branding strategies had been made by universities to attract these students and on what services and programs had constantly attracted more students. Dramatically, from Figures in table 1.1 and Figure 1.2 on the rise of both international and Mainland students' enrollment in recent years, universities in Hong Kong has successfully attracted more and more international and Mainland Chinese students.

To heighten these enrollments, the universities in Hong Kong are likely to have developed some marketing or branding plans, despite the lack of literature documenting this trend. Hence, this research is to explore the



branding strategies of the HEI leaders at the organizational level as well as at the departmental level in both academic and non-academic dimensions. By studying University X and Y, this research filled this gap and attempted to develop new theoretical understanding on brand building processes in the universities in Hong Kong.

In addition, although what happens in other regions may also be worthy of studying, it was not intended in this doctorate research. Future research in other regions, however, are expected to contribute to knowledge accumulation from more diversified regions.

A debate about using case study is how to avoid the instrument, the researcher's own bias and preferences (Gillham, 2000) because the researcher plays a major role in data collection, interpretation and analysis. Hence, in order to avoid subjectivity, bias and arbitrary judgement in data collection and analysis processes, the researcher should be open and transparent about these issues (Flyvberg, 2004). Consequently, checking verification and validity is essential to ensure objectivity and credibility although case study itself has rigorous procedures (Flyvberg, 2004).

In addition to in-depth understanding and answering the research aim and research questions, findings of case studies also lead to naturalistic generalization. It means "if you want people to understand better than they otherwise might, provide them information in the form in which they usually experience it" (Gommon, Hammersley & Foster, 2000, p. 36). For instance, to those leaders and staff from the government bodies making

educational policies and university sectors, they can understand how branding with application of core values as a strategic management instrument can be applied in universities by the translated knowledge by categorizing branding into three specific dimensions, functional (e.g. academic and non-academic programs and services provided to students), emotional (e.g. internal and external communications) and symbolic (e.g. logos).

3.5 Case Selection

Given the nature and scope of this research and the qualitative methodology adopted, using two HEIs as cases was considered appropriate and manageable to address the “how” questions in real-life context (Yin, 2009) and the selected HEIs were regarded as information-rich sites representative among higher educational institutions. First, which university or universities would be selected as the case or cases was subject to the limited resources available to a doctorate study. Second, for new theoretical understanding, multiple similar cases would be preferable to a single case and contrast cases, because this would allow for generating common thus more trustworthy knowledge based on comparison of cases with similar background, such as history, positioning, and size (Yin, 2009). Third, the two cases must have taken branding strategies and had some core values spelled out somewhere.

Hence, eight UGC-funded universities were compared, which has been stated as the contextual background of this research in 1.2.3 Hong

Kong as the researched region. Among the universities with both spelled out branding strategies and core or guiding values, the universities were grouped as similar cases according to the three major aspects of comparisons, history, positioning and university size including their faculty and students numbers. The finally selected cases had similar positioning as comprehensive universities, established at the same period and had similar numbers of students around 10,000 and faculties.

3.6 Sampling

3.6.1 Purposive sampling

Purposive sampling is adopted for this explorative-oriented qualitative research as an effective approach to collect information as much as possible for theory generation. Purposive sampling presumes that samples could be chosen from whom or which richest information can be learnt to discover and understand the research topic (Merriam, 1998). As stated above, the originally inspired theoretical model, research aims and research questions limited the scope of this study to studying core values applied in the brand building processes in HEIs.

As shown in Table 3.2, there were six interviewees altogether; three in each university in a parallel way and ready for comparison hierarchically (organizational level and departmental level) and dimensionally (non-academic and academic programs and services) for the new theoretical understanding purpose. According to the main aim of this research, studying how core values are applied in the brand building processes in HEIs, decision makers of the universities are defined as participants or

samples first of all. Decision makers, either organization-level leaders or department-level heads, were selected because they were from the most authoritative decision making groups in a university as an organization (Drucker, 2009).

They were the people having the richest information than other leaders at lower hierarchical levels, because with their positions, they usually knew well about both the policies at the institutional level and the different practices at the lower hierarchical levels. With reference to the more specific brand management issues, participants from these two decision making groups would make decisions by considering the functional, emotional and symbolic dimensions of the brand of a university. That is, the core functional aspect of a university brand lies in its academic services and programs provided to students, while its peripheral function in non-academic jobs. There are also emotional aspect, such as internal and external communication strategies, and symbolic aspect, such as the organizational and departmental logos.

Table 3.2 Participants in this study

		University X	University Y
At the organizational level (Number: One in each university)		An Associate Vice President in charge of international affairs (Details in 4.4)	The head of the Strategic Planning Office (Details in 4.8)
At the departmental level	In the non-academic dimension	Head of Student Affairs Office (Details in 4.5)	Head of Student Affairs Office (Details in 4.9)

	(Number: One in each university)		
	In the academic dimension (Number: One in each university)	Head of an academic department (Details in 4.6)	Head of an academic department (Details in 4.10)

Though organization-level leaders generally can think from the perspective of the whole university, these leaders may specialize in different roles and thus, understand different university functions would be in greater depths. Accordingly, prospective participants initially were selected from the University Strategic Planning Committee, the highest level policy making body in universities to ensure that they could inform on the research questions with highest accuracy and authority.

For department-level participants, it was decided that heads of the Student Affair Office and an academic department were selected because for a university, students are the key or most important body and/or stakeholders. These departments provided the most straightforward non-academic and academic services and programs to students. The department heads were the decision makers capable of considering both university-level policies and departmental lower-level real-life situations. Hence, they could provide the richest information on non-academic and academic services and programs provided to students.

The invitation of the participants started from contacting organization-level leaders in the eight public universities via emails with brief introduction of this

study, interview questions as well as Ethical Clearance Approval Letter containing consent and information issued by the researcher's institute. Most of whom had been met once one year ago in academic events but no follow-up contact until they were invited to be the participants for this research. Three of these organization-level leaders showed their interest to this research and accepted the invitations, but one university was positioned with particular functions by the government so it was considered different from, and not suitable for comparisons with, the selected two universities.

The participants in the two selected similar universities were contacted. They were an Associate Vice President (AVP) in University X (UX1) and the head of the Strategic Planning Office in University Y (UY1). UX1, who was thought to be highly involved in university marketing or branding activities, was in charge of the university international affairs. Later on, under the request of the researcher after a pleasant interview, UX1 introduced this study to one academic departmental head and the head of SAO. The academic departmental head had an academic background in management science, who was thought to be highly sensitive to management, marketing and branding issues. The researcher further contacted the two departmental heads for an interview appointment confirmation. The researcher further contacted the two departmental heads for an interview appointment confirmation. Finally, both of them accepted the invitation and consequently, were interviewed by the researcher.

The head of the Strategic Planning Office in University Y (UY1) was invited to be an interviewee because an associate professor who knew the



researcher recommended to the researcher that this leader was really worthy of conducting an interview because UY1 had been being involved in composing the University Strategic Plans since the university was established twenty years ago, so UY1 was one of the people who knew most about the issues about values and branding in the university. Hence, an invitation was sent to UY1 for participating this study as an interviewee.

UY1 was interested in this topic and accepted the invitation. Later on, one academic departmental head in University Y, who was specialized in international marketing and used to meet the researcher in academic events also accepted the invitation to be an interviewee. The head of the SAO in University Y accepted the interview invitation after one invitation letter and several calls.

3.6.2 Snowballing sampling

A snowballing method is also used in participants' selection in the study, which is defined as identifying information-rich participants who are introduced by other people (Creswell, 2007). This method is appropriate for this participant selection because these senior staff are hard to approach so that the introduction to the right interviewees is necessary but those potential senior staff must fulfill the predesigned participant selection criterion. In addition, mutual trust between the researcher, a student and these senior staff can be built up easily by this type of participant selection (Creswell, 2007).

3.7 Data collection

To explore complex issues in multiple cases, interviews, documentaries and observations are usually applied (Curtis, Abratt & Minor, 2009; Yin, 2003).

However, since this study addressed Core University or departmental strategies, it was impossible for the researcher to be an observer at the participants' workplaces or participate in their meetings, where core decisions on branding strategies of the university and departments were made. Hence, observation was not an applicable or realistic method in this study. Instead, one-to-one interview was the most direct way to explore answers from the interviewees, and the documentaries given or provided by these interviewees as well as public documents such as official websites were also used for verifying what the interviewees had stated.

3.7.1 Interviews

Justification of interviews

First, one-to-one interviews were conducted in this study. They were considered as a deep conversation between two persons, initiated by the interviewer to obtain "*research-relevant information*" and focused by the interviewer on contents "*specified by research objectives or aims of systematic description, prediction or explanation*" (Cohen & Manion, 1994, p.271). In addition, Borg (1963) states that an interview collects data in a deeper way than other data collection methods by deeply reaching the interviewee's perspectives to identify those in and/or on their minds and Best and Kahn (1986) points out that more information is offered by interviews than other methods because people always prefer talking other than writing. Referring to this research, the interviews were conducted in the ways discussed below.

Interview techniques

Trust had been built by providing adequate introduction about the research before the interviews and by provision of information about the researcher, the researcher's supervisors, research niche, research aims, research questions and interview questions. The Official Ethical Clearance Approval and information sheets were also sent to the interviewees before the interviews to build a solid trustful relationship, the signing consent form was completed right after greetings to guarantee the confidentiality of the interview. Best and Kahn (1986) characterized this friendly relationship between the interviewer and interviewee was essential such that some types of concealed information may be gained.

Indeed, the interviewer may even stimulate the interviewee's insight into his own experiences, opening up significant avenues for investigation that were not anticipated in the original plan (Best & Kahn, 1986). Interviews worked well in such a way in this study, for instance, with confrontation, paraphrasing, prompting and paraphrasing techniques interacted with the interviewee when it was needed. Information was generated to stimulate the interviewees to give more or deeper information and reduce the deviation of prescribed interview questions to the smallest extent.

For instance, when an interviewee refused to give a definition for core values by firmly answering "*No, this is well-understood*" for the interviewer's question "*Would you like to make a definition for core values?*" However, the real core values were spelled out by the interviewee in the response of a paraphrased statement of the interviewer aiming to clearly distinguish core values and missions "*According to what you said, the core values...are*



performed as a mission...leading the brand management?” Consequently, this interviewee was inspired to distinguish the mission and core values, and uttered with a frustrating laugh (the only smile or laugh in the whole highly serious interview showing the feeling of having to say it out finally), “...*if you want to say “Do you want to see those core values?” and freedom of the teach, freedom of research could be sort of our, if you want to say that’s core value, yes, that’s core value, but without those basic thing, you won’t guarantee, what I’m trying to say it won’t help you to generate first rate of the research...”*

More interestingly, besides the stress of achieving the university mission, excellence in research on the pragmatic side, it was found that a reason why it was not spelled out was actually because it had been internalized in the department and every staff’s mind and more interestingly, it was found that under the strict or cool appearance of the academic departmental head in University X, UX3, used a highly straightforward way to answer the interviewer with solemn expressions and tones. It is reflected in the reason why UX3 did not spelled out the core value which had been his internalized humanity-oriented thought and logic regarding “freedom of teaching and freedom of research”.

Semi-structured interview questions

Semi-structured interview questions (as shown in table 3.3) were designed and guided by research questions developed within the scopes of the research aims. These interview questions allowed for the researcher or interviewer to respond flexibly to the situation and particular contexts where new information

or ideas related to the topic emerge (Merriam, 1998). All of these questions were designed or developed based on the logic of scoping the interview within the boundaries but inspiring the interviewees to express their values, attitude, opinions or beliefs in the maximized level.

Table 3.3 Research questions (RQs) and their corresponding interview questions (IQs)

RQ 1: How are core values defined in HEIs?
IQ1: May I know what roles you play in this university?
IQ2: From your perspective, what roles do you think your university plays in society?
IQ3: What values do you think your university (if applicable) and (or) your department hold(s) while playing these roles?
IQ4: What are the most important values to you amongst the values you have just mentioned at the university (if applicable) and (or) departmental level(s)? How important they are? Why do you think they are important?
IQ5: According to your sharing so far, do you think there are some core values? If yes, would you like to make a definition for core values (or how would you define core values?)
IQ6: May I know what core values your university (if applicable) and (or) your department have (has) had?
RQ2: How are the defined core values formed or developed in HEIs?
IQ7: How do you think the core values have been developed or formed at university (if applicable) and (or) departmental level(s)?
RQ3: How are core values applied in the brand building processes in HEIs?
IQ8: Have your university (If applicable) and (or) your department been developing a brand? If yes, how come?
IQ9: Throughout the brand building processes, what brand component(s) play(s) key roles or you think they are equally important?
IQ10: Do these components work integrated for building a brand? How do they interact during the processes?
IQ11: Do the core values play roles in the brand building processes? What roles do the core values play in these brand building processes?

A value is important when we attribute it to oneself, another person, thing or idea (Saldana, 1995; Schwartz, 1992). Attitudes are part of “*a relatively enduring system of evaluative, affective reactions based upon and reflecting the evaluative concepts or beliefs, which have been learnt*” (Shaw & Wright, 1967, p.3). “*A belief is part of a system that includes our values and attitudes, plus our personal knowledge, experiences, opinions, prejudices, morals, and other interpretive perceptions of the social world*” (Saldana, 2009, p.1799); and “*beliefs are embedded in the values attached to them*” (Wolcott, 1999, p.97).

“Conceptual values, attitudes, and beliefs may not always be directly stated by participants” (Saldana, 2009, p.1834). Researchers are alerted to “what may be valued, believed, thought, or felt by phrases like ‘It’s important that, I like, I love, or I need’, along with such obvious cluing phrases as ‘I think’, ‘I feel’, and ‘I want’.” “The most direct way to find out what someone values, thinks, feels, and believes is to ask him directly, ‘What do you value?’ ‘What’s important to you?’ ‘What matters to you most?’ ‘What do you think and feel about...?’” (Saldana, 2009, p.1834). From table 3.3, it is clearly shown that all the interview questions are designed this way, leading to effective data generating the information about what the interviews value and believe, which are stated specifically in the part of data analysis.

On the other hand, the research should not only get one aspect of an argument but the answers must be at a balanced level for comparison purpose (Rubin & Rubin, 1995). A necessary condition of achieving this balance of

argument is that the information gained from various interviewees can be compared and contrasted, which can be obtained by “using a semi-structured interview format” (Dawson, 2002). For instance, all the interviewees were asked to answer each of the interview questions one by one except for a unique case, the head of the Student Affairs Office in University X, who jumped over some introducing questions about values held by the department, and directly answered the ways how core values had led the programs and services planning, implementing, evaluating and feedback. However, even in such a case, the predesigned questions on core values were still asked as in other interviews, such as “*Would you like to give a definition for core values?*” Thus, research-question based comparisons could be done between and among the interviewees either hierarchically (organizational and departmental levels) or dimensionally (academic and non-academic dimensions at the departmental level) within case or cross cases.

3.7.2 Documentary

In this study, documentary is used for initial case selections and verifying what the interviewees stated hence, mainly for referential purposes. Therefore, the details about the way of using documentary are addressed in Referential materials in Section 3.9.1 Credibility and validity.

3.8 Data analysis

Grounded theory is “regarded as one of the first methodologically systematic coding approaches to qualitative research” (Saldana, 2009) by its widely recognized reputation of carefully or detailed analyzing the data word by word repeatedly until no new information can be generated (Charmaz, 2006;



Glaser, 1978; Saldana, 2009; Strauss, 1987; Strauss & Corbin, 1998) and thus achieved the “saturation” (Strauss & Corbin, 1998). Besides, the Grounded Theory Methodology is also famous for its spirit of an ultimate achievement resulting in theoretical development from those information rooted or grounded in original data (Charmaz, 2006; Saldana, 2009; Strauss & Corbin, 1998;). Hence, in order to make sure the information generation achieve the saturated state, the researcher kept reflecting on the original data throughout the data analysis processes, until an ultimate theory with strong supportive evidence was generated from the original data. This Grounded Theory Coding approach was applied as the dominant data analysis method in this study in its two main data analyses, that is, within-case and cross-case analyses.

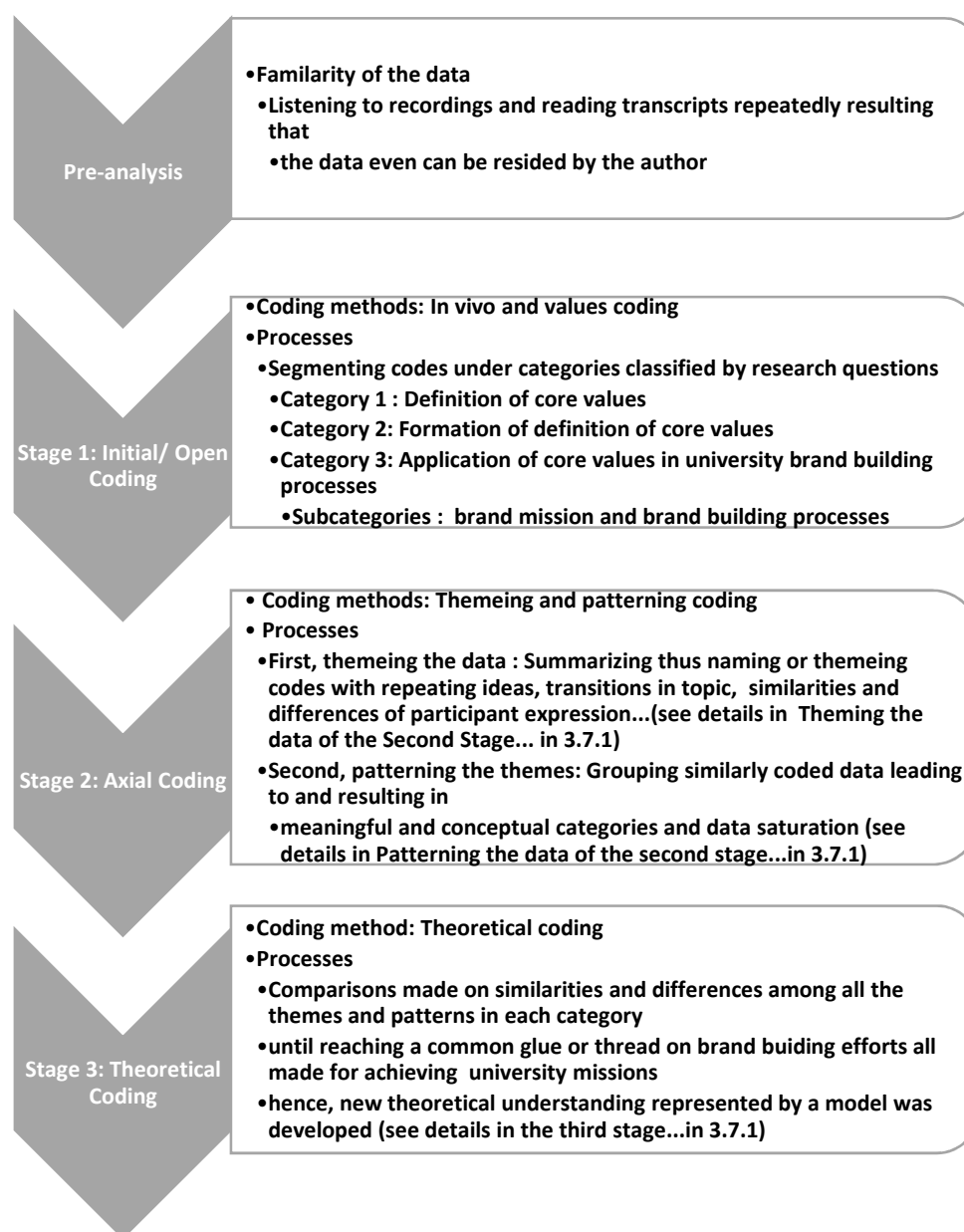
For the within-case analysis process for each case (or university), three key strategies were used, which were Initial/Open Coding for categorizing the data with, a Value Coding method, and Axial Coding. Themes were developed and grouped to smaller clusters and then patterns with certain names. Values coding was also used by focusing on what the interviewees believe and value. The third stage of within-case analysis was Axial/Theoretical Coding, which led to theorization of the brand building processes with application of core values in each university, based on the comparisons of common and different points among patterns and themes with their supportive codes (Saldana, 2009).

After the within-case analysis, cross-case analysis was conducted. At this stage, a theoretical coding method was applied. The two models developed from data of each university were compared, the common patterns and themes with their supportive codes and evidence of two cases were further grouped until a

final common model was conceptualized (Saldana, 2009) “University brand building processes with application of core values in HEIs”. Finally, the newly developed model was compared to the theoretical model in the conceptual framework, core value-based corporate brand building processes model developed by Urde (2003) in commercial organizations, which inspired this study. Figure 3.3 shows the specific data analysis process of within-case analysis.



Figure 3.3 Within-case analytical processes



3.8.1 Within-case analysis

First step - Initial Coding

Before the Initial Coding journey stated, there was a period of reflecting and digesting on the data and in this cycle, the proposed codes were tentative and provisional (Saldana, 2009); and they were generated from reading the final versions (reviewed and polished by the interviewees) of transcripts and listening

to the recordings again and again (at least three to five times) for data familiarity and sensitivity purposes, such that the data, that is, what the interviewees had stated, could be resided or remembered by the author.

And then, based on familiarity and theoretical sensitivity of the data, what the interviewees had stated, data analysis journey started from the Initial Coding stage, intended to provide analytic guide for exploring further (Saldana, 2009) to see which direction this study takes (Glaser, 1978).

In addition to keeping the initial analysis open to variety of theoretical possibilities, the Initial Coding also helped maintain the objectivity of the original meaning of the data (Strauss & Corbin, 1998). What the interviewee had said was kept as “in vivo codes”, referring to “the terms used by ‘participants’ themselves” (Strauss, 1987) and is an approach of abstracting the original terms “filling into different categories”, which is particularly for the studies taking the participants’ voice as a priority and honor (Saldana, 2009) as suggested by Charmaz (2006).

This line-by-line Initial Coding process was particular useful for the interview transcripts by preserving meanings of participants’ views and actions in the coding themselves (Saldana, 2009) to match the spirit of grounded theory. However, sporadic codes that include responses of the interviewees to the interviewer’s prompting questions, confrontations, paraphrasing during the interviews (Clarke, 2005) since these codes were introduced by the interactions between the interviewer and the interviewee during the interview processes.

On the other hand, at the operational level, Initial Coding was an

open-ended approach to coding the data with some recommended general guidelines and in this study, three research questions were set as three major categories (Saldana, 2009; Yin, 1981).

Therefore, according to the research aim to study “application of core values in the brand building processes in HEIs” and the three research questions, the Value Coding method was adopted since it could generate the interviewee’s values, attitudes and beliefs which represent his or her worldview or perspectives (Saldana, 2009).

A values coding method refers to coding values, attitudes and beliefs of participants on something. Specifically, a value is a criterion which is used to select and justify actions and evaluate events or people (Saldana, 1995; Schwartz, 1992). Attitudes are part of “a relatively enduring system of evaluative and affective reactions based upon and reflecting the evaluative concepts or beliefs, which have been learnt” (Shaw & Wright, 1967, p.3). “A belief is part of a system that includes our values and attitudes, plus our personal knowledge, experiences, opinions, prejudices, morals, and other interpretive perceptions of the social world” (Saldana, 2009, p.1799); and “beliefs are embedded in the values attached to them” (Wolcott, 1999, p.97).

Values of an individual are influenced and affected by the social and cultural networks to which s/he belongs to (Saldana, 2009). Gubrium and Holstein (2009, p.70) also reminded us that analysis “generated from Values Coding might explore the origins of the participant’s value, attitude, and belief systems derived from such individuals, institutions, and phenomena as parents,

peers, school, religion, media and age cohort, as well as the participant's personal and unique experiences, development, and self-constructed identities from social interaction.”

Firstly, under each research question or category, the codes were segmented respectively. Specifically, in the first category, point of views or definition of core values, the sentence of answering the interview question by the interviewer such as “Could you give a definition of core values?” or “In your point of view, how do you define core values?” was coded first as the central code of this category. Then, the rationales or forces driving to these point of views and/or definitions of core values were coded and pulled to the second category *“Formation of point of views and/or definition of core values”*.

In addition, by answering the eighth to the eleventh interview questions in reflecting on the third research question regarding “the applications of core values in the branding building processes”, the answers of the interviews were found all starting from defining the word, brand and then, the processes were stated, which involved the way of their defined core values had been being applied in the brand building processes. Therefore, subcategories were developed under this third category, which were Brand Definition or mission and Brand Building Processes.

Consequently, different codes representing different brand definitions with the interviewee's original statement were segmented, University Image, Unique Identity, Reputation, Brand Loyalty, and the brand building processes to build these variety of defined brand were searched and coded. However, it was found

that sometimes, “two or more codes applied to the same passage or sequential passages in the data” (Miles & Huberman, 1994), until the adoption of the second coding method, Axial Coding method was complete.

Second stage – Axial Coding

Axial Coding is a transition stage between Initial Coding and Theoretical Coding, in which the analytic work from Initial Coding is extended (Saldana, 2009) by themes and patterns with their supportive codes strategically (Strauss & Corbin, 1998). In addition, this method relates categories to subcategories and specifies the properties dimensions of a category, referring to such components as the conditions, causes, and consequences of a process – actions that let the researcher know “if, when, how and why” something happens (Charmaz, 2006).

Theming the codes

Based on the above categorization, codes and analytic reflections as notes taken besides these codes, themes were developed as suggested by quite a few researchers (e.g., Auerbach & Silverstein, 2003; Boyatzis, 1998; Kvale, 1996; Ryan & Bernard, 2003). A theme is a sentence or phrase identifying the meanings of a group of data (Saldana, 2009), “as such, a theme captures and unifies the nature or basis of the experience into a meaningful whole” (DeSantis & Ugarriza, 2000, p.36). Hence, it was applied in this study, as a summarizing process for the previous codes segmented in different categories and subcategories.

Themes can be found in the data by looking for: “repeating ideas,

participant or indigenous terms, metaphors and analogies, transitions or shifts in topic, similarities and differences of participant expression, linguistic connectors (because, since, then...), frequency (they happen often or seldom), sequence (They happen in a certain order), correspondence (They happen in relation to other activities or events), causation (one appears to cause another), theoretical issues suggested by the data, and even what is missing from – not discussed or present in – the data (Saldana, 2009, p.2861). These were the key strategies to develop themes in this data analysis.

For instance, the firmly consistent way of defining core values “To achieve the University Mission” throughout the whole interviews with UX1, even when the straightforward question “Could you give a definition for core values?” was asked, UX1 answered starting with the first sentence *“I think...the word of mission...is preferred...”* leading to a confirmation of a key theme in the category of ways of defining core values, “To achieve the University Mission”. Another example is the application of the techniques of coding similarities and differences of participant expressions as well as frequency.

Similarly, in University Y, UY1 stated the point of views in a chronological way and clearly expressed what each of the president had been done to the core values without a self-understood or defined core values even while being asked “How do you interpret core values?”, UY1 answered *“...How do I interpret core values? I think this organization is not a big one...”* It was still naturally stated from the organizational perspective without personal values, attitudes or beliefs, hence, a key theme “follow the university or president’s missions and values” was developed at the organizational level in University Y. Hence, the theme of

point of views on core values at the organizational level were developed, respectively “To achieve the university mission” and “follow the university or president’s missions and values”.

Another example is the application of the techniques of coding similarities and differences of participant expressions as well as frequency. Specifically, the development of the theme “Unique Identity” in University X in the sub category, Brand Definition. UX1 mentioned the university “tries to be unique among other universities in Hong Kong”, however words expressing different levels of difficulties, such as “it is hard...”, “it is difficult” and etc. were uttered seven times; however, it was found, UX2 mentioned his department was unique already compared to other universities in terms of their unique services, i.e. ways of “providing big scholarships and contents of personal development consoling in which students consult for how to do better but not emotional problems”. Hence, the theme “Unique Identity” was generated with different contents segmented with codes “Organizational or university unique identity” and “Programs and services unique identity”; in addition, another theme was developed, “Difficulties to build university unique identity at the organizational level VS. built unique identity of programs and services provided by SAO”.

The above two examples were identified at the latent level (underlying the phenomenon). For the first example, the themes were interpretive and insightful discoveries based on the original data evidences (Saldana, 2009), the repeated ideas thoroughly in the interview, even confronted by straightforward interview questions. On the other hand, in the second example, the themes were interpretively and insightfully discovered based on frequencies that the different



levels of word expressing similar meanings to the same topic and leading to a new theme “*Difficulties to build university unique identity.*”

On the other hand, the themes were also generated at the manifest level (directly observable in the information) at which a theme is performed as a way categorizing a set of data, e.g. a group of repeated ideas organizes (Auerbach & Silverstein, 2003). This foundation work leads to the development of higher-level theoretical constructs when similar themes are clustered together, which are the most commonly used method in all this analysis since most of the data could answer the research questions in a clear and explicit way.

Because of the carefully-designed interview questions, the high level of consistency of sequences of asking the interview questions by the exact same interviewer, the author of this study, and the well-trained interview techniques. For instance, most of the ways of defining core values were easily themed in the answers of the interviewees to the straightforward question “Could you give a definition for core values?” and for other information on facts. For example, definitions of brand were also directly delivered by the interviewees, while brand building processes were reflected in the answers the interviewer’s prompting confrontations in few interviews. For example, when UY2 asked the prompts on brand building processes, the interviewer or researcher gave the prompts with a summary of what UY2 had stated, “*According to what you said, the brand building processes are like a circle, government missions leading to university missions*” and UY2 continued with this prompts in the later-on interview naturally “*and then the departmental mission...*”

Patterning the themes

Grouping similarly coded data reduces the number of Initial Codes you developed while sorting and re-labeling them into conceptual categories (Glaser, 1978). One of the final aim of Axial Coding was to get to data saturation – when it seemed no new information such as conditions, properties, dimensions, actions, interactions and consequences emerged during coding or seen in the data (Strauss & Corbin, 1998). To achieve these results, Pattern Coding is a commonly and widely used method, during which data were pulled together into a more meaningful data unit (Miles & Huberman, 1994; Saldana, 2009).

In this study, with this Pattern Coding method, all scattered themes were reviewed and gathered again and again, and those with similar names were “pulled together” to analyze and define a new group, a pattern. Dramatically, due to the repeated and careful coding and theming processes in the Initial coding step, no many new themes were emerged during this second round or step of coding but it contributed to regrouping the themes under different categories into more meaningful groups or patterns providing clear foundation for the third stage of coding, Theoretical Coding.

Third stage - Theoretical Coding

Consequently, a new brand building model should be further generated in each university. In such a case, Theoretical Coding method was applied, which was functioned like “an umbrella” covering and accounting for all categories, codes, themes, and patterns in grounded theory analysis (Saldana, 2009). In the Theoretical Coding process, all categories, codes, themes and patterns are



linked in a systematic way with the core category leading to great explanatory relations for the phenomenon or the data (Corbin & Strauss, 2008).

In order to generate the theories, comparisons were made on similarities and differences among all the themes and patterns in each category, until reaching a common glue or thread that all the three interviewees from different hierarchical levels and functional dimensions at the departmental level work or make efforts to achieve the university missions, despite their varied brand building missions or definitions and branding strategies in their application of core values. And another common point was the Brand Building Process Circle was a common strategy used in each interviewee. Consequently, the new theoretical understanding presented by a model, University mission-oriented brand building processes with core value-based branding strategies, was developed.

The specific within-case data processes are addressed in a more straightforward way in the Table 3.4 Codes, themes, patterns and theoretical interpretations from within-case analysis of University X and Table 3.5 Codes, themes, patterns and theoretical interpretations from within-case analysis of University X in APPENDIX 1.

3.8.2 Cross-case analysis

Theoretical Coding method was applied in cross-case analyses, comparisons of the two models developed from each case were done under the categorizations built based on the research questions, first, way of defining core



values; second, formation of the ways of defining core values; and third, university brand building processes with core value-based strategies.

In this cross-case analyses, a common model could be generated due to similarities of key elements so that all the research aims and questions could be answered with these common theories developed from the comparisons of the two cases. The first aim was to investigate whether there was an organization-wide consistent core value(s) and how core values were defined and formed or developed. The second aim was to investigate whether there was an organization-wide brand definition or mission and how brand was defined.

The third aim was to investigate how core value-based branding strategies were applied to achieve brand missions. For exploring this, university image were regrouped based on the branding terms in the literature review. The branding strategies at the non-academic and academic departments were also regrouped into patterns according to branding terms in the literature review.

Finally, the fourth aim was to investigate the corporate level brand building processes with a common point linking various core value-based branding strategies. The brand building processes were both performed as a circle, planning, implementing as well as evaluating and feedback with a common point, to achieve the university mission. In this comparison, it was found that the university missions could be classified into three common dimensions: education, research, and community services.

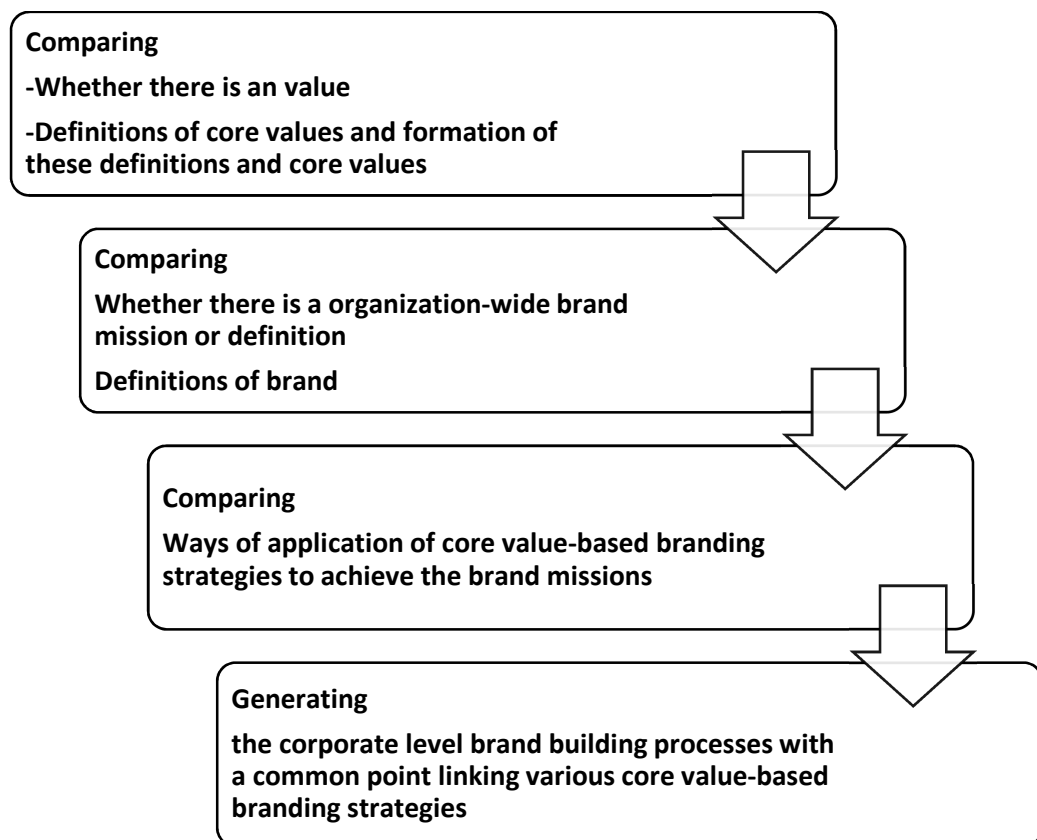
Various core value-based branding strategies serve brand building processes in the three different dimensions were defined, resulting in achievement of the



last aim to develop and define an organizational brand building processes model with application of core values.

Due to the newly generated and developed model based on the new theoretical understandings from this study, University brand building processes with core value-based branding strategies in HEIs, the data collection and analyses achieved a saturation. Therefore, no more data was collected and the data analyses for theory generation purpose was completed. The analytical process of Universities X and Y demonstrates in Figure 3.4.

Figure 3.4 The analytical process of cross-case analysis of Universities X and Y



More specific data analysis is addressed in a more straightforward way in the Table 3.6 cross-case comparisons and findings in APPENDIX 1.

3.9 Trustworthiness

Qualitative researchers have struggled to identify the validity and trustworthiness of their research. Rather than taking terminology from the quantitative paradigm, qualitative researchers have offered alternative ways to think about descriptive validity and the unique qualities of the study (Janesick, 2000). According to suggestions in literature such as Goetz and LeCompte (1984), Lincoln and Guba (1985) and Newman and Benz (1998), the criterion of trustworthiness usually include i) “credibility” which can be achieved by prolonged engagement in the field and triangulation of the data; ii) “validity” that can be realized by observation, triangulation and referential materials. In addition to these approaches, the researcher has been carefully used the strategic selection of cases, technical data collection, sensitive and careful data analysis, let data speak and data dependability to achieve a high level of trustworthiness.

According to Creswell (1998) who recommends that qualitative researchers engage in at least two of the techniques in any given study. In this study, techniques of triangulation, referential materials and expert reviewing were used to guarantee the credibility and validity of the research. In terms of the prolonged engagement in the field and observation, as stated in the previous part of data collection, the research aim of this study refers to the core decision making of the university and departmental levels so it is impossible to be allowed to participate the university meetings or stay at the participant’s workplace as an observer; hence, these two techniques were not realistic and applicable in this study.

3.9.1 Credibility and validity

Triangulation

Denzin (1978) suggested four different modes of triangulation: the use of multiple and different sources, methods, investigators, and theories. Among these modes of triangulation, the use of different sources is what people seem to mean the most when they speak of triangulation (Lincoln & Guba, 1985). “*Once a proposition has been confirmed by two or more data sources, the uncertainty of its interpretation is greatly reduced*” (Webb et al., 1966). This technique of getting data from two or more sources are applied for triangulation purpose in this study. For instance, three people were interviewed in each case or university, who play their roles at different hierarchical level and different role or functional dimensions so that their statements were refereed to one another leading to the confirmation of common points leading to the final newly developed theoretical model in this study.

Referential materials

In addition to the interviews, documentaries were used too for referential purposes in two stages which are data collection for cases selection purposes and data analysis for verifying what the interviewees stated.

Firstly, according to the research design of this study, similar cases would be selected leading to identification and classifications of the similar cases among the eight UGC-funded universities. The similarities refer to i) having the key element that this research studies, brand mission and branding strategies in the University Strategic Plan, the most authoritative University-level Strategic Plan in UGC-funded universities of Hong Kong; ii) similar background, i.e.

history, positioning and university size (Seawright & Gerring, 2008). The Official website is used as the source of data since in Hong Kong, it is a key recognized official media.

All of the public University Strategic Planning documents of the eight UGC-funded universities were downloaded by the author for defining their brand mission and branding strategies. This circle of initial documentary research defined that all of the universities had brand missions and brief introduction of branding strategies in their Strategic Planning documents in their websites in brand dimensions of functional, i.e. development of programs and services provided to students, enhancement of research output and community services in either Hong Kong University, Hong Kong Baptist University, and Chinese University of Hong Kong established earlier 1910s, 1950s and 1960s or the rest of those established after 1990s.

Another common point according to these Strategic Planning Documents is that they all addressed brand mission and branding strategies in the emotional dimension, e.g. establishing their emotional ties with media, alumni, improving current students' satisfactions and etc. Another dimension of brand is symbolic, and all of these universities have their own symbols such as logos. After it was defined that all of these eight UGC-funded universities had the key element studied by this research, brand missions and branding strategies, the backgrounds of these universities were compared.

In accordance with the three major aspects of comparisons, history, positioning and university size including their faculty and students numbers, the



universities were grouped as similar cases. The finally selected cases have similar positioning as comprehensive universities, established at the same period and have similar numbers of students around 10,000 and faculties.

Hence, Lingnan University was excluded from the further research due to its uniqueness in these three aspects of history, positioning and university size. And other universities were further contacted and finally two similar cases were selected, which has been stated detailed in the part of Research Design.

Secondly, documentary analysis is used for verifying what the interviewees stated with both university official websites and published brochures, i.e. accuracy of expressions of university missions and visions by interviewees is verified with the contents about missions and visions on their websites; contents of core values and their core value-based programs and services provided by Student Affairs Offices. For instance, in university X, it was stated that core values were composed of both western and eastern values, which were verified to be true with the components of core values of the brochure about core values; and the core value-based programs and services provided to students were verified with the publicized programs and services brochures.

Hence, except the detailed and distinguished components of core values of Student Affairs Office could not be reported publically to keep the universities and interviewees unidentified as signed in the consent form before interviews, other reported contents are those which accuracy and truth have been verified with publicized brochures.

3.9.2 Dependability

Carefully strategic selection of cases

In order to make sure the generalizability of the findings and theory developed by this study, cases were selected strategically and carefully. Cases selection strategies were made rigorously according to the research aim and research questions with purposeful sampling strategies. Firstly, a multiple-case method were adopted other than a single-case method to avoid bias of the data from a single case. Secondly, doctorate research time is limited but “information-rich” sites including the researched region and universities or cases as well as participants was the most prioritized selection principle or criterion. For instance, Hong Kong as the researched region was determined because of its constantly increasing numbers of international and Mainland Chinese students in recently years and a government mission to become an Educational Hub of the Asian Pacific Region; hence, it was thought that universities should have been taking some marketing or branding strategies in such a changing educational world in Hong Kong.

In addition, information-rich cases were selected with a similar cases strategy but not contrast and comparisons of two extreme cases that allow more efficiently and effectively study in the limited doctoral research time although a possible limitation of such a strategy may not provide a contrast scope of understanding.

Furthermore, participants were selected with “information-rich” criterion or



principle too. First, the two highest hierarchical decision makers, organization-level leaders and department-level heads who were the people having the richest information than other lower hierarchical level leaders because in their positions, they usually know well about both university-level policies and different lower hierarchical level practices.

On the other hand, to make sure the generalization of the answer for the research questions, the organization-level leaders playing different roles or functions were selected as participants but a common point was that they were also from the University Strategic Planning Committee, the highest level policy making body in universities to make sure the accuracy and authority of the information provided by them.

The selected department-level participants were heads of the Student Affair Office and an academic department could provide the richest information on non-academic and academic services and programs provided to students because for a university, students are the key or most important body and/or stakeholders.

Technical data collection

As stated in the methodology part, one-to-one interview is the dominant data collection approach in this research because it is the most direct way to explore the philosophical understanding of interviewees' application of core values in branding building.

Firstly, building solid mutual trust by providing clear introduction about the research aim, research questions and interview questions, ethical clearance form



and consent form; and the first thing to meet the interviewee is signing the consent form to make them feel safe with the confidentiality of the information they provided. Although trust had been built by providing adequate introduction about the research before the interviews by, i.e. provision of the introduction about the researcher and the researcher's supervisors, research gap, research aims, research questions and interview questions as well as the Official Ethical Clearance Approval and consent form and information sheets, the first thing after greetings while meeting the interviewees just before the interviews was signing the consent form and information sheets in order to build a solid trustful relationship to guarantee the confidentiality of the interview. This is supported by Best and Kahn (1986), once friendly relationship is established between the interviewer and interviewee, "certain types of confidential information may be obtained."

Secondly, during the interview, several interview techniques were constantly and skillfully used resulting in stimulating the interviewee's more and deeper information sharing (Best & Kahn, 1986). For instance, with confrontation, paraphrasing and prompting techniques interacted with the interviewee timely, information could be generated to stimulate the interviewees to give more or deeper information and reduce the deviation of prescribed interview questions to the smallest extent.

An example is that an interviewee, the academic departmental head in University X (UX3) refused to give a definition for core values by firmly answering "No, this is well-understood" for the interviewer's question "Would you like to make a definition for core values?" However, the real core values

were spelled out by the interviewee in the response of a paraphrasing statement of the interviewer aiming to clearly distinguish core values and missions *“According to what you said, the core values...are performed as a mission...leading the brand management?”* Consequently, this interviewee was inspired to distinguish the mission and core values, and uttered with a frustrating laugh (the only smile or laugh in the whole highly serious interview), *“...if you want to say “Do you want to see those core values?” and freedom of the teach, freedom of research could be sort of our; if you want to say that’s core value, yes, that’s core value...”*

Another example is that a mix of prompting, paraphrasing and confrontation techniques were used while interviewing the head of Student Affairs Office of University Y (UY2), which generated deeper information about the function of research in teaching for the interview question about roles that University Y plays in society. The interviewer paraphrased (or paraphrased?) what had been stated by UY2 with the sentence *“So the information, all creative knowledge or updated knowledge are from the updated research, right?”* the interviewee answered *“Yes.”* And the interviewer continued *“...and then inform the students, and the students will contribute to the society in the future after they graduate...?”* And then the interviewee answered *“Yes, exactly, exactly; and moreover, I think...”*

One more example is paraphrasing technique was used in the interview with the academic departmental head in University Y (UY3) leading to concise and accurate information for the way of core values integrated into the brand building processes. The interviewer paraphrased *“...so in your department,*

integrity is the core value ... and then you just design your curriculums, in your teaching, and your research environment and your administrative jobs...and it's like a circle, planning, and implementing, and also you always retreat like evaluation, and feedback, and then planning again like this, am I right?" And the interviewee answered "You are right. You've had a very good summary on what I have been saying...."

Sensitive and careful data analysis, let data speak

Grounded theory coding method was adopted as the major data analysis approach in this study for both within-case and cross-case analyses. Interview data were analyzed carefully in details and reflected iteratively, "leading to the development of a theory – a theory 'grounded' or rooted in the original data themselves"(Charmaz, 2006; Strauss & Corbin, 1998; Saldana, 2009), (Charmaz, 2006; Glaser, 1978; Strauss, 1987; Saldana, 2009; Strauss & Corbin, 1998).

Firstly, familiarity and sensitivity to the data. Before the Initial Coding journey, as recommended by Clarke (2005) here was a period of "digesting and reflecting" on the data and "all proposed codes during this cycle are tentative and provisional" (Saldana, 2009) generated from reading the final versions (reviewed and polished by the interviewees) of transcripts and listening to the recordings again and again (at least three to five times) for data familiarity and sensitivity purposes, resulting that the data themselves, what the interviewees had stated, even could be resided or remembered by the author.

Secondly, in vivo coding or the terms quoted from what the participants

originally stated (Strauss, 1987) was used to take the participants voice as a priority and honor to keep the original meaning of the data (Saldana, 2009), leading to an ultimate theory with strong supportive evidences from the original data. Another penetrating coding method is “Values Coding”, referring to coding values, attitudes and beliefs of participants on something, which generates the interviewees’ values, attitudes and beliefs “representing his or her perspectives or worldviews” (Saldana, 2009).

For instance, the firmly consistent way of defining core values “To achieve the University Mission” throughout the whole interviews with UX1, even when the straightforward question “*Could you give a definition for core values?*” was asked, UX1 answered starting with the first sentence “*I think...the word of mission...is preferred...*” leading to a confirmation of a key theme in the category of ways of defining core values, “To achieve the University Mission”.

Similarly, in University Y, UY1 stated the point of views in a chronological way and clearly expressed what each of the president had been done to the core values without a self-understood or defined core values even while being asked “*How do you interpret core values?*”, UY1 answered “*...How do I interpret core values? I think this organization is not a big one...*” It was still naturally stated from the organizational perspective without personal values, attitudes or beliefs, hence, a key theme “*follow the university or president’s missions and values*” was developed at the organizational level in University Y. Hence, the theme of their point of views on core values were developed, respectively “To achieve the university mission” and “follow the university or president’s missions and values”.

Justification of types of questions

Semi-structure interview questions were used to conduct the research in a certain scope within the research aims and research questions guided by a list of interview questions but also allow the researcher or interviewer to respond to the situation flexibility in the particular contexts where new information or ideas related to the topic emerge (Merriam, 1998). All of these questions were designed or developed based on the logic of scoping the interview within the boundaries but inspiring the interviewees express their values, attitude, opinions or beliefs in the maximized level.

On the other hand, the research should not only get one aspect of an argument but the answers must be at a balanced level for comparison purpose (Rubin & Rubin, 1995). A necessary condition of achieving this balance of argument is that the information gained from various interviewees can be compared and contrasted, which can be resulted by “using a semi-structured interview format” (Dawson, 2002). For instance, all the interviewees were asked to answer each of the interview questions one by one except for a unique case, the head of the Student Affairs Office in University X, jumping over some introducing questions about values held by the department, directly answered about the ways how core values had led the programs and services planning, implementing, evaluating and feedback. However, even in such a case, the predesigned questions on core values were still asked as usual as in other interviews, such as “Would you like to give a definition for core values?” Thus, research-question based comparisons could be done in a clear way.



Expert reviewing

Another technique to guarantee the dependability was the expert reviewing on the original recording and transcripts selected randomly by the researcher's supervisor. The checked transcripts and interviews were reviewed and appreciated by the researcher's supervisor, thought to be effective. In addition, before this expert review, the transcripts had already been reviewed and revised by the interviewees themselves who gave very positive feedbacks to the researcher, such as "*Well done*", "*A very good transcript*" and "*It is available for analysis*" with minor revisions.

3.10 Ethical Considerations

In addition to the above trustworthiness considerations, ethical issues were also seriously considered in this research and they are reflected in i) getting the Official Ethical Clearance Approval Form from the university where the researcher studies; ii) informing the interviewees about the research in the invitation stage with copy of Ethical Clearance Approval, Consent form and information sheets with clear the research aims and research questions as well as how the data would be used in invitation letters; iii) accessing the sites conducting the interviews with the participants with a voluntary principle and consent forms were signed with these participants; iv) and the data are kept confidentially. First, the data (i.e. electronic files) were stored in the researcher's computers with restricted access; and only the researcher had rights to access to the data file for analysis purposes. Second, any printed documents or hard copies related to the data were kept in the researcher's locked personal cabinet;



and they were kept for a period that was consistent with the Institutional policies, and would be destroyed after that period. Third, the names of the cases and participants are anonymous with ID codes, in another words, only ID codes (instead of the name of the cases and participants) are to be used in the whole thesis.

3.11 Conclusion of research design

In this chapter, the Constructivist epistemological and methodological assumptions of this study have been reviewed. These assumptions led to the justifications of using case studies for investigation and employing a qualitative approach based on grounded theory methodology for data analysis. To maintain a high level of trustworthiness is considered crucial for the current case and participant selection for the limited scale of a doctoral study.



Chapter 4

Findings

4.1 Introduction

Chapter 4 presents with the findings from case 1, University X, case 2, University Y and findings from comparisons of University X and University Y. The identified codes of different interviewees in different universities are represented by UX1, 2, 3... and UY1, 2, 3... UX1 and UY1 indicate the organizational level leaders in University X and University Y; UX2 and UY2 refer to SAO heads of the two universities respectively; and UX3 and UY3 are academic departmental heads of two universities.

4.2 Participants of this research and profiles of selected sites

Details about participants in this study please refer to 3.5.3 Participants selection.

In addition, Hong Kong as an Education hub in HEIs thus as the researched region of this study please refer to 1.2.3 Hong Kong as the researched region.

Second, the details of profile of the universities please refer to 3.5.2 Information-rich universities or cases selection.

4.3 Presentation of the findings

Based on the within-case analysis, findings are presented on the

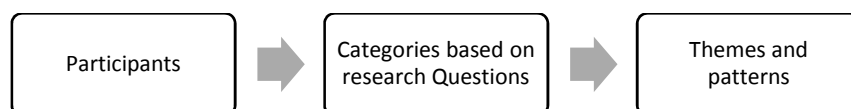


interviewee-based. Under each interviewee, the sub categories are the research questions that they have answered, which are definition of core values, formation or development of the defined core values, brand missions, core value-based branding strategies to achieve the brand missions, university brand building processes with application of the core value-based branding strategies.

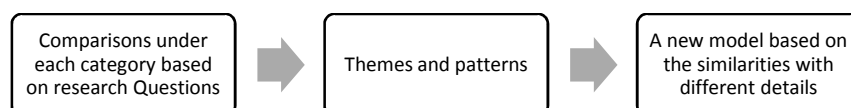
At the end of every interviewee's answers to the research questions, there is a diagram as a model to conclude the findings from this interviewee. In addition, the summary based on within-case comparisons among the interviewees is stated with a diagram as a theoretical model to present the findings in the university.

In terms of the cross-case analysis, the findings are reported on research questions-based under which, the comparison results are satisfied to answer all of the research questions. The following figures present the presentation of findings in a more straightforward way:

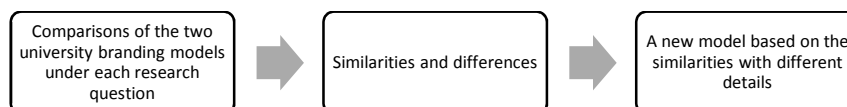
Conceptual map of presentation of within-case findings of individual interviewees:



Conceptual map of presentation of within-case comparisons:



Conceptual map of presentation of cross-case comparisons:



The following are findings from within-case analysis, University X and University Y as well as cross-case analysis with research questions-based categories.

University X

4.4 An institutional leader of University X

4.4.1 Core value and missions at the institutional level

According to UX1, at the institutional level, core value was defined as “to achieve the university’s mission and goals” in promoting (1) internationalization and (2) excellence in research and professional education:

Internationalization and excellence in research and professional education

As for UX1, internationalization is “*to promote an international environment*” with his “*professional knowledge*” and his “*work to contribute.*” He regarded excellence in research in professional education as “*the best way to identify ourselves (academics).*” However, this seemed to be a bigger headache that worried UX1, because they tried “*to be unique but difficult,*” *because most of the universities ... want to become a research university.*” The difficulties to

be unique in Hong Kong in the professional education dimension was not easier because “again...I’m sure, everybody else is doing the same thing (in the aspect of educational programs)...but to what extent, our curriculum actually distinguish ourselves from the rest of them? I don’t really know. I feel it’s extremely difficult.” And similarly stating about difficulties to be unique in the research dimension, UX1 addressed “...hence, it’s extremely difficult to be distinguished cos research is research...”

4.4.2 Internal and external forces in the formation of core values

As an institutional leader, UX1 firmly thinks that a mission-oriented approach should be adopted as the core value, instead of values embedded in the external contexts, as in government policies, globalization, and the HEI community.

Impact of the government’s funding allocation policies

The emphasis on research is strongly related to the fact that funding allocation by the government has been based on research accomplishments of the academics: “I think the UGC has been trying to create the competitive environment so that...different universities compete for the research funding,” so it seems inevitable for the university to set its mission in achieving research excellence.

Common values in globalization

Globalization has driven University X to adopt a pragmatic approach in education. Universities are losing their uniqueness by giving up what they valued in the past:

“If you go to America, Baptist College,...even the university itself cannot claim that it has a Baptist value because most of the church and the university have already (been) separated...in today's college,...even religious institutions, they cannot hire the people who hold their same values, (otherwise) they have no positions to the whole society.”

Multiple values of HEIs as multi-functional entities

HEIs are complex, multi-functional organizations with multiple values laden in its operation, as UX1 contrasted business with universities: *“The businesses often use the word value because the business is very simple, straightforward, kind of entity, unlike university. University has multiple values. It has research; it has teaching; it has service...It's a multi-functional kind of entity so that's why the word value will have a very hard time to...apply to all different values...but in business, it's quite clear, ... they want to make money...”*

The dominance of organization value over personal values in complex organization

Working in a complex organization sometimes means that one may have to put aside his/her own values for the sake of achieving the mission and the goal of the university. Staff are working for the common good: *“The value to me...involves a certain group of people holding a certain kind of belief which may or may not necessarily...getting to what the university wishes it to accomplish...”*

Thus, there may be a disassociation in what one believes and what one works for: *“...of course, I have my personal but the value probably doesn't have anything to do with my job.”* UX1 expressed his feeling but hinted at his

reservation of the mission of the university: “.... *for myself, I think as an educator, ...my belief is (that) my job is to...help next generation gain the good knowledge, have a good career in the future, contribute to the society. Of course, these are the common values for most educators but whether this exactly...what university holds as the value as a whole...I really...have some reservations...*”

The dominance of the organizational value over the personal, as well as professional, values was vivid, deep, and disturbing to UX1, “...*The core values to me...as a professional, whatever the university wants to accomplish and my role or my office contributes to that, (but) whether I should have my own core value or not, I'm really not sure because sometimes, I have my idea but my president will not listen to me; so can I call that core values? Probably not...*”

4.4.3 Application and challenges in the application of core values in branding

“*University Image*” and “*Unique Identity*” was considered most crucial for UX1 at the organizational or intuitional level in the branding of University X. However, the university image as a place of learning seemed to be hardly unique among the local universities.

An university image of learning in branding

Firstly, building the university brand or image is one of the key and vital things in University X, as UX1 declared, “*I think brand building is actually one of the ... strategic goals University X sets up for the Strategic Plan, building an image for the university. This is a very big deal out here.*”

A good university image was achieved by conveying *an image of learning* with integrity and honesty in the brand communication messages. As stated by

UX1, *“We do not only go outside to say how wonderful we are, but we present things that we do here...and (we) try to project an image which people will believe that we are truly doing a good work. ... they (International students) will have an opportunity to learn and will live in a very good campus environment.”*

A “yet-to-be unique” identity

Establishing a unique identity became crucial for University X to stand out among the eight universities in Hong Kong. UX1 recognized the significance of defining the university’s brand with its the unique identity: *“We try hard to distinguish ourselves...”* and *“the university’s mission is to have an excellent research and also professional education so I guess if you will try to identify University X...to other universities, that’s the best we can identify ourselves.”* However, as mentioned above, it would not be easy for University X to distinguish itself as a research university when *“most of the universities are doing the same thing”*. Similarly, it would not be easier to distinguish educational programs because all local universities have been doing to the same thing.

UX1 explained the challenges to convey “uniqueness” in branding from two perspectives. First, universities are competing geographically close to each other in Hong Kong: *“Hong Kong is such a small place, having so many universities complete side by side so that is very difficult to identify our university among others.”* Second, the government’s funding policy has also driven universities *“to become a research university”* and tried *“to make*

distinguishes among them,” but UX1 commented, “so far, I don't believe it's very successful.”

4.4.4 Institutional processes in core value-based branding

Given that internationalization was regarded as the university mission for University X, four characteristics can be found in the institutional processes of the core value-based branding of University X. Formalism and hierarchy started the planning process, followed by an activation of the bottom-up process of generating marketing information from internal and external sources. Partnerships with other universities strengthened the image of learning while the customer-oriented approach dominated the external marketing media.

Hierarchy of group-thinking in planning process

Firstly, *University Periodic Strategic Plans* were developed to deliver *University Missions* and *Brand Missions*. This *Periodic Strategic Plan* was a developmental organizational-wide group process as stated by UX1, *“it's really a process that gathers the wisdom of the whole faculty and staff and everybody contributes to the development of such a plan.... During the process, different people could express different opinions so people think together see what kind of missions the university should accomplish.”*

Despite its group-think nature, the planning process still reflected a hierarchy of work and formalism: *“(First,) the university council appoints a chair to be responsible for a certain area. The appointed chair will get people, get faculty, get staff involved in the committee. (Third,) all different committees simultaneously try to develop something in their own specific designated areas.*

(Fourth,) the chairs take these things or ideas get together again with the university council members and committees report the plans of their specific designated areas. (Fifth,) there are certain different types of priorities; it's up to university's priorities, (to) make sure the key missions get accomplished and also give a reasonable time for it, in the aspects of teaching, research and community service. (Sixth) government funding allocation is a very important part to determine the university mission. (Seventh) according to University Priorities and overall goals, departmental missions and goals and plans are formed respectively."

The bottom-up process of marketing information strategies

According to UX1, both internal and external marketing information strategies were basically ***a bottom-up process***, *"I have to actively collect information which has been done wonderfully by our faculties."* External marketing information was collected from with both individual students and university partners. First, international education fairs were events that UX1 valued much to reach prospective students and promote University X: *"we actually go out to do a lot of promotions in the international occasions, including participation in the international education fairs and also we organize all kinds of incoming and outgoing business (to) spread university's image (and) promote the university."*

Partnerships with other universities in the branding process

Another proactive measure was to form partnership with other universities. UX1 explained university partnership was crucial for building up a brand image

for the university, *“Who’s going to be partner(s) with you? It takes a lot of convincing and persuasion for us to build up a partnership, especially, prestigious universities in the world. So in that case, our image is also very important.”*

A customer-oriented approach in external marketing media

The content of the external communications focused on messages targeting at prospective students to address their concerns or arouse their interests, for instance, *“telling them a little bit about history of Hong Kong, a little bit about the university, also telling them about our faculties, what we do out here, also a little bit about local students, the characteristics, the life.”*

4.4.5 The impacts of missions on an institutional leader’s work

Prioritizing university mission in team management of branding

In the university brand building processes, UX1 regarded the institutional mission the highest priority in his team management. For example, according to UX1, a team is guided by its common value in which members contribute their knowledge: *“How the university missions statement represents our common value, which is the core value....What is important is that you use your professional knowledge and your work to contribute to achieve the missions and goals.”*

However, a strong emphasis on the mission and core value of the university may result in a devoid of personal value in work: *“And I may have staff who have very strong belief on certain things, he or she can have their own opinions... after work, they can do whatever they want... but in my office, their*

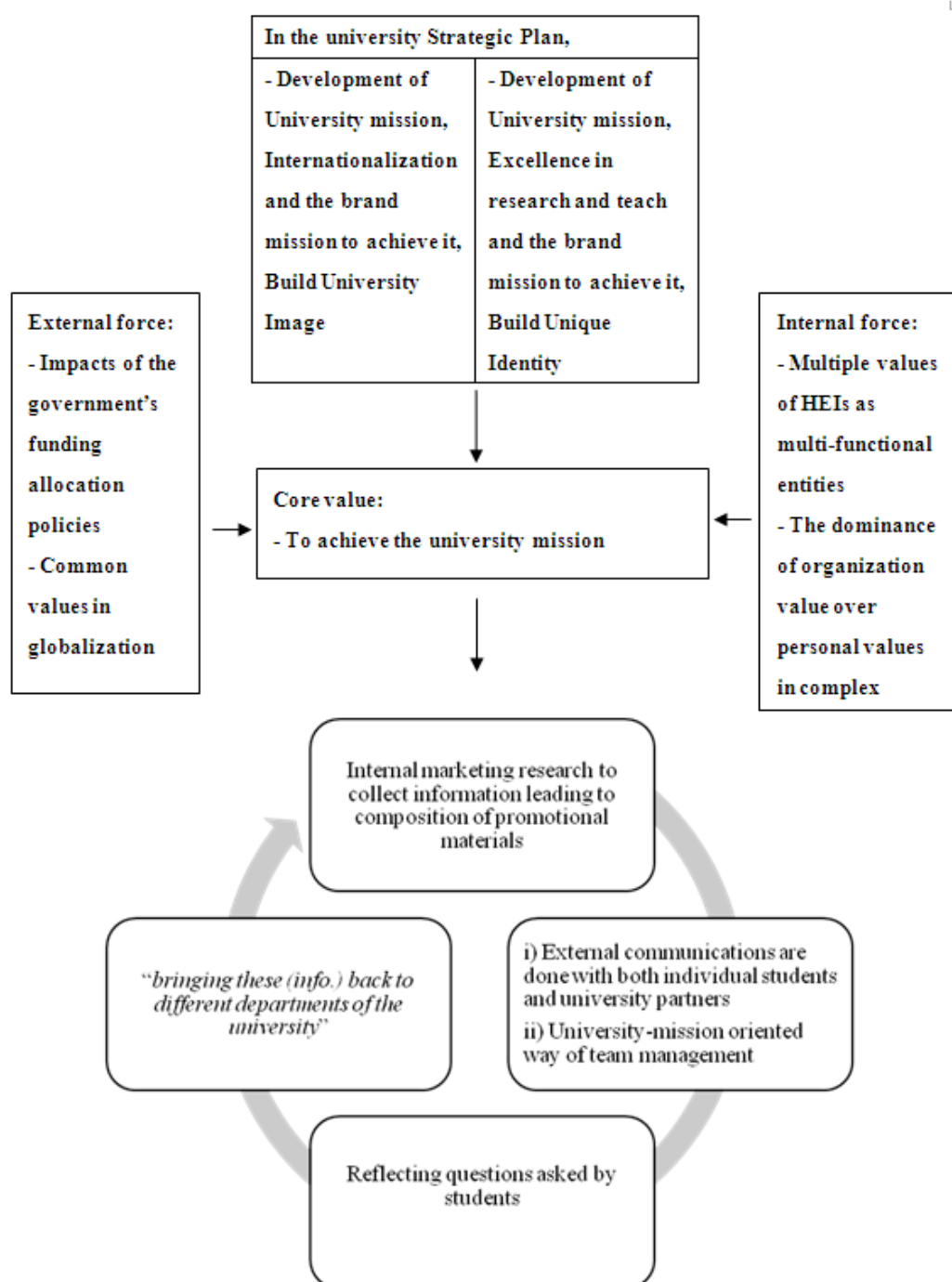
job is to do what I tell them to do and it's pretty hard for them to have a lot of room to develop their own values so...the personal role or personal values...doesn't matter too much; (but) we are all here to accomplish the university goal."

UX1's team management was highly mission-driven; this was not only reflected in his requirements of his staff, but he also set himself as the role model: *"As a leader, my function is leading the team to achieve the university missions or goals as a steer of my job."*

Adopting a recursive brand building process

The quest for continuous improvement and refinement in brand building drove UX1 to adopt a recursive approach that involves continuous processes of planning, implementation, evaluation, and feedback, *"I think the brand building exercise is constantly non-stop kind of processes...it's a circle."* The brand building processes according to UX1 can be presented in a more straightforward and concise way as shown in Figure 4.1.

Figure 4.1 Core value-based brand building processes at the organizational level in University X according to UX1



4.5 A leader of an administrative department at University X

4.5.1 Operationalization of core values in departmental work

Linking core values with students programs and services

According to the second interviewee, UX2, the head of student affairs of University X, the application of the core value concerning learning excellence can be associated with *Whole Person Development, Student-centered Support, and Whole Educational Experience* in student affairs. UX2 explained his work, “*People (are) developed as a whole... (with) student-centered approaches and the basic minimum level is a broad educational experience as the fundamental principle of planning and implementing all activities provided to students, which means we want students to have a very stimulating and inspiring educational experience here, a total educational experience; not just classroom studies and not just academic work. That is our basic concept about our service.*”

Stabilizing force of core values in departmental work

UX2 not only applied core values in his work, but also argued for its stability, “*these three core values have never been changed since they were set up*” when he just joined in the department over twenty years ago. “*We firmly believe the most important things don’t change. They are the same...otherwise they can’t be the core value. I think things matter don’t change; things that change, don’t matter.*”

Accordingly, UX2 regarded core values as something that should not be changed over time but the yardsticks of student affairs, that is, “*the fundamental principle of planning and implementing all activities provided to students.*”



4.5.2 The internal force in the formation of core values

Further discussion with UX2 revealed his understanding of the background and needs of the students of University X. This understanding was crucial for developing uniqueness in its support and services for students. On the one hand, this uniqueness has been carried forward for twenty years with persistence under UX2. On the other hand, UX2 also witnessed the stability of the market segment of University X over the years as he identified some unique characteristics in their students.

Less privileged social and economic status among students

The first characteristic of University X students was their less privileged social and economic status (SES): *“The core values (of our work) were actually built up by us about twenty years ago when I first joined this university. We discussed together (and) decided we had to do something extra in the sense that we did not have the best students in terms of academic results, and they were mostly the first generation university students in their families so they didn’t have the kind of role model, the kind of social capital you would have expected from a middle class family”*

Vocational needs of students of University X

UX2 further explained the implications of having students from lower SES background on their needs and some unique adjustments that University X had to make to address those needs. They recognized their vocational needs, *“...so there was something we wanted to do extra to help them to prepare for their future role in society. And that’s the rationale behind everything we did.”*



In consideration of students' to have time to work for extra income, schedule, the class timetable was flexible. UX2 explained, *"We assume they are very busy and they had to spend a lot of time in earning their own money and etc. etc. so that's why our timing (pointing to a hard copy of a class timetable) is very flexible."*

To address the busy lives of students, UX2 tried to accommodate their services to meet their needs, for example, *"It will be something like this: it's the type of program and services they like, need, and want, for example, our working hours are very flexible, we have same sets of programs all day, lunch hour, after school, Saturdays, Sundays."*

Therefore, the rationale behind the core values defined in the student affairs office of University X has been based on considerations of students' actual social and economic status or background and vocational needs for future careers.

4.5.3 Application of core values in branding

Applying unique identity and brand loyalty in student affairs

UX2 defined University X's brand through establishing its unique identity and brand loyalty in student affairs. Unique identity referred to consulting services and provision of handsome sum of scholarships as services provided to students from lower SES background. Brand loyalty was established highly sought after services in summer time by students.

Enhancing approachability

For UX2, the brand unique of student affairs has been to enhance



approachability for their consulting service. *“For example, a lot of students come to us for counseling, not because of emotional problems, (but) because they wanted to do better. So when they talk to students in other universities, they would say ‘Are you crazy?’ So I think that’s a difference; we are more approachable in general.”*

UX2 was proud of their proactive enhanced approachability in comparison with other universities in providing scholarship application assistance to needed students, *“we have a talk to students and invite them to have a simple training session on how to prepare it. And afterwards, when they fail or succeed, it doesn’t matter; we invite them individually for a talk, discussion on how to do better next time. On the other hand, if you got the scholarship, how are you going to use it? You see it sounds very differently. It’s very different.”*

Strengthening brand loyalty

UX2 highlighted the overall effort to enhance student service across the university and agreed with the interviewer that it would result in a kind of brand loyalty. In fact, there were many students coming to the counter of the student affairs office seeking for support during the summer time. As UX2 commented, *“We are fully booked. Our counselors are fully booked throughout the summer. It’s unbelievable; it’s just the atmosphere here.”*

The variety of events and activities available to students in the summer time justified their loyalty to the university, for example, from overseas explorations to reading clubs. UX2 insisted the significance of other learning experiences (OLEs) in University X as it defined its uniqueness as a place of learning. His

involvement was also high as a department head as he noted, *“This summer, I’ve been to two countries with students, two places, one is Taiwan, one is Korea. Taking different groups of students to there. I have another one integration, with the reading club; as a group of students, they meet once a week to read books.”*

4.5.4 Institutionalization of core value-based branding strategies

Institutionalizing the university mission through departmental work

According to UX2, their work played a crucial role in institutionalizing the university mission in the brand building processes. Their programs and services help students to establish global citizenship and broaden their learning experience beyond the lecture rooms. The university missions were *“reconceptualized and reinterpreted,”* UX2 explained, not only in their services but also through external communications like speeches in other universities and *“selecting outstanding students to organize marketing activities.”*

Transforming student perceptions to realize missions

UX1 argued that it is crucial for them to transform students’ perceptions of trips for fun to trips for understanding the world and peoples in achieving the university missions, *“.... understanding the news and current affairs, the history of the country, and the values, their behavior patterns...That is the way we conceptualize their idea of international exposure because we find that a lot of students they go there just as a tourist, go there spending their time, spending their money and then they came back.”*

UX2 declared that there was a lot of work to prepare students to go through



successful transformation, for instance, they had to arrange “*trainings before going overseas including assessment on cultural sensitivity, awareness and responsiveness*” and “*workshops on basic skills like stress management and EQ, lectures on history of the destination country. And before they go, a piece of work written by the people from that country is given to them.*”

UX2 added that the missions of University X have been to transform the learning experience of secondary students through university lives and prepare them for the future, such that “*...the students, their perceptions of University X here is having a lot of opportunities, a lot of chances to reinvent ourselves. I think this is well-received by students after they have graduated or even during their time here.*”

Conveying a message of significance and student leadership in external communications

For UX2, some Public Relations activities outside Hong Kong were indispensable to building the university image at overseas universities (Boulding, 1956; Knox & Bickerton, 2003), “*I just came back from a three-day workshop in Shanghai Jiaotong University to share the experience of organizing such activities...I’ve been to fifty universities (in Mainland China).*”

They arranged outstanding students in leadership training schemes to prepare them to represent the university to organize some promotional activities, “*We also select the most outstanding students to represent the university to organize PR activities, marketing activities. To talk to secondary school students to promote recruitment in big conferences, acting as master of ceremonies.*”

4.5.5 The impacts of missions on a departmental leader's work

Diversifying and segmenting programs to address student needs

UX2 also highlighted their services diversified to cater for the needs of postgraduate students as their number has been continuously rising over the years as University X became more internationalized, *“We have more postgraduate students coming to our activities...coming for a training as well; give you an example, we just gave a test on personality to students in X city in Mainland in our center, I think around thirty students, Ph.D students over there. And each year, we do psychological assessment for XX major students and for XXX major students. These are for professional training.”*

Adopting a student-centered approach in work

UX2 explained how they applied a student-centered approach in their career development training through need assessment, *“We provide an assessment of themselves to see what careers they are going to take up after their graduation in terms of those seven components (of core values); what are the areas they like. If they have done nothing (in the assessment), we give them this booklet so they can record so they can do it either inside or outside; then, they can come back and discuss anything they like... and we give them a medal as a present. So this is sort of student centered; let them in charge of their development... (and) after this test, they can know ‘Oh, I’m interested in this; I’m interested in that...’ Then they can do something.”*

Emphasizing whole person development in student affairs

UX2 declared that the whole person development philosophy was consistent with the university mission to broaden students' learning experiences, *"[In] the training for student leaders and in all courses and everything, we talk about whole person development. You have a philosophy but you have to apply it from the small things to reflect the spirit."*

However, they have been very careful that the other learning experiences (OLEs) would not overburden students' academic performance. For example, they had to coach the student athletes with extra care, *"We have a professor or head of the academic department as the honorary manager to look after the personal development and professional development of student athletes, not just playing sports...each year; when the examination result is announced, our coaches (of the athletes) will look at the exam results and talk to our students who need to improve. As a result, the academic results of our athletes are actually above the university norm. It's a very interesting phenomenon."*

UX2 assured the researcher that their philosophy shaped their promotion of all kinds of activities in Hong Kong, not just overseas activities as mentioned above, *"We preach those ideas...and we give them opportunities to join in all kinds of activities all over Hong Kong."*

Prioritizing departmental mission in team management of branding

Like UX1, UX2 also emphasized the significance in applying the university mission in their work and setting himself as the role model for other junior colleagues. *"Inside our department, they (all staff) know the core values so they*

prepare to work extra hours, do exercise on Sundays etc. The way or strategy to maintain and penetrate the core values in the brand building and managing processes is (that) I take part in all the major programs, I always do a session; the second part is from these activities, I give the opportunities to students, you can come to talk to me so I see students as well.”

Thus, the core values have been embedded in the daily responsibility and work of the staff. *“Every colleague no matter in what position, has the responsibility of helping students to develop...in three sections, one is on counseling and leadership training, the other one is our students services, finance, student society, and one is in the physical education.”*

Like the students, staff have been encouraged to participate overseas training and international conferences related to these three sections of services provided to students. *“I send all of them to all kinds of training (related to the three sections).... when you send them to those world-class conferences, they will see at once, what the whole world is doing about students. So when they come back, you don't have to tell them what to do and how to do.”*

Emphasizing evaluation and feedback in work

Again like UX1, UX2 stressed the importance of evaluation and feedback in their student-centered services through *accreditation exercise*. He recalled, *“In several accreditation exercises I was involved in, the examiner or the inspector always said ‘You guys here, you have an obsession with supporting and helping students.’* UX1 regarded this as a positive feedback from external authority.

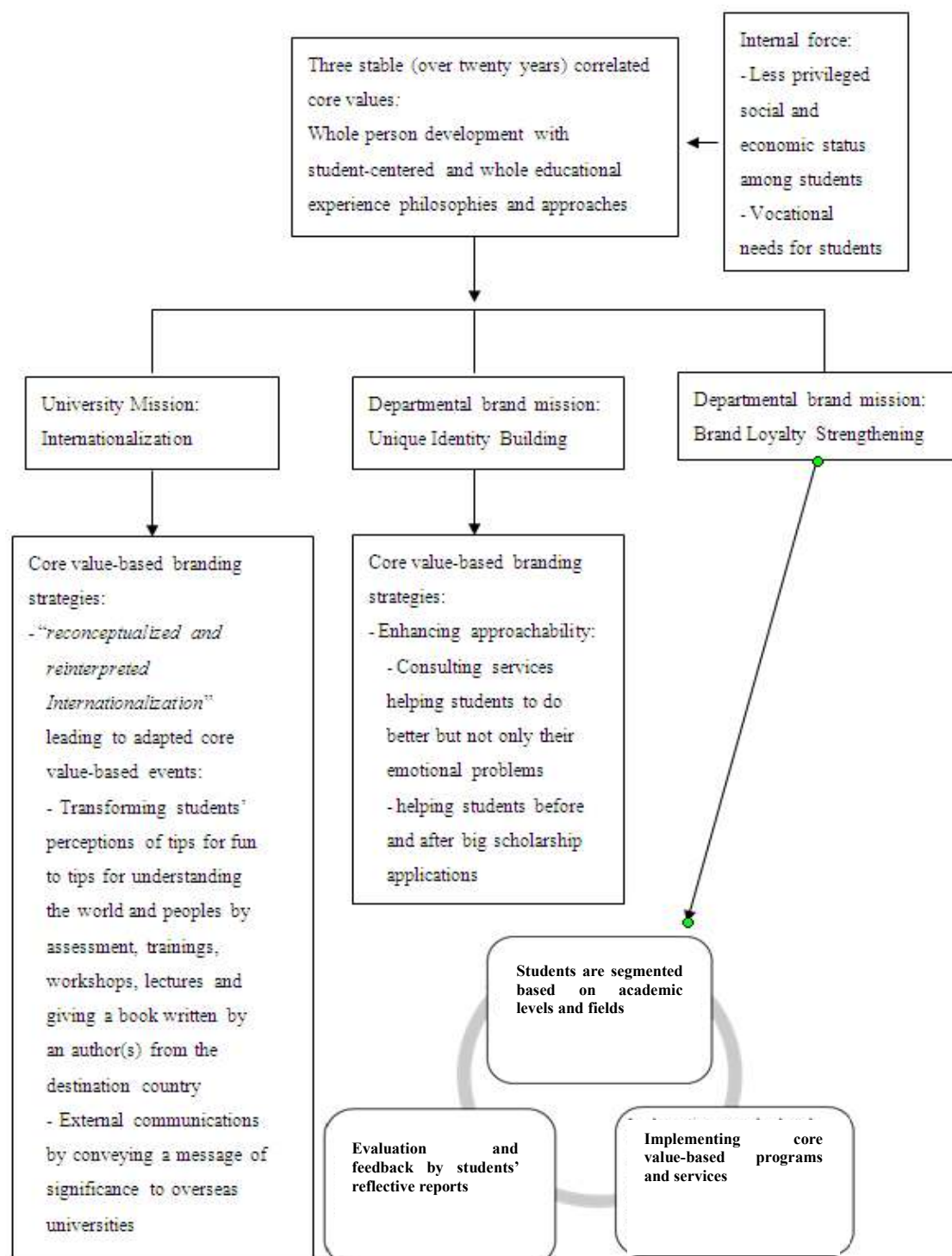
According to UX2, students' reflective reports were also used as feedback

to indicate how the activities or programs may achieve excellence in learning experiences, the core values of his departmental work, *“and at the end of the activities, we also have an evaluation (pointing to a reflective report in the booklet - a copy of students’ travelling to Australia). This is one of the reports of this group of student ambassadors; they do show something that have been learnt.”*

The whole brand building processes with core values in the non-academic or SAOdimension at the departmental level in University X is summarized in Figure 4.2.



Figure 4.2 Core value-based brand building processes in the SAOdimension at the departmental level in University X according to UX2



4.6 A leader of an academic department at University X

4.6.1 Defining core values in academic departmental work

Having freedom of research and freedom of teaching but with constraints

UX3 was the third interviewee of University X. In contrast to UX2, UX3 was reluctant to declare unique core values for his departments. The rationale of not developing their own departmental core values was because they wanted to have common understanding on the core values and beliefs with society. UX3 expressed his view of the “core values” with a frustrated laugh (the only laugh in the whole serious interview), *“If you want to say, ‘Do you want to see those core values?’ the freedom of teaching and the freedom of research could be sort of our (laugh out), if you want say, that’s core values.”*

No sooner UX3 defined “core values”, he added, *“Freedom of teaching, freedom of research. This was embedded in staff’s daily jobs to keep their basic passion and interest, but with conditions.”* For UX3, academic freedom was not unconditional freedom.

Academic freedom subject to standards of good research

UX3 further pointed out the ironic weakness of academic freedom as a core value, *“If you want to say, ‘Do you want to see those core values?’ the freedom of teaching and the freedom of research could be sort of our (laugh out), if you want say, that’s core values. Yes, that’s core values, but without the basic thing, you won’t guarantee (productivity). What I’m trying to say is that it won’t help you to generate first rate of the research. But it is just to keep you to do research in your interest. You are doing research [on] topics you must be passionate, and you must be interested in. Without those things, how can you do them.”*



Thus, in the interviewed academic department, the core value “*freedom of teaching, freedom of research*” can be interpreted as doing research that the researcher is interested in and then teaching the research results to student. However, academic freedom may allow academics to do things that they like, but it is the necessary condition, not the sufficient condition for academic accomplishments. Thus, academic freedom was conditional, because it would require research topics taken by the academics to be within the academic scope or the field of the department.

4.6.2 Internal and external forces in the formation of core values

Applying a human perspective to look at academic freedom

According to UX3, the formation of the core value, conditional freedom of research and freedom of teach were based on a humanity perspective that allows for academics to be able to work on topics passionately, “*You are doing research that is the topic you must be passionate, and you must be interested in. Without those things (freedom of research, freedom of teach), how can you do them?*”

Attempting global excellence and local impacts

The rationale for the first condition is because a departmental mission is to conduct research with “global excellence and local impacts”: “*We want to look into global excellence, excellent research with local impact; so those things related to Hong Kong’s economy, society, that’s good research...If you can publish paper in good theory, you are good; if you can publish in applied research, that’s good too; but if you can do both, you are excellent; so we*



always keep up these things in mind. We are seeking global excellence but with local impact.”

4.6.3 Application of core values in branding

Doing influential research to gain reputation

Brand was defined as reputation by UX3, which is leading the society and perceived by people in the field, employers, students and their parents, which is firmly defined by UX3 *“The brand is the name, the reputation, and how people perceive you in a society.”* As stated by UX3, it is important to do influential research to match the standards of good research, *“We want to lead the society, for instance, influential research. We want to look into global excellence, excellent research with local impact; so those things related to Hong Kong’s economy, society, [then] that’s good research.”*

In addition, UX3 firmly defines brand only as reputation as state *“...We don’t...want to distinguish the department or programs from others... the purpose is not to distinguish from one to the other, (but) we want to have reputation. People consider this is a group of good researchers; and people consider this is a good department; employers consider the output of this department is quite good...for example, in Hong Kong, how the parents consider our programs? In academic field, how our paper is going to be published in international journal and be cited? How our colleagues taking sort of academic society positions, like journal editors or associate editors, they getting awards? I mean those are reputation.”*

Therefore, according to UX3, in an academic department in University X,



brand was based on academic reputation. This reputation was achieved by leading the society with excellent research and perceived by the people in the field, employers, students, and their parents.

Following the norms of the academic professional society

Another necessary condition was “to follow norms of the academic professional society”. UX3 further clarified that the academic community was larger than his department, but the community of academics, *“The society. It’s not this department. In general, the society has its norm so we do not have to say we want to develop the core values for our department in general, we have our Academic Professional Society; (and) in that society, we have a set of core values and beliefs in terms of producing high quality of research and being able to search for interested topic, that’s (which) is the personal decision, which is a norm.”*

4.6.4 The impacts of missions on core value-based branding strategies linking the university and the academic department’s missions

First, UX3 thought that they were building academic reputation to achieve the university mission in ‘*Excellence in research, professional education, and community services*,’ as he stated, *“A brand carries multiple messages: a) You want to have a good teaching; b) You also want to have very competent faculty to do research; c) You also want the university to contribute to social welfare, the service part.”*

In addition, based on the university mission, the departmental mission reflected both research and practical implications, *“We want to generate first*



rate of the research output (and) we want our students to be future business leaders.”

UX3 explained the rationales of holding the mission to have good research. First, *“if we do not set up a high goal, [we] won’t get good research. So we want to do the first rate of the research.”* Second, for UX3 academics could reward to tax payers by conducting local research because *“the school [university] is funded by the tax payers. So we should sort out the feedback to the local society. We want to have the local impact.”* Third, UX3 highlighted that good teaching contributed to the sustainability of the development of the department. *“And as far as teaching is concerned, the objective really is [that] we want to build up our future business leaders. So that’s important in a way which (is) giving the department with sustainable development.”*

UX3 also thought that the departmental mission was a stable force to be revisited constantly, *“The mission and objectives we set up, we spell it aloud clearly and of course from time to time, we will revisit those things and think about how we can improve our operations better to fit those objectives and visions.”*

Embedding core values in daily work to achieve university missions

As stated by UX3, there were core values embedded naturally in their daily work while in achieving the missions. *“But this (the set of core values, freedom of research and freedom of teaching) is well-understood and we don’t keep these things in our mouths, but on daily things.”*



Connecting brand mission-oriented research and teaching activities

However, a substantial amount of work of an academic lies at research and teaching. It is logical and inevitable that research and teaching activities be consistent with the quest of excellence in these areas in the university mission: *“...and put it in a simple way like this: If you are a professor, you don’t teach, what kind of professor you are? If you are a teacher but do not do research, what kind of thing you are going to teach your students? If you don’t access the society, what kind of research agenda you are going to have? You see, those things are correlated. So in order to have a good teaching, you have to have a good research; in order to have a good research, you need to know what are the important problems... so you see those components are one contacts another.”*

Using internal channels and external communication media for brand building

Business branding strategies are applied in the departmental retreats, that is, SWOT, positioning, and segmentation as evaluation and feedback tools in formal retreats. *“Yes, we are borrowing branding strategies from the business world...We are going to have a retreat next month, the first thing we do is the SWOT analysis...We also think about how we can do positioning in society, what sort of students we are going to get, and how we can train those students, and how we can put the students into different segment of society.”*

Similarly, external brand communication strategies are also used. “We have our website, and we have our publications, and we communicate with our alumnus; I mean those are all things we want to build our sort of brand. So those are sort of things we (are) very much pay attention to.”



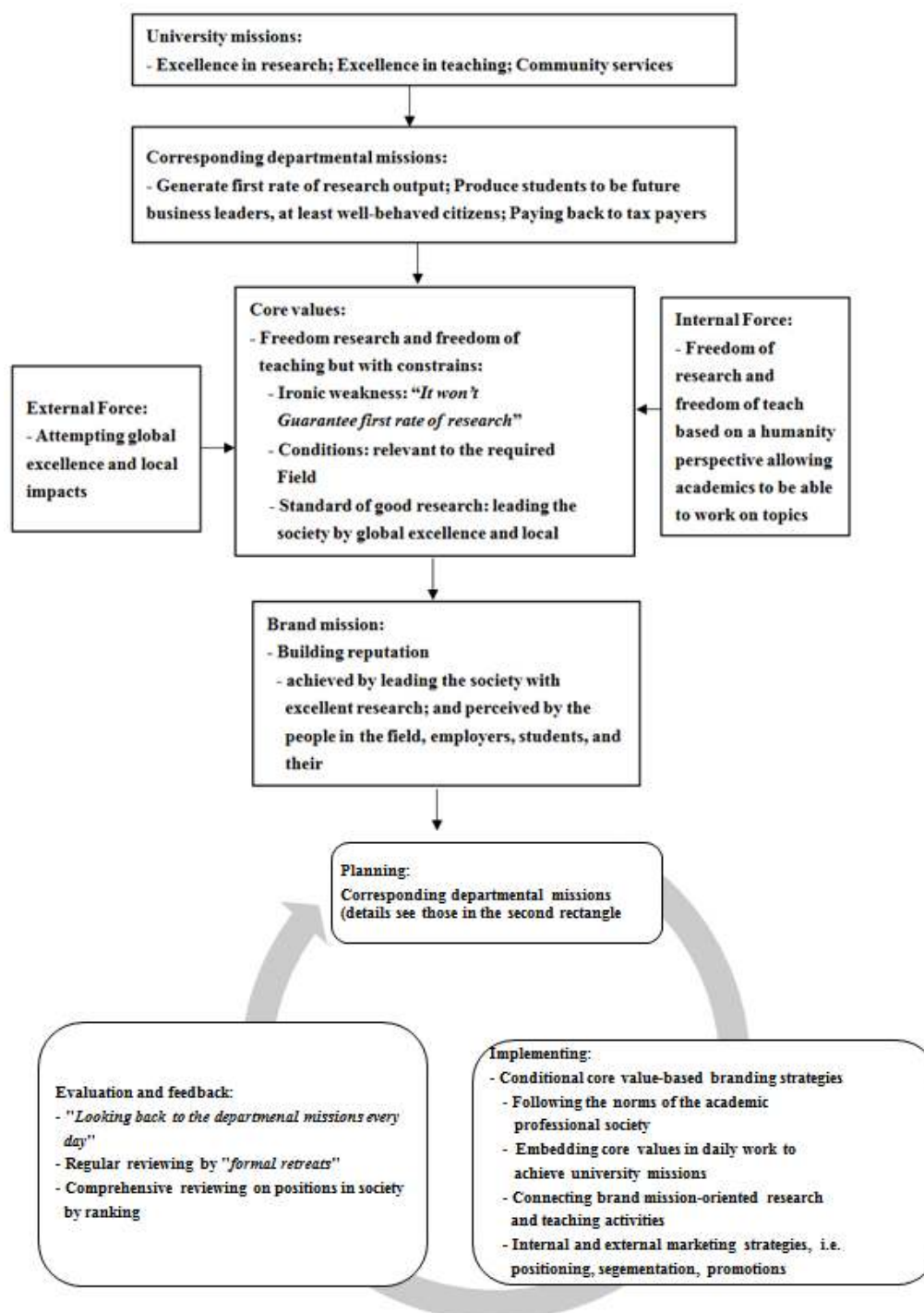
The feedback of students'/products' performances from the employers revealed what the public or society may think about the students of University X. *"we need society's feedback. How, what kind of employees that employers would like to have, and what is the performance of our produced students, and that gives us feedback in terms of how we can design our curriculums."*

Furthermore, missions were reflectively reviewed on a daily basis. *"The process in the educational industry; I mean in the educational sector, we try to build up a brand, and there are a few measures we can do, but those things come again and come again, ... continuous, it's not a process I'm doing this, and moving to the next stage, and moving to the next step no; (but) we are, every day,...working with branding thing, and every day, we try to look into our mission and the objectives, I mean, this is sort of thing we do, every day."*

Moreover, ranking results could be feedback to help review the position in society. *"Ranking is giving us a reference...Ranking does give us a reference. Ranking is not everything but it does give us some sort of feedback on how this department is exactly positioned in the society."*

The comprehensive summary on the brand building processes with core values in an academic department in University X is summarized in Figure4.3 below.

Figure 4.3 Core value-based brand building processes in the academic dimension at the departmental level in University X according to UX3



4.7 Core value-based branding strategies in University X

4.7.1 Defining core values at varied levels

For University X, the meaning of core value varied with different hierarchical levels and departments. At the intuitional or organizational level, UX1 defined the core value as *“To achieve alignments with the university mission.”* In contrast, at different departments, the core value changed with the work nature of the departments. For example, for the student affairs office, , there was very clear defined core values *“whole person development,” “student-centered approaches,”* and *“whole educational experience,”* which were regarded stable or *“never changed over time.”* For all programs, activities, and services provided to students, there was a basic process of planning, implementation, evaluation, and feedback. There has been a habit in staff’s daily work with their core values. For the head of academic department, the core value can be defined as *“conditional academic freedom embedded in staff’s daily jobs to keep their basic passion and interest.”*

4.7.2 Forming varied core values with alignments and coherence

In University X, the formations of the core values also showed diversity. For instance, at the organizational level, the view of UX1 showed an insistence of alignments with the university’s mission. The formation of core value reflected both hierarchical structural and bottom-up processes. Thus, for the sake of maintaining alignments of work with the organizational mission, he expected resistances to internal and external forces such as government policies, global common values, multiple functional values of the HEIs, and as organizations, and personal values had to give way for maintaining alignment

with the university mission.

For UX2, the head of student affairs office, the three core values, “*whole person development*,” “*student-centered approaches*,” and “*whole educational experience*,” were developed in consideration of the relatively weaker SES background of their students, which has not changed much over time since University X was established.

In contrast, the academic leader, UX3, regarded academic freedom was fundamental and crucial to ensure the quest for knowledge was guided by the passion and interest of the academics. However, such a freedom is also subject to the standard of research excellence in the academic community and their teaching is subject to practical implications that contributed to the “*mature community values and practices*”.

4.7.3 Diversified brand definitions but maintained brand loyalty

For UX3, the academic department leader, the brand for the university should be grounded on “*reputation*” in research and teaching, rather than other “*distinctions from other universities*.” In contrast, UX1 stressed the significance of university image and unique identity, while UX2 also stressed the importance of maintaining brand loyalty for the brand building process.

4.7.4 The university-mission driven core value-based brand building processes

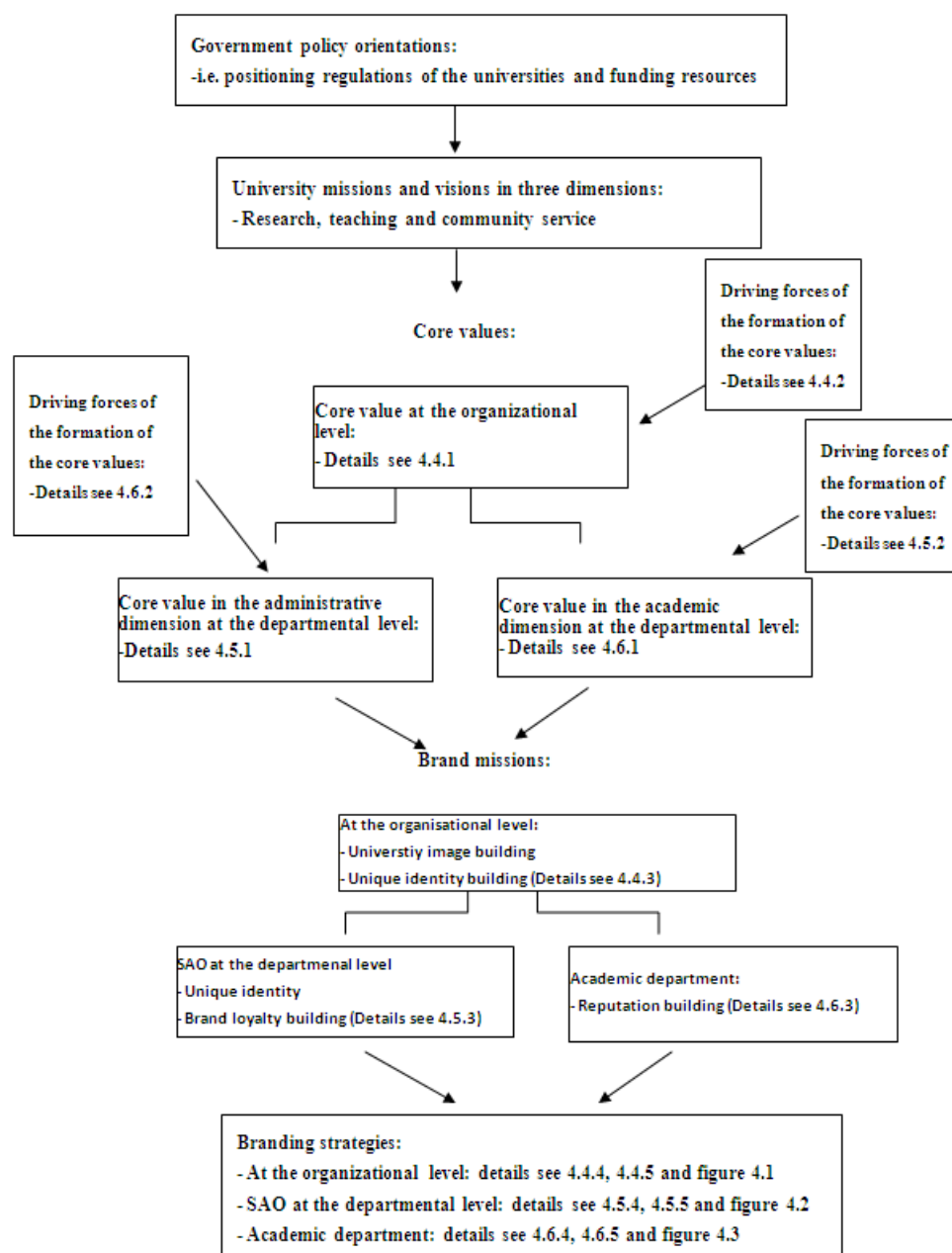
The data indicated that UX1, UX2 and UX3 generally agreed that the brand building processes have been driven by the university missions, either “*internationalization*,” “*excellence in research and professional training*,” or “*community service*”. For instance, UX1’s understanding of core value reflected

the significance of the university mission.

The core values as defined by UX2 reflected the work nature of his office but basically consistent with to the university mission to enhance internationalization and that to broaden students' learning experience for future career. Similarly, the core value by UX3 that stressed freedom of research and freedom of teaching was also compatible with the mission to excellent research and professional education. However, these core value-based branding strategies are spread out in different hierarchical levels and SAO and academic functional dimensions at the departmental level. These findings are summarized in Figure 4.4.



Figure 4.4 University mission-driven brand building processes with core value-based branding strategies in University X



University Y

4.8 An institutional leader of University Y

4.8.1 Core value and missions at the institutional level

To achieve the university mission in absence of distinct core values

UY1, the institutional level leader at University Y, seemed to be more mission-oriented than UX1. Instead of answering straightforwardly the researcher's question, "What are the core values in University Y?" He introduced her previous presidents and their Strategic Plans carefully, which were always admitted and closely followed. As stated "*Let me introduce about history first of all. You get to the history, at the institution level at the moment. There is no set of guiding values. However, in the first Institute Strategic Plan, there was a president, so proficient in Eastern and Western culture, then the guiding values were made at that time (pointing to the core values listed in the Strategic Plan).*"

Sequentially, what the following president did on core values was unobservable, "*I think this (whether having an explicit guiding value) is because that president's buy-in is highly important. This (second) president did not buy-in Prof. Z's (the previous president) core value. Then, the second president developed this (second) Strategic Plan. Then you can see at that time, there were mission and vision, but no guiding values.*"

And then, the next or current situations about core values in university official documents were introduced. In the official documents and webpages, the sentence about the core values disappeared as stated "...*then, till today, at*

university Y, this sentence (the motto in the first Strategic Plan) disappeared. In all official documents and all webpages disappeared, this sentence disappeared, bit by bit. Nobody mentioned it any more. Many staff who came here in recent years, in fact, totally did not know about it.”

UY1 compared various Strategic Plans carefully and commented, “...and this one...the latest one (Strategic Plan), you can see some differences. The differences mean that you compare this one (the first Strategic Plan), emphasizing explicit spelled-out core values, then this one (the latest Strategic Plan), which did not have core values. Not any one written here, it's more outcome-oriented.”

UY1 was reluctant to state his personal view on values, but seemed to adopt a skeptical view, “Well, in my mind, this is not a big organization, in fact, no uniformed value.” Besides, UY1 thought that core value was very hard to be defined, “Core values are very difficult to be defined.”

To follow the values suggested in the missions and visions

UY1 declared that that some values were embedded in the mission, and because no core values were spelled out, achieving the university mission was thus highly regarded. “You can see the mission in the second Strategic Plan... You can say there were some values here, you can see Prof. W was highly emphasizing caring, but what kind of core values like this type (pointing to the first Strategic Plan), none were spelled out in an independent way. Prof. W (the second president) personally, did not have a spelled out core value which is embedded in the missions and visions...so we wanted to carry out our mission.”

Currently, the university mission is “*Nurturing and transforming competent and professional people with moral responsibility.*” This was stated in the current Strategic Plan of University Y. In addition, “*scholarship*” or research – based community service was also mentioned by UY1, stating that academic departments serve the community based on “*scholarship*” or research. Hence, the university missions referred to three aspects of work: teaching, research and community service.

Therefore, according to UY1, a leader at the organizational level of University Y, the core values were simply defined as to achieve the university missions. In addition, academics were expected to observe and cohere to the value or the moral responsibility embedded in the mission.

4.8.2 Internal forces in the formation of core values

Dominant power of presidency over forming core values

According to UY1, what the president cherished was important, “*You can see in the institute planning. In fact, the president is so important; what she cherishes can make things happen.*” Therefore, it was taken for granted to follow what the president cherishes as a high standard for UY1.

Lacking group-think and adequate communication in the branding processes

The Strategic Plan was not necessarily bought in by everyone in the university because internal communications were not linear and systematic, according to UY1. “*This Strategic Plan was done by our office so this is what I'm familiar to...it's not a very linear and systematic way to implement it.*”

However, the main difficulty seemed to lie at the fact that the hierarchy and



structure were dominant when bottom-up processes were hardly present

“Because this is not that much spelled-out at the working level you can say the senior management...have these things...through documents or actual power due to their position as decision makers.”

The president was influential if he emphasized greatly on some point in a spell-out way. However, his influences may be more on conceptual level, rather than making orders: *“but many things do not necessarily happen due to the president...it's not necessarily an order, not directly ordered, especially in Hong Kong. Seldom done only because the president said 'You have to do it.' On the other hand, people do it usually based on their beliefs.”*

One way that the president influenced significantly on the implementation of core values was setting up a school or faculty in the university: *“Prof. Z had these values, made some changes and influenced the programs and academic structure, taking a lot of actions. For instance, a faculty or school was set up based on a core value.”*

4.8.3 Impacts of core values in branding

The core value, to achieve the university missions *“Nurturing and transforming competent and professional people with moral responsibility”* and *“Scholarship or research-based community services”* are to achieved by positive university image building, perceived by employers and publics' eyes.

Building a positive university image in employers' eyes as brand

In University Y, the organizational level leader UY1 defined University

Image as what was perceived by employers and the public, “*Students are told to dress properly, behave properly before internship*” in order for a positive image in employers’ eyes). There is an image issue for which our university is relatively very nervous or tense for this before the field experience, the students would be told how to dress properly, behave politely, etc.”

Maintaining a positive university image in public's eyes

Students are taught to behave properly in public for keeping positive university image: “*students are taught to behave properly, for instance, not to say any insulting, cursing or impolite languages in public transportations like bus behaviors, which is related to our image.*” Therefore, brand was defined as university image perceived by employers and public according to UY1.

4.8.4 Implementation of core value-based branding strategies

Grounding the university image on university missions

According to UY1, a key university mission was to groom students by transforming them into professionals that possess values, civic minds, and social responsibilities. “*The mission in the current Strategic Plan is a bit different. It focuses on grooming, such as what type of professionals or what type of students we want to transform. Of course, in the mission, there are some values in terms of what we want them to become; in this sense, you can see many values, i.e. civic mind, social responsibility and etc.*”

University missions and visions were delivered officially in the periodical Strategic Plans. The values, missions and visions were stated chronologically in the periodical Strategic plans developed in every president’s period.

Challenges in building a university image that satisfies the public

According to UY1, the university branding was indeed an image building process that is, grooming the students with good quality in employers' eyes and in public's eyes. *"There is an image issue for which our university is relatively very nervous or tense for this. Before the field experience, the students would be told how to dress properly, behave politely."*

University mission developed tended to reflect on what the senior management thought important, *"This brand can reflect what the senior management thinks the most important."* The branding strategies were based on interviews with senior management, department heads internally as well as external stakeholders' views, *"The brand was developed based on interviews with senior management by a commercial company, with department heads, and then they get sense from the answers of these leaders,"*

The president might promote core values in the university by giving speeches or writing key sentences on the cover of the Strategic Plan. *"If something is that he or she (the president) really emphasizes a lot, like Prof. Z, who highly believed in this set of core values, made many speeches, wrote this sentence (pointing to the motto on the cover of the Strategic Plan), then kept on spreading the messages. You can say it's highly promoting the values; these are influential..."*

Impacts of external evaluation and feedback on senior management's emphasis

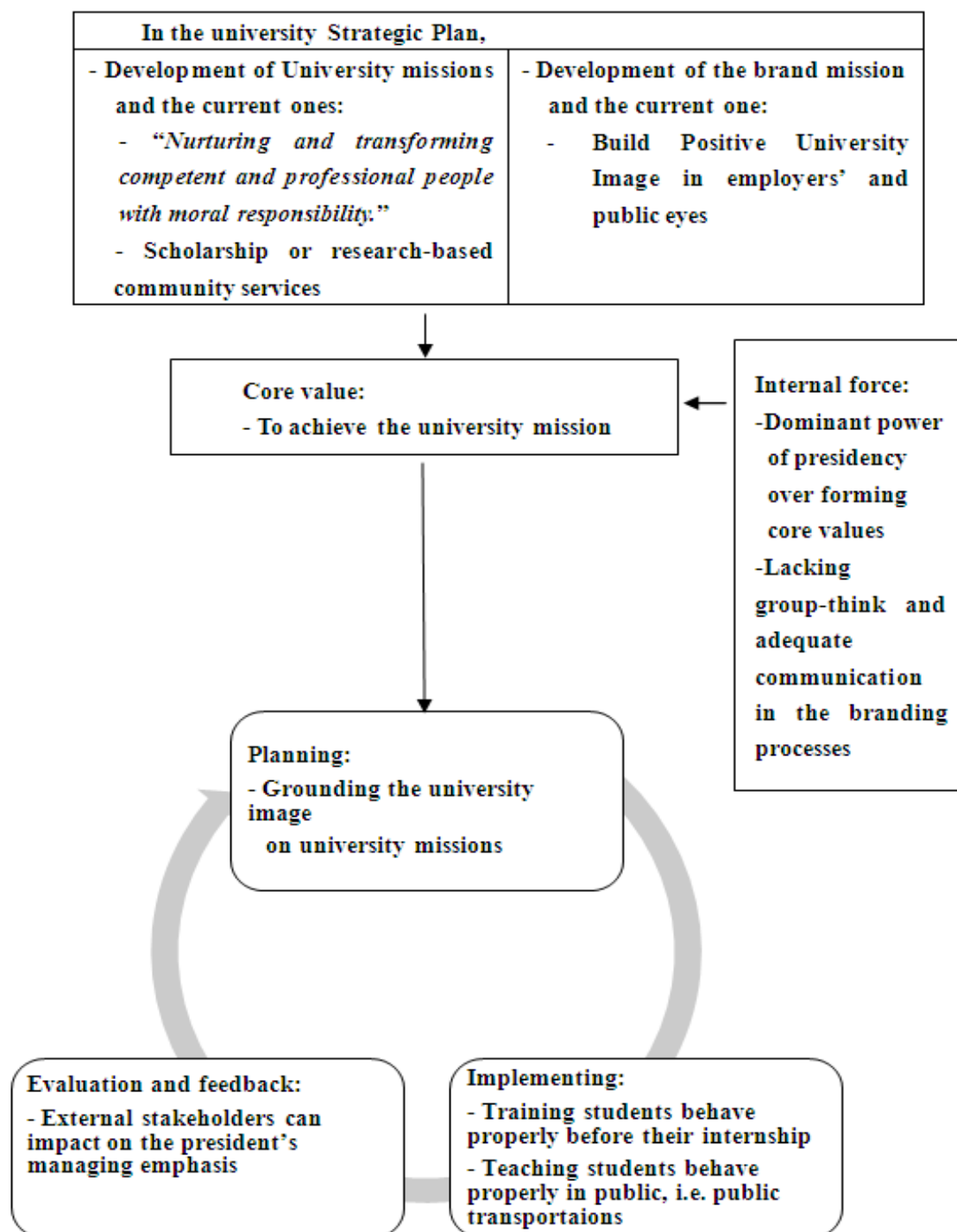
However, external stakeholders can impact on the president's managing emphasis, *"maybe a little pressure from employers, stakeholder. For example,*

there is somehow criticism from your students, so the senior manager or president may say 'Wei, that's important.' Make sure have something for that but most of the time, it's not giving order like 'You must do this', seldom, very seldom."

The brand building processes with the core value to achieve the university mission is comprehensively summarized and presented with Figure4.5.



Figure 4.5 Core value-based brand building processes at the organizational level in University Y according to UYI



4.9 A leader of the SAO department at University Y

4.9.1 Defining core values

Adopting Whole Person Development in student affairs

Like UX2, “*Whole Person Development*” was also a core value of the student affairs office at University Y. According to its head, UY2, University Y “*plays the role of grooming future leaders and future personnel. And our department in particular is playing this role in the all-round sense because we promote Whole Person Development, (and) it's a holistic view of our students' growth. It's not just forsake physical health, not just the academic growth, but also their mental health growth.*”

Enhancing students' social concerns

In addition, UY2 thought that the primary value in *Whole Person Development* was “*social concerns*”. He explained, “*I think the most important value is what I just mentioned in the Whole person Development is to have a social concern inside and outside campus. What I refer to social concern is that they have genuine and real concern about the life, the wellbeing of the people living around us.*”

Implying corporate social responsibility in work

For UY2, *corporate social responsibility* was implied in in the concerns of students' holistic development. “*They can also have the CSR, corporate social responsibility sense when carrying out their duties and businesses.*” CSR was associated with “*conscientious, all round good citizens*”: “*Corporate social responsibility concerns conscientious all round good citizens. Conscientious*



means very concerned about others all around, mental, and responsible person.”

Corporate social responsibility for University Y was to develop students’ sense of social responsibility, *“It’s not kinds of irresponsible behavior; Not selfish, not naïve attitude. Actually citizens, they also should be qualified as a university graduate, observes the rules, be aware of the policies of the government, the country and try to serve the society.”*

Therefore, in the SAOdepartment in UY2, the core values included *“Whole Person Development,” “Social Concerns”* or *“Conscientious,”* and *“Corporate Social responsibility.”*

4.9.2 The formation of core values of the SAOdepartment

Enhancing students’ whole person development for all-roundedness

According to UY2, there was a link between the university mission and the departmental mission in *Whole Person Development*. UY2 highlighted its significance of all-roundedness of students: *“the person is progressing or growing not just in one dimension, but in many dimensions. Multi-dimension including what I said is characteristics building, character building, their knowledge building, academically or and their physical building, health, mental health, and also the maturity in getting along with people, emotionally stable, civic mildness, more responsible, and also be a very caring person and they have a concern for others, so we found in several dimensions they are making progress, they are better than before, it means that they are really developed as a whole person.”*

Developing students' social concerns from future career perspective

Social concern also reflected social expectations from the employers' perspective: students *"have social expectations from the employers. So the graduates go out, should process somehow moral standards, responsibilities, caring."*

Thus, UY2 thought that the value of social concerns contributed to students' future career development. *"What I refer to social concern is they have genuine and real concern about the life, the wellbeing of the people living around us. I don't want our graduates to act like this.... I find a job in an Investment bank, consultant firm or whatever, high pay, then I get the money, and then I get release from work...I don't think this is a good way of viewing and seeing their career development."*

Transforming students into more educated and more responsible citizens

However, UY2 argued that there was a very fundamental and broader definition of *Whole Person Development*, *"the whole aim is for people to grow, for our graduate students to be more mature, to be a more educated and more responsible citizen and that would be a very fundamental and broader definition."*

Therefore, whole person development as a core value functioned as a departmental mission was based on the university mission, but with considerations of employers' perspective and graduates' future career development, and transformations for responsible citizens.

4.9.3 The impacts of core values in branding

Developing unique identity in student and people-oriented approaches

UY2 defined brand as unique identity in terms of putting students' interest first, people oriented, and transforming people by means of education. *"So I think the brand, just the branding is like this. Uniqueness, right. We are unique SAO, Student Affairs Office, and uniqueness in putting students' interests first...so our brand is a little bit different from other university's brand, is that we are very people oriented, we transform people, we transform by means of education."*

Moreover, UY2 thought that their future graduates would be the change agents as leaders at workplace. *"It's the brand quite unique about in the local community, not just in the local community but also the region, because we are preaching...in a way that we are not just grooming university graduates, we are grooming a university or university graduates and future leaders who can be the change agent."*

Communicating human factors in communication media

In addition, the brand was unique because of human factors designed in the logo, booklet, website and others. *"In any means of communication, with people, we must have a human factor into our logo, into our booklet, into our publication on the website, we always put students first; so you see, the first thing we observe from our department's material, it's a student face; there must be person, look like a student, so that's why we are student-centered. So our brand comes from, we are student centered. This brand is very unique."*

Promoting brand loyalty for graduates to further study at the university

Another common brand definition is brand loyalty. According to what is stated by UY2 that the graduates came back to the university after they work for further studies, which is actually brand loyalty as stated “*We also promote further study, so alumnus come back to the institute to do their further professional development or for the higher qualification..*”

4.9.4 Implementation of core value-based branding strategies

Aligning departmental mission with university missions in branding processes

To achieve the university mission, grooming young graduates, conscientious future leaders, the department of UY2, the head of student affairs, developed the departmental mission and core value, grooming students with whole person development philosophy or value.

“Our university plays the role of grooming and nurturing our students to be future leaders after they graduate; and our department in particular is playing this role in the all-round sense because we promote Whole Person Development, (and) it's holistic point of our students' growth. It's not just forsake, not just health, not just the academic growth, but also their mental health growth.”

The goal of Whole Person Development is to organize events and activities to help students grow in the sense of character building and views broadening and engage students are involved in these events. “*Through all these events and the activities, students grow as a person, they are not just for academic advancement but also for a personal development and enrichment, and they*

have a taste of local culture as well as other cultures, they speak several dialects and languages and also they have a broad mindset and vision about what future globe is like so... we play the role as a driving force for engaging students the Whole Person Development Activities.”

Implementing student-centered programs and services

First, “Unique” student-centered non-academic programs and services provided to students. To achieve this university mission and departmental mission, according to UY2, whole person development programs and services were designed and provided students with “unique” student-centered programs and services. *“They can also learn other generic attributes, generic things apart from academic learning. We have all aspects of services including Psychological Counselling, Career Development Services including Students Hall Life Education, Scholarship and Financial Aid Services, and also Students Leadership Activities, as well as Service Learning Experience. And We publish a lot of publications, and this is the service hotline (pointing to the last page of the smallest leaflet) (and) various kinds of services (pointing to the other side of the smallest leaflet).”*

An approach of encouraging students to participate programs, credit counting in transcript. *“And through these vision and mission, we derive several strategic objectives, create positive campus life experience and hostel experience, and recognize their achievement...what’s we call co-curriculum transcript. When they graduate, we give them that transcript, on top of academic transcript.”*



Learning activities were also held by students' dormitory, engaging them in "Hall Life Education": *"We develop quality living environment, like the hall, student hostel, we have broader local and international exposure like going to overseas countries and certain while to do experiential learning."*

The Whole Person Development Process encouraging them to participate a whole range of activities, *"for example, we serve the community projects, local, overseas and Mainland, and go on interest programs to overseas countries and South East countries; these are the booklets over here..."*

According to UY2, various measures were used to implement *"Whole Person Education"* and deliver core values to the students. For instance, *"creating an ambience and stimulating environment, providing supporting service,..., programs, coaching and facilitating them, and providing resources for them, for instance, if they have difficulty in their life and study and whatever learning, maybe financial resources are provided from both senior government resources and institute resources."*

According to UY2, their core values were delivered to students through Human Resources allocation. For instance, by answering the interviewer's question *"These core values actually are directly or straightforward playing some roles in your work like direction and penetrating your daily jobs and human resources' responsibilities, shaping these jobs and responsibilities."* UY2 stressed how the implementation of core values was done, *"you are right, we try to penetrate this kind of core value through our staff, through our colleague because all the colleagues work at here directly and*



straight to serving students”

UY2 added, *“I think you have pointed out our very important way of how we can successfully convey these core values to students' mind. We build these core values into our department's mission and vision, you look at our document, already published (p.1 of the smallest leaflet)...”*

The Human Resource strategy started from recruiting people, so that qualified staff were recruited, *“and some of our colleagues who are also well-trained professional background, we have clinical psychologists, we have social welfare background, we have a Ph.D...we have other very well-experienced and substantial experience colleagues who can lead leadership training programs, adventure based training programs...”*

“We play a key role of directly educating the students, and influence the students' mindset, and implant and penetrate that core value into their daily action, daily behavior, daily participation and activities, and even in learning outside classroom, or in the classroom, so that the student would have their own understanding of the core values and mission while doing their jobs as an educated citizen, which is so important”

External communications included with human factor in promotional documents. *“In any means of communication, with people, we must have a human factor into our logo, into our booklet, into our publication on the website, we always put students first so you see, the first thing we observe from our department's material, it's a student face; there must be person, so we are student-centered. So our brand comes from, we are student centered....”*

According to UY2, effects of program and services are evaluated by questionnaires. *“Yes, we evaluate them. Because for each activities, programs, we organize or align with students, we have feedback and evaluation questionnaire, they need to give some assessment about how effective, this course and if you could and you need to understand something? Equip you with the skills? Did you have a better understanding exposure or certain exposure on certain aspect? And what, open-ended question, they would like to give comment on and it’s an anonymous one”*

Everything done in the student affairs office involved evaluation and feedback, *“After each program, we collect and consolidate the data, and then we can analyze and evaluate all this program, for defining in which aspects, students have been helped, and in which aspect, that program may not be that effective, and then this informs the decision for future improvement of the program, so we have built into this kind of mechanism in our programs and (replanning the details of different) strategies or modified certain subjects.”*

Furthermore, the reflective reports are also used as evaluation of effects of overseas programs. *“You can see from our articles (in the booklet), the students share their experience of themselves, saying that 'WOW, this is the first time I go to Cambodia to do service learning, and now I serve as a mentor, I lead a group of fifteen students going to Cambodia because last year, I've been there, I know the traits there, I know the difficulties, and try to help the new students to adjust the local environment”*

In addition, feedback is provided by internship. *“We have the feedback of*

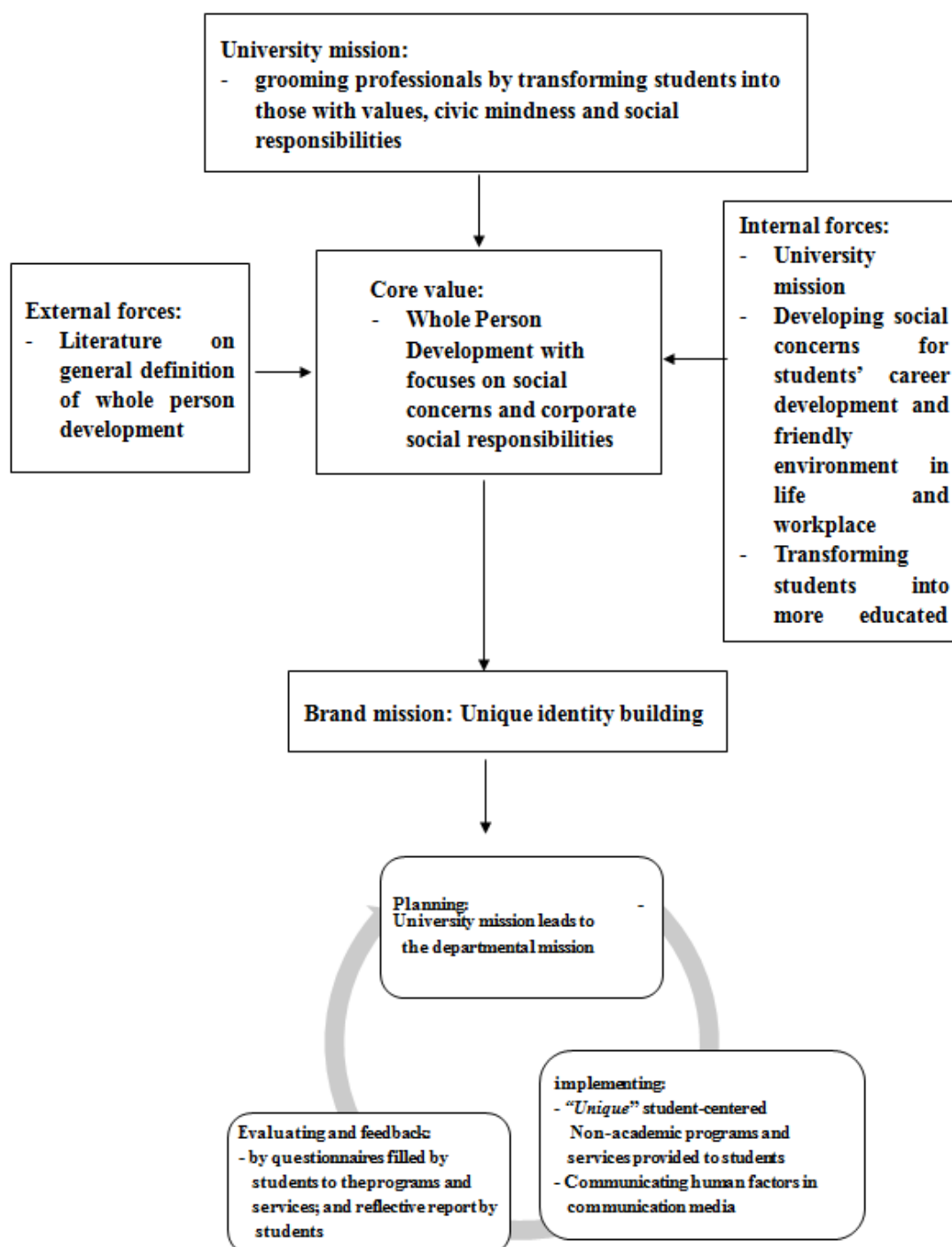


the performance, and how they (the employers) perceive our graduates...They give us feedback on how well the students do and how much potential they have and the university education can be evaluated by this.”

The whole brand building processes perform as a circle according to UY2. While the interviewer or researcher summarized what UY2 had stated, “I think the brand building processes here according to what you said is like, it’s a circle I think, according to the university missions, government mission.”

UY2 stressed the primacy of university implication “Yes, and then the university, and then the departmental. I think they are equally important, the governments sets a goal, it’s like a circle, and then down from this, it’s the institutional goal, and then branding, and down to the departmental level, we have a goal and mission and also values, we build a brand according to the brand, it’s consistent umbrella brand, but under that umbrella brand, we have a particular role to play.....”

Figure 4.6 Core value-based brand building processes in the SAO department in University Y according to UY2



4.10 A leader of an academic department at University Y

Unlike UX3, UY3, the department head of an academic department at University Y found that he could name a full range of core values for his departments, from academic to non-academic, i.e. SAOones.

4.10.1 Defining core values

Academic value 1: Integrity

The first core value that came into UY3's mind was "integrity." *"I think the No.1 one core value is integrity, and I don't mean to sound again by goody, goody, but I think for your actions and your beliefs to be in harmony, is to have integrity. Now, if you can do that, then that is something which you can put into everything we value."*

For UY3 integrity was the foundation for other values together as a system. *"The value is a belief system, and there's lots of reasons for having a belief, you know if I believe something, I want to put into action, so integrity I think it's a core value which goes into every other value. If you ask me to define a core value, it's a single core value."*

Integrity was the core of core values and the one that one should first aim for. *"I think you can only be true to yourself, and there are many times when you fail to do that cost you are human being... but it's good to have something to aim for and I think integrity is a value I would like to aim for."*

Academic value 2: Academic freedom with limitations

As stated by UY3, government funding determines university functions, but academics have a bit freedom to identify some other areas to study. *"It's how the*



community sees education, the functions have been given, I mean through the government...we have been given various jobs to do, our mission has been prescribed first to some extent; but I think we also have a little bit freedom to identify other areas we would like to. I think funding is a very strong way of deciding the functions of an institute, the functions of the institute..."

Academic value 3: Whole Person Teaching

Whole person teaching was another value proposed by UY3, referring to that teachers should be a role model of students, as whole person teaching and whole person learning were stressed in the Confucian philosophy. *"I agree with Confucius. Confucius is about moderation, is whole person, bigger than teaching, a role model and everything. It's not just what you say, it's what you do, who you are. That's an important goal to aim for."*

Whole Person Teaching, as well as Whole Person Learning requires *"the teacher as a whole person who must set a role model. That doesn't mean that it's necessary to be a goody-goody saint, doesn't necessarily mean that teachers must be a saint, it's important that people realize teachers are human beings with all limitations human beings have. But within the limits of humanity, you can still aim for good quality goals."*

Academic value 4: Social Justice

UY3 then cited "Social Justice" as a core value as well as a research topic. *"We talk about social justice of our departmental values as well. And so we have an aspect, we have a group in our department, strongly committed to international development helping less developed countries to become more*



developed, and to look at issues of social justice within that development path.”

Academic value 5: Honesty and Integrity

UY3 stated that “Honesty and integrity” are values working together in both research and teaching. *“Another value I think we share is honesty in our department. Honesty towards our students, honesty in our research as you say...Honesty and integrity altogether, I think; so I would see those are sorts of our departmental values and we’ve talked about these quite a lot.”*

“and integrity (in teaching): if you believe in student autonomy, and you must teach in a way that promote all students’ autonomy. If you believe in critical thinking, you must give your students opportunity to become critical thinkers. And you must value that critical judgment.”

Administrative management value 1: Transparency with social justice

For administrative management, UY3 regarded transparency with social justice was a major principle. *“We have to make a rationale which shows what we are doing is a fair decision. People might not agree with it, people might think it’s unfair, but as long as we have transparent rationale in which social justice is a major criterion...Now, it’s a value”*

The value of transparency led to quality assurance. *“Quality assurance, which is a term I’m always worried about but now I believe that quality means integrity, honesty, transparency, openness and that’s what I would like us, the whole department values these and we must drive and we must do our best to achieve them.”*

Administrative management value 2: Inclusiveness

UY3 argued that inclusiveness was a departmental value, *“I think the value of inclusivity is a departmental value, something we all share, as we all respect the differences that exist between people.”*

Administrative management value 3: Correlated Integrity, honesty and social justice

However, for UY3, integrity, honesty and social justice were correlated. *“I would say, probably integrity, I think that’s the most important issue. We should be a department that acts out our beliefs in an honest way, and also I think social justice should be a key aspect in what we do, we should be advocating fairness, opportunities for all so I think that’s a very important point.”*

Therefore, at an academic departmental level, which is integrity, no matter what to do academically and administratively, what to do needs to match what to say. Other academic values include i) academic freedom with limitations, government funding determines university functions but have a bit freedom to identify some other areas to study; ii) Whole Person Teaching, which means teachers should be a role model of students, Whole person teaching and whole person learning according to the Confucius philosophy; iii) Social Justice as a research topic; iv) Honesty and Integrity, which are values working together in both research and teaching.

The administrative values were i) Transparency with social justice as a major criterion; ii) Inclusive, *“something we all share, and we all respect the differences that exist between people.”* iii) Correlated Integrity, honesty and social justice.



4.10.2 The formation of the definition of core values

Integrity as a driving force to achieve

UY3 argued that complexity of organism leads to some failure of integrity of some core values. *“The bigger your organization, the more difficult it is to say that these are the values which we share and are demonstrated because institutions are messy, they are complex.”*

For UY3, the complexity of the university is also reflected in its considerations of two polar, social reality and community or university traditional values, in another words, financially survival pragmatic values and commitment to teaching, quality of professional education as well as contribution to local community. *“I think the values of the institute are quite pragmatic, they have to survive, the institute has to survive, we have to survive financially, so there are a lot of pragmatic values here. I think the institute also values commitment, commitment to teaching, I think it values quality of professional education, and it values as I mentioned early, the role of making a contribution to the local community.”* Therefore, *“integrity is fairly important as a driving force to pursue although it has difficulties in reality sometimes...”*

Social justice and social equity as the traditional values of Universities

UX3 explained social justice was regarded a core value. *“The reasons why social justice is so important is because I think that’s one of the jobs of education. I think one of the key roles of the education is to put right some injustice.”*

“I think we should be having much more response on the main, the national education issues. I think there are many contributions that we can make to that discussion...I think there are some individual researchers are doing good work and making their views known but I think as an institution, we should be far more vocal in criticism, in fighting for social justice, social equity and so on.”

Hence, for the formation of the core value, integrity drove people to make efforts to achieve. Complexity of organization may result in some failed cases of integrity. The ecology of universities of Hong Kong has also polarized University Y’s effort to address pragmatic considerations and traditional commitment to teaching, professional education and community services.

4.10.3 Impacts and applications of core values in branding

Reputation building and label defining identity

UY3 rejects the word “brand” in a so firmly way, but prefer the word “reputation”: *“don’t call it a brand...” and while being confronted by the interviewer or research with the question “ So you hope to be recognized by what you do?” UY3 replied “Yes, precisely, precisely. And this is where branding annoys me because it’s not always full of integrity.”*

According to UY3, a label is designed or developed in order to show a shorter departmental name. *“Less than developing a brand in our department. We are developing a logo, not as a brand...We have a long name, Department of XXXXXXXXXX so we are trying to just we call ourselves XXX (Abbreviation of the departmental name), so what we are trying to do is we develop a little logo which is a purple logo ...And the idea is just very simple: we have a label.”*



This label is designed by the staff in the department. *“Our general office staff designed it... it’s not an official logo, it’s got no sense of branding or marketing, it’s more of a label, to make us easier to remember, and take less room when we stick a label on a book or on a poster, on the trolley or things that belong to us, instead of having a long label we just have a little one.”*

Therefore, brand is defined as reputation and label. Reputation is about *“a leading role in academic society”* and *“in addition to well-reputed research, reputation is also built on the wellness of students in society”* as well, *“brand is reputation about good researchers, department and its output”*. On the other hand, a label is designed or developed in order to show a shorter departmental name.

Building brand with the university mission

In addition, UY3 states that the university missions are education, research and community services. *“It has been diversified a little bit in recent years. I think now it’s working a lot in supporting education in the Asian region...It’s got a job of researching, it’s got a job of community engagement, you should be contributing to the local community and international community as well in various ways. Those are the things I think it (the university Y) is doing.”*

In addition, UY3 also addresses the processes of vision and mission development in the Strategic Plan.

“Well, strategic plans, we have to make strategic plans, every three years, we are in the process of renewing our strategic plan, the first question is ‘What is our vision and mission?’ So that’s the opportunity to sit down and really

think, 'All right, where you have been in the last three years? Have we really done what we think we should be doing? What are our core values here? What are the other values that should inform our future direction?' And then we make a dynamic plan based on that; so I think it's good to have a milestone event, every three years or so, we are forced to really reflect on our values.'

Balancing public good and pragmatic situations

First, the university is outcome-based due to having to meet the needs of change. *"Then these things are similar to knowledge era, commercial world says Knowledge-based society...world is changing and if you do not meet the needs of change, you'll have problems...these are different from the values-based or embedded value based missions, but more outcome-based..."*

"I think the values of the institute are quite pragmatic, they have to survive, the institute has to survive, we have to survive financially, so there are a lot of pragmatic values here. I think the institute also values commitment, commitment to teaching, I think it values quality of professional education, and it values as I mentioned early, the role of making a contribution to the local community."

4.10.4 Implementation of core value-based branding strategies

Embedding social concerns in programs and courses

UY3 claimed that there has been a great effort for his colleagues to embed social concerns in their programs, curriculum and teaching to arouse students' social concerns. Social justice was delivered to students through teaching, raising issues, and issue-based teaching. However, the programs are not separated ones but programs embedded with values. *"Getting students to be*

aware of issues (social justice) and their own particular point of view on an issue, and their own action on the issues.”

“No, we do not have a particular program for this, (but) it’s embedded into the various courses we teach. For example, I’m teaching philosophical and social cultural perspectives on education, and we are looking at things such as assessment...but not just looking at what is assessment, but who gets negatively affected by assessment, and who are the losers in how we do an assessment, how can we make assessment fairer?”

Embedding values in the administrative jobs

According to UY3, social justice is not only delivered to students but also is a value driving daily management. *“Not just in teaching, I think we must have social justice in how we administer the department (to treat everybody) the same. We have people of different status, we have teaching fellows, we have clerical officers, we have chair professors, we have people with different status, so how can we treat them in a way which is fair to everybody. People make different demands, for resources, different claims for resources. How do we handle the resources in a way which is transparent and fair to everybody concerned?”*

In addition, according to UY3, social justice is a major criterion in transparent rationales of departmental daily management. *“I think the way to do this is to make sure that the value is explicit so when we have our departmental management committee meetings and we plan the budget, one of the questions will be raised “Is this a fair solution to everybody?” or “Are we*

favoring a particular group?” Now, sometimes, it is inevitable you will favor a particular group, let’s say I allocated more resources to the general office, and people say “What about the academic staff? Why should they get more help instead of the academic staff?” So I will say “Ok, let’s have a look if they are getting more help, see if we can use our resources in a similar way to help all colleagues” if not, we say “Well, we are not helping this group only, we are also helping everybody, we are improving the general service to everybody in their department so everybody will benefit from the investment. So there must be a rationale. We have to make a rationale which shows what we are doing is a fair decision. People might not agree with it, people might think it’s unfair, but as long as we have a transparent rationale in which social justice is a major criterion.”

Furthermore, in terms of making decisions in some urgent occasions, it is hard to keep transparent; therefore, sometimes, value is something important to achieve. *“It’s a value. Sometimes, it’s not always possible to make things transparent as you like. Maybe, communication problems, time problems, some time, when you are an HOD, you have many responsibilities. You might be under the time pressure, you have to make the quick decision and then you must try and say this is a fair decision. But you might only have five minutes to make the decision, in which case the time frame for thinking about everything can be limited, curtailed so I would say it’s a value which drives us onwards, we don’t always achieve it but it is a value that we believe is important.”*

In addition, values and core values are discussed a lot in the department of UY3 in departmental meetings in which personnel from philosophy background



lead discussions and questioning in a challenging atmosphere.

“I mean we do have a very strong section in philosophy in our department so I think we have identified our values through discussion, questioning, challenging; We have three philosophers in our department, this small department, so they get us to think and really reflect hard, so I would say that is through our conversations we develop our values or we’ve identified our common values...We’ve got three philosophers, who especially are in philosophy, at least three....so they are great strengths in our department.”

Furthermore, in terms of what is summarized by the interviewer “So you just design the core values with the correlated values in your curriculums, in your teaching, and your research and your administrative jobs, and it’s like a circle, planning, and implementing, and also you always retreat like evaluation, and feedback, and then planning again like this, am I right?”

UY3 answers *“You are right. You’ve made a very good summary of what I have been saying; what I’m trying to say is that word of mouth is more important than image building.”*

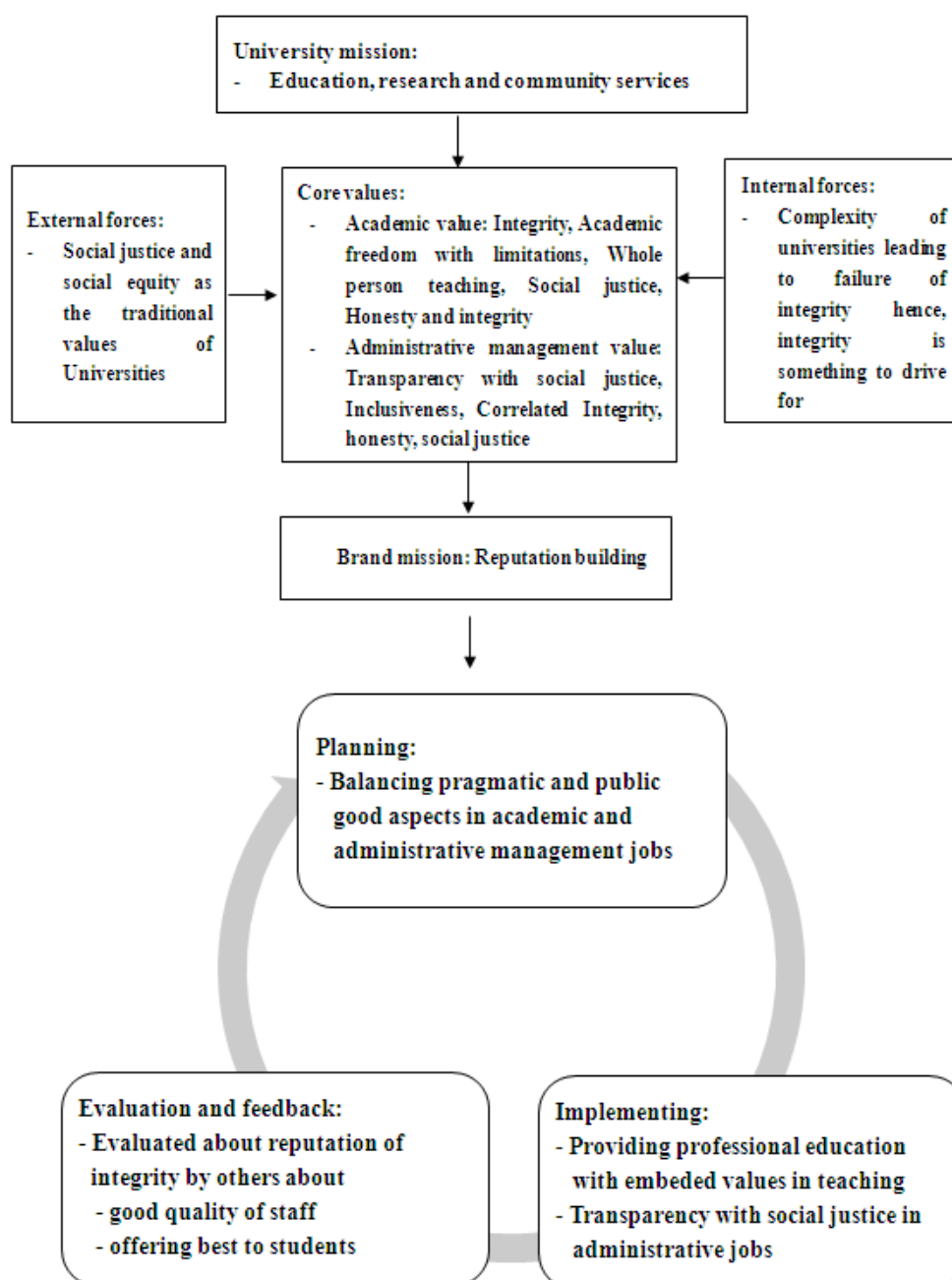
Evaluation and feedback

UY3 thought that brand was reputation of integrity perceived by others about good quality of staff, offering best to students. *“Well, again it comes back to the integrity. Doing what you say, doing what you claim, I think we’ve always claimed that we would have a good quality of staff, that we would offer our best to the students we can, and if our actions reflect our words, then I think our reputation will grow, and if that’s happening, I’m delighted to hear that...so I’m*

much happier for people to get, to give a reputation... but I don't want to have a big sign outside the door 'the department of harmony, and brilliant teaching'... I'm not going to promote it in this way, but it's goanna to be from outside, it's outside esteem, that's important, how people view us, not how we project ourselves."



Figure 4.7 Brand building processes in an academic department in University Y according to UY3



4.11 Core value-based branding strategies in University Y

4.11.1 The way of defining core value

In summary, in case 2, University Y, the core value was quite different or inconsistent in terms of different hierarchical levels and departments. At the organizational level, according to UY1, the core value was “Achieve the university mission”, “What the president cherished and emphasized was thought to be influential”, “Respect for scholarship”, and “Academic Freedom”. In contrast, for the administrative department head, UY2, there was a very clear defined core value “Whole Person Development”, but the most important value in the “Whole Person Development” with student-centered philosophy and approaches were “Social Concerns” or “Conscientious” and “Corporate Social responsibility.” In addition, “various interpretations and understandings of Whole Person Development” and “the common points of these diversified interpretations and understandings” in a broader sense are stated.

Furthermore, for the academic department head, UY3, departmental values were rather broad, for instance, including “liberalism, inclusivity, integrity and implication of integrity”, “transparency with social justice as a major criterion.” In addition, UY3 stated that the departmental values also included “Whole Person Teaching”, “Ideal requirements for quality of teachers as a role model”, “Some value which should be improved by the university: international engagement and critical role to government policies”, “Social Justice”, “Honesty” and “correlated values, integrity, honesty and social justice”. Furthermore, honesty and integrity altogether is seen as departmental values and talked about a lot. Moreover, another point of views on core values stated by

UY3 is “The University hold both pragmatic but also public good values, quality of professional education and contribution to the local community”.

4.11.2 Formation of core values

The point of view “to achieve university mission is preferred” is driven by government policies, global common values, and HEIs are complex organizations.

Government policies as external force that changes values

Due to emphasizing or highlighting research, much funding is allocated to encourage research in different universities as stated by UY2 who thinks that resources allocation is a driving force of directions of university development. On the other hand, another interviewee who mentioned government funding allocation is UY3 stating that although the government funding allocation has prescribed the university mission and functions, there is still a little freedom to identify research area.

HEIs are complex organizations

In addition, UY3 states “*complexity of organism*” leads to some failure of integrity of some core values; and the complexity of the university is also reflected in its considerations of two polar, social reality and community or university traditional values, in another words, “financially survival” pragmatic values and “commitment to teaching, quality of professional education as well as contribution to local community.”

4.11.3 Internal and external forces on core values

Leadership force from the president that shapes values

In addition, according to UY1, the president is important for the effect or outcome from some values. Values drive to the effect or outcome. For instance, “...You can see in the institute planning, in fact, the president is so important; what she cherishes can make things happen...” but this refers that a president emphasizes some values in a very high way and even a school was set up based on the values.

Democratic ecology does not necessary shape values from top to bottom

One the one hand, UY1 highlighted the influences of presidents in the formation of core values, but he also stress that their influences were limited claimed that things changed during the implementation processes and document interpretations.

“not all the presidents act like this” but “in the democratic political system, influencing power is used...but the actual implementation for the embedded values in the Strategic Plans is not so straightforward, not that linear, not because of A, then B happens, then C happens, not that simple...you can say the senior management...have these things...through documents or actual power due to their position as decision makers...but many things do not necessarily happen due to the president...it's not necessarily an order, not directly ordered, especially in Hong Kong, seldom done only because the president said 'You have to do it.' On the other hand, people do it usually based on their beliefs.”

Academic freedom as the community norm

UY3 stressed that academic freedom was a common community value of academic staff in educational institutes. He also recognized it was not boundless but subject to constraints of the academic community. For instance, "...so if you ask what values there are. Academic freedom is very important in many staff's heart"; "...the Academic Freedom, not written here but some universities have that, who wrote Academic Freedom...but generally speaking, this value, in most universities in Hong Kong should be emphasized..."; and "...but because the organization is very diversified...a lot of staff have their own background and the values are from their own field...but...if you talk about some values, I think Academic Freedom to the academic staff, this is a core value emphasized a lot."

The significance of Whole Person Development in missions and core values

Whole Person Development has been university mission that led to the departmental mission at University Y. It was a departmental core value developed from the university roles.

For UY2, Whole person development was developed due to social workplace force: employers' perspective and graduates future development force: social concerns as an attitude and way of treating people around them in their daily work and life. UY2 also thought that without social concerns, as a social person after the students graduate, they cannot perform well at workplace according to UY2.



Community or university traditional values

According to UY3, “the reasons why social justice is so important... is because I think that’s one of the jobs of education. I think one of the key roles of the education is to put right some injustice”

4.11.4 The university mission drove core value-based brand building processes

Diversified definitions of brand in University

Diversified definitions of brand in University Y. In university Y, there is no unified brand, but diversified, such as “brand is university image in employers’ eyes and public’s eyes”, “Unique identity”, “Brand is reputation”, and “Label, part of identity”.

The common force in decision making of the brand building processes

University mission was a common driving force that led brand building processes at the organizational and departmental levels in both administrative and academic departments and the university missions were grooming or transforming students into competent professionals, generations, and changing agents.

University missions impact on core value-based branding strategies

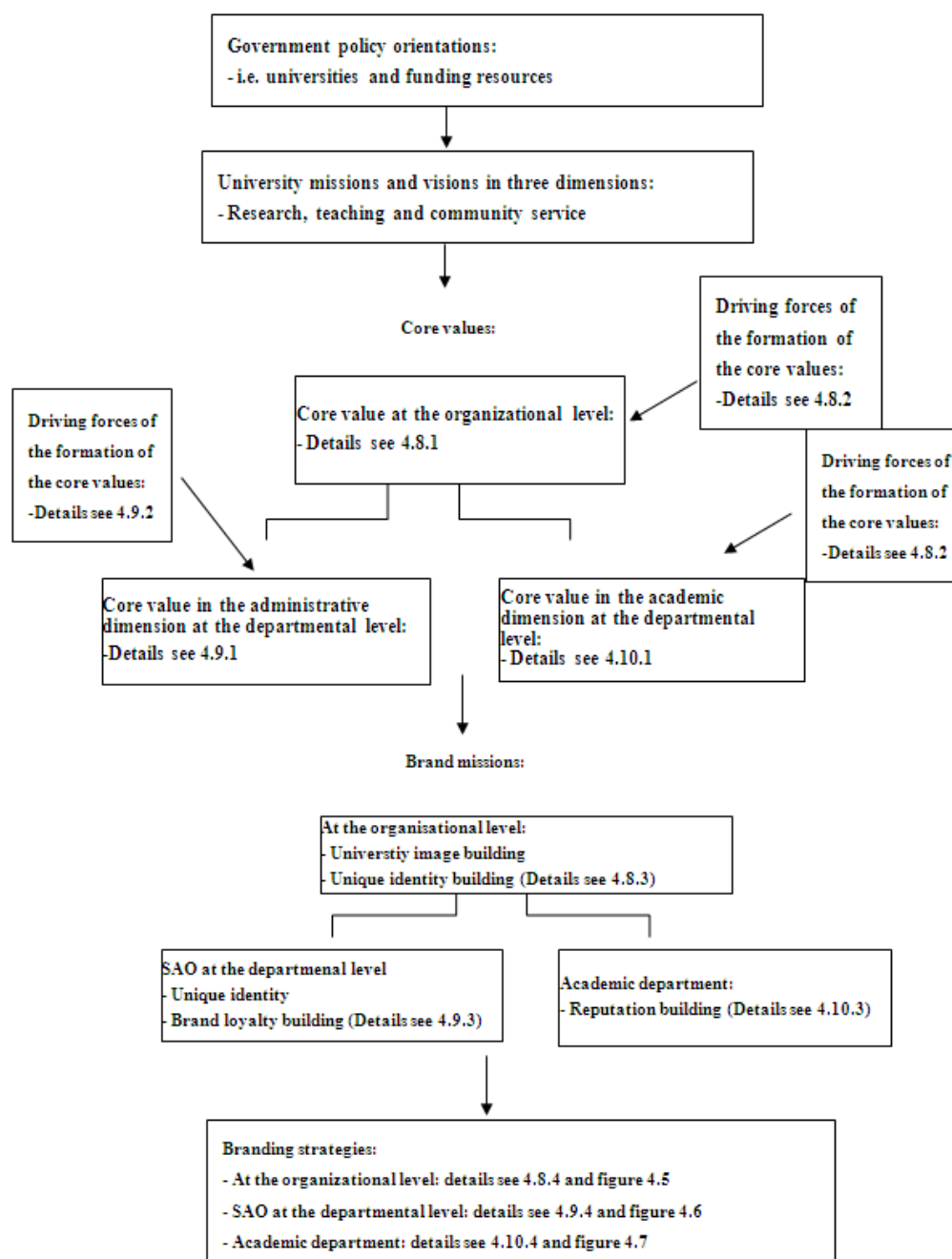
The brand building processes involved planning, implementing, evaluation and feedback, which were performed sequentially as a circle. The brand building processes were brand missions developed from the university mission. The strategies to achieve the brand missions thus formed a brand building

circle.

However, these core value-based branding strategies are spread out in different hierarchical levels and SAO and academic functional dimensions at the departmental level. These findings in University Y are presented with Figure 4.8.



Figure 4.8 University mission-driven brand building processes with core value-based branding strategies in University Y



4.12 Cross-case analysis: Comparison of core value-based brand building processes in University X and University Y

4.12.1 To answer research question 1 and 2: How are core values defined? And How are the defined core values formed?

Similarities

Similarity 1: No consistent organization-wide core value in HEIs

The findings from within-case analyses showed that there was not a consistent core value in brand building processes in the whole organization. Instead, core values are differed at hierarchical level as well as between departments.

Similarity 2: Defining department core values on Whole Person Development

At the organizational level, leaders of both universities, UX1 and UY1, accepted a similar but uninformative core value: “to achieve the university mission”. However, the two departmental leaders interestingly adopted “Whole person development” as their core value (although the application focuses were different, as it will be discussed in Section 4.5.1 and 4.9.1).

Similarity 3: Internal and external forces as rationales of holding the core values

The within-case analysis suggested that the external and internal forces has affected the definition of the core values of departments. The university missions and visions were “*shaped*” or “*prescribed*” by external government policies in terms of government positioning regulations and funding allocations.

The university mission itself can also help establish its student-centered programs and activities.

Similarly, for the academic department at University X, the core value was “freedom of research and teaching.” For UX3, academic freedom, the academic freedom for academics, were actually “*limitations*.” More importantly, academics were also expected to achieve research excellence.

Differences

Difference 1: Different applications of core values and related concerns

Firstly, although both of the two administrative departments hold the core value whole person development, the focuses were different in the two universities. In University X, a student was developed as a whole person through student-centered programs and services with whole educational experience philosophy provided to students. Hence, both non-academic and academic departments contributed to student development. For instance, the professors from academic departments would supervise the basketball team’s academic achievements to ensure their exam results would obtain better than average level while they had excellent achievements in University Basketball competitions in Hong Kong. In contrast, whole person development in University Y focused on developing students’ social concerns, caring people around them on campus, at work, and in their personal life through non-academic programs to deliver values to students’ mind thus transform their attitudes and behaviors.

Secondly, the core values are defined even differently in the academic



dimension at the departmental level in the two universities. In University X, according to UX3, the core value is “freedom of research and freedom of teach” which is uttered in a frustrating way in the end of the interview since it is thought not to be necessary spelled out, which keeps the very fundamental humanity inner interest and passion to do researching and teaching activities; however, these freedom is conditional in terms of the relevance of the field and knowledge to research in and teach. For instance, the research topic must be related to the academic field that the academic department is in and papers should be published in world-class journals in the field; in addition, the excellent research standard is to have both local impact and global contributions. On the other hand, freedom of teach also has conditions in terms of the aims of the teaching, that is to produce future professional leaders in society or at least, the students are produced as a well-behaved citizen. Hence, the ways of core values are defined in various ways in HEIs resulting that there is no consistent core value in the whole organizational brand building processes in HEIs.

In contrast, in University Y, the core value was integrity with certain values in the administrative and academic jobs. The academic values were i) academic freedom with limitations, university functions determined by government funding, but had a bit freedom to identify some interested areas to study; ii) Whole Person Teaching that set teachers a role model of students, Whole person teaching, and whole person learning in accordance with the Confucian philosophy; iii) social Justice as a research topic; iv) Honesty and Integrity, which were values working together in both research and teaching. And the administrative values were i) Transparency with social justice, administrative



management, transparency with social justice as a major criterion; ii) Inclusive, iii) Correlated Integrity, honesty and social justice.

Difference 2: Different rationales of holding the core values

UX1, who preferred to the university mission other than a core value because pragmatic global common values is currently a global value force...even Christian universities do not hire religious people as teachers any more nowadays since in that way, they would not be understood or accepted generally by society. Another difference is that the correlated set of core value, Whole person development with student-centered and whole educational experience philosophies and approaches in University X are based on considerations of students' actual academic and social backgrounds. For instance, according to UX2, while this correlated core value was planned twenty years ago, it was considered that the students did not have good academic records, were from lower class families without a previous model having university studying experiences and had to work in their spare time. Hence, they thought that to help students grow as a whole by student-centered programs and services, i.e. flexible class schedules, the same classes at different time in a day; and whole education experiences, i.e. involving professors from academic departments to supervise athletes' academic records leading to their academic results are all above average.

In University Y, according to UY1, the president's emphasizing force can be a force shaping values. For instance, this president delivers values or core values frequently in his speeches or highlighting it in the University Strategic



Plans. However, generally speaking, there are “*not many presidents doing so in Hong Kong.*” Hence, it is a usual case that democratic ecology does not shape values from top to bottom, “*people do it usually based on their beliefs.*”

In the SAO, according to UY2, internal force, university mission leads to the departmental core value, whole person development with the focus of educating students to be of social concerns.

In the academic department, according to UY3 defines core value driven by traditional education forces, “integrity” with various traditional values in academic (academic freedom with limitations; whole person teaching; social justice; honesty) and administrative (transparency; correlated integrity, honesty and social justice) aspects. In addition, it is also due to his own choice of human-centered educating and administrating philosophies and approaches. These comparisons are also shown in the following table 4.1 Cross-case comparisons of answers for research question 1 and 2.

4.1 Cross-case comparisons of answers for research question 1 and 2 (See the next page)

Research Question	Participants	University X	University Y
	Theoretical coding		
1. How are core values defined?	Organizational level leaders (UX1 and UY1)	To achieve the university mission	To achieve the university mission
	SAO head (UX2 and UY2)	Whole person development <u>with student-centered and whole educational experience philosophies and approaches</u>	Whole person development <u>with the core thing educating students to be of social concerns</u>
	Academic departmental head (UX3 and UY3)	<u>Freedom of research and teach with conditions</u>	Integrity of academic (<u>academic freedom with limitations</u> ; whole person teaching; social justice; honesty) and administrative (Transparency; correlated integrity, honesty and social justice) values
		1. <u>No consistent university-wide core values in each university</u> 2. <u>Same core values at the organizational level</u> 3. <u>Similar core values at SAO but with different focus</u> 4. <u>Different core values at the academic department</u>	



		University X	University Y
2. How are defined core values formed or developed?	Theoretical coding		
	Organizational level leader (UX1 and UY1)	1. External forces: <u>government positioning regulations</u> and funding allocations shaping university missions; <u>Global common values</u> 2. Internal forces: Complexity in HEIs	1. External forces: government funding allocations shaping university missions 2. Internal forces: Complexity in HEIs
	Departmental level leaders:		
	SAO head (UX2 and UY2)	Internal forces: <u>Less privileged students</u> and vocational considerations	Internal forces: <u>University mission</u> and vocational considerations
	Academic departmental head (UX3 and UY3)	1. External forces: <u>Attempting global excellence and local impacts; understood by academic professional society</u> 2. Internal forces: human-centered, <u>internalized academic activities</u>	1. External forces: Pursuing education traditions (Social justice and social equity) 2. Internal forces: human-centered <u>educating and administrative philosophies</u> and

			<u>approaches</u>
	Comparing results	<ol style="list-style-type: none">1. <u>At the organizational level, both influenced by external and internal forces but two more external forces in Uni. X;</u>2. <u>In SAO, both influenced by internal forces, but slightly different due to historical background;</u>3. <u>In academic department, internal force is similar but external forces are diversified.</u>	



4.12.2 To answer research question 3.1: What is the brand mission?

Similarities

Similarity 1: No consistent organization-wide brand definition or mission in HEIs.

According to findings from within-case analyses in the two University X and University Y, there is no consistent brand mission at the whole organizational level. Firstly, it shows that at the organizational level according to UX1 and UY1, brand is defined as university image to achieve some university mission leading to great efforts are made to build positive university image; In addition, University X also tries hard to build a unique identity to serve a second university mission. They work on positive university image perceived by employers, public, current and potential students and their parents as well as partner universities.

In addition, in the administrative department, the brand is defined as unique identity according to UX2 and UY2. Hence, unique non-academic programs and services are provided to create a unique identity of the department compared to those provided by other universities. In addition, UX2 also states that brand loyalty has been built by them with evidence, such as fully booked consulting services by students in summer vacations and etc. as well as brand loyalty is a university-wide effort by both academic and non-academic departments and professors from academic departments are involved in their non-academic

activities too, i.e. supervising basketball athletes' academic achievements leading to exam results above the university average level. UY2 also thinks that brand loyalty building needs a university wide effort but it is not achieved in University Y since academic staff are not much involved in the non-academic programs and services provided to students.

Furthermore, in the academic dimension at the departmental level according to UX3 and UY3, the brand is firmly defined by reputation and both of them denied that building a brand aims to be distinguished from others. UX3 firmly said "...no, we are not trying to be distinguished from others, but we want to build reputation..." and UY3 even said "...*brand annoys me*..." They make efforts to build reputation perceived by people in the academic field in the aspect of research, by students and their parents as well as employers in the aspect of teaching, and also by the stakeholders who provide funding leading to serving the practical world or communities. Thus, the brand building missions are diversified at the organizational level and in the administrative and academic dimensions at the departmental level.

Difference

One difference found in investigating this aim is the situation of brand loyalty building according to UX2 and UY2. In University X, UX2 states that they have been building brand loyalty because the programs and services provided to students with an organization-wide involvement. For instance, academic departments have their own personal consulting services to students; as well, the professors from academic departments are involved in the activities

provided by SAO, i.e. professors supervise athletes' academic studies leading to all of their exam results are above the average. These comparisons are shown in the following table 4.2



Table 4.2 Cross-case analysis under research question 3.1

Research Question	Participants	University X	University Y
3. How are core values applied in university brand building processes? <u>3.1 What are the brand missions?</u>	Theoretical coding		
	Organizational level leaders (UX1 and UY1)	University Image building <u>Unique Identity</u>	University Image building
	SAO head (UX2 and UY2)	Unique Identity <u>Brand loyalty</u>	Unique Identity
	Academic departmental head (UX3 and UY3)	Reputation	Reputation
	Comparing results	1. Similar definition at the organizational level but one more, <u>Unique Identity in Uni. X</u> ; 2. Similar definition at the SAO but one more, <u>Brand loyalty in Uni. Y</u> 3. Same at the academic department	

4.12.3 To answer research question 3.2: How are branding strategies with application of core values applied to achieve the brand mission?

According to comparisons of the core-value branding strategies, core value-based branding strategies are applied at the organizational level as well as in the administrative and academic dimensions at the departmental in University X and University Y. The similarities are as follows:

i) At the organizational level, to achieve the university image building, both internal and external communications are constantly conducted but the different focuses are stated which will be further introduced in the part of differences due to serving different dimension of university missions;

ii) In the administrative department, core value-based non-academic programs and services are provided to students but the contents are slightly different due to the focus of the university missions thus their focus of core values;

iii) In the academic department, core value-based academic programs and administrations are implemented to achieve university missions. Both UX3 and UY3 refuses the word “branding” in a highly confirmed way. And UY3 even states in a highly straightforward way, “That’s why it annoys me a lot.” However, coincidentally, the two academic departmental level leaders adopt the same definition in a consistent way throughout their interviews, Reputation.

UX3 states that they will be well-reputed by doing globally excellent research, producing leading and at least wellbeing products, students, as well as contributing to the community as a return to their funding providers. In addition,

UX3 also states providing good development opportunities for both young scholars and professors suitable for them respectively is important.

On the other hand, UY3 thinks word of mouth is more important than they say themselves are good and they would like to be perceived well-reputed as integrity while playing teaching role, i.e. being a role model of students; as well, in administrative management, well-reputed as integrity while decision are being made, i.e. transparent decision making processes by open discussions in meetings and social justice or fair way of managing different hierarchical level staff.

Hence, both UX3 and UY3 think that being well-reputed among internal staff and external stakeholders, i.e. students and their parents and funding providers are important.

iv) The brand building processes are performed as a circle with planning, implementing and evaluating and feedback.

Differences

Difference 1: Brand/University image building

In both of the two universities, according to UX1 and UY1, great efforts are made to build university image. UX1 focuses on building university image in individual students' eyes as well as university partners' eyes to attract both individual students and group students in universities having partnership. In addition, the standard of good university image is integrity, which means that the students experience the same while they are on campus to what has been stated in promotion or communication messages.



UY1 emphasizes university image building based on current students' good performances and behaviors in employers' eyes and public eyes to maintain and create more opportunities for students to be employed after graduate as well as avoid to destroy university image resulting in loss of potential students' recruiting opportunities.

In addition, in University X, UX2 also makes some efforts to contribute to the university mission, internationalization, for instance, shifted a little bit of their core value-based programs and services to provide special training programs to students who are going abroad; as well as, UX2 contributes to university image building too, for instance, public relations building with universities in Mainland China by giving speeches to introduce experiences.

Hence, the brand image building refers to image perceived by both current and potential students and their parents as well as university partners; and also by employers and public towards current students and graduates. Hence, the strategies of image building may include promotion or external communications, placement or distribution cooperation, programs and services provision. These are 3ps, programs and services, promotions and placement or distributions out of 4ps, programs and services, promotions and placement or distributions as well as price of a typical marketing theory (Kotler, 1995).

Difference 2: Unique identity building

In University X, UX1 thinks that the university makes effort to be distinguished from other universities in Hong Kong in terms of achieving the university mission, excellence in research and teach, but it is stated seven times



with words delivering different-level meaning of difficulties, i.e. extremely difficult, hard, difficult to be distinguished due to geographic limitations of Hong Kong and failure of government efforts to distinguish most universities in Hong Kong.

However, in contrast, UX2 states that their brand is unique with confidence and evidences. For instance, the consultation on “How to do better” rather than just “asking for help” and the student who talked to friends in other universities was thought to be “crazy”; another uniqueness is big scholarship application and distribution, in which the students who failed have a talk with staff to define how to do better next time; and the students who succeed have a talk with staff to plan how to use the money.

In addition, UY2 also defines the brand building as unique identity building, but means that student-centered philosophies in all promotion materials designing, such as logo, brochure, website and etc. with a student face and program and services provided to students with conscientious philosophies, i.e. Social Responsibilities, civic mindness, so that the students do not only mind themselves but also pay attention to or care about people around them at workplace, life and on campus.

Hence, according to UX1, unique identity building is important and being made efforts by the university but it is extremely difficult, but UY2 thinks their brand has already been unique in terms of special services and programs provided, therefore, the unique identity is unique at the services and programs level. In addition, according to UY2, the identity can be unique with promotion



materials and special values delivered to students.

Difference 4: Brand loyalty building

In addition, UX2 agreed clearly with what the interviewer asked during the interview whether they were doing brand loyalty building; and he said it was a university wide effort, i.e. academic faculties have their own students' services communities on the non-academic aspect; and the sports teams involve professors to supervise and coach the students' academic studies so that all athletes' exam results are above average. On the other hand, UY2 denied that the administrative was building the brand loyalty because it need university-wide efforts.



Table 4.3 Cross-case analysis under research question 3.2

3.2 How are branding strategies with application of core values applied to achieve the brand mission?	Theoretical coding		
	Organizational level leader (UX1 and UY1)	<p>1. University Image building focuses on <u>perceptions of international students, partner universities as well as government</u>;</p> <p>2. Unique Identity building focuses on <u>perception by government and students and parents</u>.</p> <p>3. The brand building processes are performed as a management circle.</p>	<p>1. University Image building focuses on <u>perceptions of employers and public as well as government</u>;</p> <p>2. The brand building processes are performed as a management circle.</p>
	SAO head (UX2 and UY2)	<p>1. Unique Identity and <u>Brand loyalty building</u> with core value-based non-academic programs and services;</p> <p>2. Contributing to the university mission, internationalization</p> <p>3. The brand building processes are performed as a management circle.</p>	<p>1. Unique Identity building with core value-based non-academic programs and services</p> <p>2. Contributing to university mission, grooming students with social concerns.</p> <p>3. The brand building processes are performed as a management circle.</p>

	Academic departmental head (UX3 and UY3)	Reputation building by <u>pragmatic core value-based branding strategies</u> in academic and administrative management	Reputation building by <u>traditional core value-based branding strategies</u> in academic work and administrative management
	Comparing results	1.At the organizational level, different focus of university image building and <u>unique identity building in Uni. X</u> . But with similar brand building processes; 2.At SAO, <u>different focuses of core value-based unique identity buildings and brand loyalty building in Un.X</u> . But with similar brand building processes; 3.At Academic department, core value-based branding strategies are quite similar to build reputation perceived by various parties.	



4.12.4 To answer research question 3.3 and 3.4: How are the university brand building processes performed? And how are the branding strategies with core values applied in the brand building processes?

Similarities

According to the comparisons on the core value-base branding strategies of University X and University Y, the similarities are i) University brand building processes are performed as a circle, planning, implementing and evaluating and feedback; ii) The common point to link various core value-based branding strategies is to achieve some university mission; iii) The universities missions can be classified into three dimensions: education, research and community service.

Similarity 1: Applying a circular university brand building processes

Firstly, according to finding from within-case and cross-case analyses, it is defined that the brand building processes are stated as a “*non-stop circle*” and “*not a linear way*” by all the interviewees. This is performed more like the typical organizational management circle, planning, implementing, evaluating and feedback supported by many authors (e.g. Drucker, 2008; Armstrong, 2009).

Similarity 2: Linking university mission with various core value-based branding strategies

Secondly, the common point to link various core value-based branding strategies is to achieve some university mission, in another words, no matter

how brand is interpreted and what strategies are made or adopted, the brand building processes all aim to achieve some university mission at different hierarchical levels and functional dimensions, i.e. the administrative and academic dimensions.

For instance, in University X, there are two major missions spelled out, internationalization and excellence in research and teach. At the organizational level, efforts are made to building the university image by i.e. internal and external communications to achieve the university mission, internationalization; on the other hand, efforts are also made to be distinguished from other universities in Hong Kong by building unique identity but it was felt extremely difficult or hard due to the geographic limitation of Hong Kong and government positioning failure.

In addition, in the administrative and academic departments, the university-wide core value-based non-academic programs and services and academic programs are provided to students in order to produce future business leaders or at least well-behaved citizens. And the administrative department also contributes to achieving the university mission, internationalization too by re-conceptualizing, reinterpreting and adapting the current programs and services to train students before they go abroad by well-designed lectures, workshops and materials, i.e. books written by some author from that destination country or area.

Furthermore, in University Y, the university missions are “Nurturing and transforming competent and professional people with social responsibility”,



“scholarship” (or research), or “Grooming professionals by transforming students into those with values, civic mindness and social concerns and responsibilities” according to UY1 or UY2, “Education, research and community services” according to UY3.

For instance, at the organizational level, according to UY1, students are trained before internship about how to behave properly in organizations; and social moral values are taught by teachers, i.e. proper behaviors in public transportations. In addition, community services are provided based on scholarship or research. On the other hand, in the administrative and academic departments, the university mission, excellence in research and teach; by unique identity building or brand loyalty building through core value-based academic and non-academic programs and services are provided to students to achieve the university. In addition, the academic department also provide knowledge or consulting services to society or communities by research achievements. Hence, the common point to link various core value-based branding strategies is to achieve some university mission.

Similarity 3: Developing university missions into three aspects: education, research and community service

Thus, this second similarity leads to the third common point which is that the universities missions can be classified into three dimensions: education, research and community service.

According to UX1 and UX2, internationalization refers to students’ exposure in an internationalized environment, leading to students’ competencies at workplace in the future; generating knowledge means conducting excellent



research and producing knowledge according to UY1, UY2 and UY3; and all of the interviewees in University X state that excellence in research and teach is the university mission.

In addition, UX1, UX3 as well as UY1, UY2 and UY3 all state that an important function a university is contributing knowledge from research to communities or the society. Hence, the missions of the two universities can be shortened to competent professional education and excellence in research as well as providing scholarship or research-based knowledge to communities, which can be categorized into three dimensions education, research and community services.

Similarity 4: Performances of university brand building processes are similar

Although the core values and brand missions are diversified at different hierarchical levels and functional dimensions at the departmental level, the operating or performances of the university branding building processes are similar.

For instance, to achieve the university mission in the teaching and research dimensions, at the organizational level in University X, university image is being built to educate students leading to production of students with international sense and capabilities under the university mission, internationalization in the education aspect. In contrast, university image building at University Y was also a strategic instrument to achieve the university mission to nurture and transform competent and professional students

with moral responsibility.

The strategies of university image building is to achieve the university mission, internationalization in University X. Internal marketing research was conducted to collect information for producing promotional materials. External communications were done with potential international individual students and universities partners to recruit more qualified international students to an internationalized campus so that all students, even those who cannot go abroad, could have an internationalized environment to grow for future career preparations. What were asked by the international students in the external communications were brought back to various department as evaluation information. Consequently, request made by international students could be addressed more effectively.

To achieve internationalization and learning experience, University X also sent students overseas through exchange programs with partner universities. This mission was reinterpreted and reconceptualized by the student affairs office in their programs and activities aiming at enriching students' other learning experiences.

The contents of the overseas training programs and services at University X were adapted to serve their university mission through trainings before overseas exposures. *Assessment on cultural sensitivity, awareness and responsiveness* and “workshops on basic skills like stress management and EQ, lectures on history of the destination country and before they go, a piece of work written by the people from that country” is handed out. Furthermore, “to achieve the



university mission” is also a philosophy of HRM “*leading staff to achieve the university mission*” and “*it is hard to have personal values at workplace*” in which, UY1 sets a role model in the team “*to achieve the university mission*” by putting away personal values.

Hence, in University X, to achieve the university mission, internationalization, the core value-based branding strategies are planning of promotional materials to recruit international students by internal marketing research and exchange programs to send local students overseas; and then, external communications to both individual students and partner universities are conducted to recruit students in at the organizational level as well as in terms of sending students abroad, non-academic tests, training programs and services, i.e. books written by the author of the destination country are distributed by the SAO at the departmental level. And then, students’ questions are collected for evaluating the level of existence and effectiveness of the current information provided by various departments; and consequently, if there is no these information asked by the international students, the department is suggested to prepare and provide them, but if there has already been these information asked by the international students, the information is made up in the current promotional materials.

In addition, to achieve the university mission, excellence in teach, academic and non-academic programs and services are provided to students in University X, which are in contrast to UX1 who thinks that University X should be “*distinguished from other universities in Hong Kong*” in “*professional education*”, however it is felt “*extremely difficult...I’m sure, everybody else is*



doing the same thing (in the aspect of educational programs). We educate our students, we hope they will have a successful professional career ...but to what extent, our curriculum actually distinguish ourselves from the rest of them, I don't really know. I feel it's extremely difficult.”

To achieve this university mission, the efforts were done at the university level and departmental level in both administrative and academic departments although the leaders from these different levels and departments had their own interpretations for brand building. Therefore, it was at the departmental level where differences were more apparent.

However, in contrast, UX2 also defined brand as unique identity but in a way stating that the brand had already been “*unique*”, that is, unique consulting services that students come to consult how to do better but not because of emotional problems and scholarship services provided to students.

For this university mission, the academic department of UX3 also made a lot of effort. Although UX3 denied to use the brand to “*be distinguished but build reputation*”. First, the departmental mission was set as “*producing future business leaders or at least well-behaved social persons with education provided to students*” and these education programs were provided by academic staff and professors with embedded core value “freedom of teach” with conditions that the objectives and contents were closely related to their own academic field.

Regarding internal and external marketing strategies, academic staff were segmented based on the time span in their career. For the young scholars, an

environment where they can grow was provided. But for experienced scholars like professors, more opportunities to contribute to the communities were provided. External strategies included positioning, segmentation and promotions. Furthermore, evaluation and feedback were also conducted by SWOT analysis and discussions leading to reviewing current missions and branding strategies in regular departmental retreats. The departmental mission was reviewed on a daily basis and positions in society were reviewed by university rankings.

In University Y, the university mission, *“Nurturing and transforming competent and professional people with moral responsibility”* and brand mission, *“university image building”* were based on interviews with senior management and departmental leaders, which was delivered by the periodic strategic plans. *“This brand can reflect what the senior management thinks the most important.”* Internal communications was conducted but not a linear and systematic fashion.

However, the president’s power was influential if the president emphasized greatly on some point in a spell-out way, *“...of course, something different, especially if the president buys in, of course it is influential...”* i.e. *“setting up a school or faculty in the university”* to fulfill the policy; or *“giving speeches, writing key sentences on the cover of the Strategic Plan.”* Furthermore, students’ training sessions before internship, *“Students are told to dress properly, behave properly before internship”* in order for a positive image in employers’ eyes *“There is an image issue for which our university is relatively very nervous or tense for this...before the field experience, the students would be told by SAO*

for how to dress properly, behave politely...” And evaluation and feedback, external stakeholders can impact the president's managing emphasis, “...or maybe, a little pressure from external stakeholders, for instance, employers...there is somehow criticism for your students, so the senior manager or president may say 'Wei, that's important'”

In the administrative department, in the external communication materials, human factors were designed in the logo, booklet, website and etc. In addition, whole person development programs and services are designed and provided with “unique” student-centered programs and services provided to students. An approach of encouraging students to participate programs, credit counting in transcript. Various measures were used to implement Whole Person Education and deliver core values to the students, *“creating an ambience environment, providing supporting service, stimulating environment, which is conducive all around roles, and we provide programs, we provide coach, we facilitate them, we provide resources for them. If they have difficulty in their life and study and whatever learning, we provide, maybe financial resources, both senior government resources and institute resources...”*, *“Hall life activities”*

In terms of HRM, *“...We try to penetrate this kind of core value through our staff, through our colleague because all the colleagues work at here directly and straight to this... we build these core values into our department's mission and vision, you look at our document, already published (pp.1 of the smallest leaflet)”*

In addition, the programs and services are evaluated by questionnaires filled by students to the programs and services; and reflective report by students.

In the academic department, UY3 thought that integrity was the most important component in brand or reputation building processes. To provide professional education with high quality, for instance, social justice was delivered to students through teaching, raising issues, through issue-based teaching; however, the programs are not separated ones but programs embedded with values. In addition, embedding values in the administrative jobs. Social justice is not only delivered to students but also is a value driving daily management, i.e. values and core values are discussed a lot in the department of UY3 in departmental meetings in which personnel from philosophy background led discussions and questioning in a challenging atmosphere.

Similarly in achieving the university mission, excellence in research, the second university mission is “to have excellent research and professional education” which is driven by the external force, a government policy, “government funding allocation”, “the UGC has been trying to create the competitive environment so that...different universities compete for the research funding...” Hence, unique identity was trying hard to be built as stated by UX1 “We try hard to distinguish ourselves...” However, strategies are not stated in terms of this brand building efforts since it is thought to be so “difficult (hard, extremely difficult...) to be unique in both research and professional education aspects” or dimensions in Hong Kong. The reasons to be hard to be distinguished or unique in these two dimensions in Hong Kong were due to geographic limitation in Hong Kong and government positioning or distinguishing policy effort failure. But one more statement of UX1 was that *“this competition is good to research development of Hong Kong, in 1990s,*



there were no research universities but now, research has been developed much.”

UX3 did much effort to contribute to this mission, excellence in research. Firstly, according to the university mission, the departmental mission is established “*We want to generate first rate of the research output...*” Rationales of holding these missions were a high goal leading to good research “*(First,)...In terms of first rate of the research, if we...do not set up a high goal and...won’t get a good research so we want to do the first rate of the research...*” Second, rewards to tax payers by local impacts of the research “*...And on the other hand, the school is funded by the tax payers, so we should sort out the feedback to the local society so...why we do the research (is because) we want to have the local impact...*” Third, giving the department with sustainable development with good teaching “*...And as far as the teaching is concerned, the objective really is that we want to build up our future business leaders so that’s important in a way which (is) giving the department with sustainable development.*” Moreover, UX3 thought that the mission was a stable force to be revisited constantly “*The mission and objectives we set up..., we spell it aloud clearly and of course from time to time, we will revisit those things. And how we can improve our operations better to fit those objectives and visions.*”

To achieve these missions, core value-based branding strategies were taken. First, the core value worked in a natural way embedded in daily work “*...But this (the set of core values, freedom of research and freedom of teach) is well-understood and we don’t keep these things on our mouth, on sort of daily things.*” In addition, research and teaching work in an integrate way “*...and put*



it in a simple way like this: If you are a professor, you don't teach, what kind of professor you are? If you (are a teacher but) do not do research, what kind of thing you are going to teach your students? If you don't access the society, what kind of research agenda you are going to have? You see, those things are correlated. So in order to have a good teaching, you have to have a good research; in order to have a good research, you need to know what are the important problems... so you see those components are one contacts another."

Furthermore, internal and external communications were conducted. Business branding strategies were applied in the departmental retreats. SWOT, positioning, segmentation as evaluation and feedback tools were used in formal retreats, *"Yes, we are borrowing branding strategies from the business world...We are going to have a retreat next month, the first thing we do is the SWOT analysis...We also think about how we can do positioning in society, what sort of students we are going to get, and how we can train those students, and how we can put the students into different segment of society."*

External Brand communication strategies were also used, *"...all the (over) department(s), we try to...we have our website, and we have our publications, and we communicating with our alumnus, I mean those are all things we want to build our sort of brand. So those are sort of things we (are) very much pay attention to."*

Moreover, evaluation and feedback were given to the implementation of the core value-based branding strategies. Firstly, the feedback of students'/products' performances were given by the society, i.e. employers *"we need society's*

feedback. How, what kind of employees that employers would like to have, and what is the performance of our produced students, and that gives us feedback in terms of how we can design our curriculums.”

In addition, research was done by talking to current students, “..(first,) research by talking to current students in the professional education or training domain...for example, in ... school (professional training), the exact or specific programs, you talk to the students, you understand what are the more important issues the society facing...”

Furthermore, missions were reflectively reviewed on a daily basis, “The process...in the educational industry, I mean in the educational sector, we try to build up a brand, there are a few...steps,... (and) there are a few measures we can do, but those things come again and come again, ... those things is (are) continuous, it’s not a process I’m doing this, and moving to the next stage, and moving to the next step, bring the things to the marketing, no; (but) we are, everyday,...working with branding thing, and every day, we try to sort of looking in our mission, and what is the sort of the objectives, I mean, this is sort of thing we do, every day.”

Moreover, ranking results were also feedback to help review the position in society, “Ranking is giving us a reference. Ranking does give us a reference. Ranking is not everything but it does give us some sort of feedback. How, what is exactly positioning of this department in the sort of society.”

In University Y, at the organizational level, similar to UX1, UY1 also addresses that scholarship or research is a key task for academic staff at the

moment, however, although academic freedom has been highly pursued by academic staff, the university mission thus research directions are shaped by government funding allocations.

Similarly in SAO at University Y according to UY2, programs and services planned based on whole person development philosophy and student-centered approaches are implemented by the head himself as a model and the other staff who have embedded this core value in mind penetrating in their daily work. And the evaluation and feedback are done with questionnaires, students' reflective reports and internship evaluations of employers.

In the academic department, according to UY3, research is not mentioned much but it is done in a core value-oriented way, for instance, UY3 conducts research on Social Justice.

The performances to achieve the university mission in the community service dimension are also similar.

UX1 and UX3 as well as UY1, UY2 and UY3 all state that a key university function is to serve the community. UX1 and UY1 both address this point while stating about main functions of their universities, education, research and community services. According to them, scholarship or research-based knowledge should be contributed to the society or local communities. UY2 states even further about it, that many professors in academic department and UY2 are involved in community services, for instance, providing knowledge based on research results to government policy makers.

In addition, UX3 and UY3 both contribute to communities based on their research of the department with knowledge in the field. Hence, to achieve the university mission in the community service dimension is an organization-wide effort in different dimensions.

Difference: Internationalizing vs Professionalizing students in the education dimension of the university mission

It refers to the different focus of the university mission thus core value-based branding strategies driving to achieve the university mission in the dimension of teaching. The university mission of University X is to make an internationalized environment on campus thus core value-based branding strategies are done to achieve this more internationalized mission. However, in University Y, the university mission in the teaching dimension is to groom students to be future leaders at workplace with social concerns, consequently, the core value-based branding strategies are done to achieve this more professionalized mission.

The above comparisons of similarities and differences can be summarized in Table 4.4.

Table 4.4 Cross-case analysis under research question 3.3 and 3.4

Research Question	Participants	University X	University Y
3.3 How are the university brand building processes performed?	Theoretical coding		
		<p>Similarities and differences of core value-based branding strategies at different hierarchical levels and departmental dimensions:</p> <ol style="list-style-type: none"> 1. Similarities <ol style="list-style-type: none"> 1.1 Common force: University mission 1.2 Common processes: Management circle, planning, implementing, evaluation and feedback 2. Differences <ol style="list-style-type: none"> 2.1 Definition of core values 2.2 Formation of the defined core values 2.3 Brand mission <p>Details of core value-based branding strategies</p>	<p>Similarities and differences of core value-based branding strategies at different hierarchical levels and departmental dimensions:</p> <ol style="list-style-type: none"> 1. Similarities <ol style="list-style-type: none"> 1.1 Common force: University mission 1.2 Common processes: Management circle, planning, implementing, evaluation and feedback 2. Differences <ol style="list-style-type: none"> 2.1 Formation of the defined core values 2.2 Brand mission <p>Details of core value-based branding strategies</p>
3.4 How are the branding strategies		<ol style="list-style-type: none"> 1. The core values are applied in the brand building strategies (Planning, implementing, evaluating and feedback of the programs and services, distribution and 	<ol style="list-style-type: none"> 1. The core values are applied in the brand building strategies (Planning, implementing, evaluating and feedback of the programs and services, distribution and communications) at different hierarchical levels

with core values applied in the brand building processes?		communications) at different hierarchical levels and departmental dimensions as a guiding light penetrating in their branding; 2. The common force linking these diversified core value-based branding strategies is the university missions in three dimensions, research, teaching and community services.	and departmental dimensions as a guiding light penetrating in their branding; 2. The common force linking these diversified core value-based branding strategies is the university missions in three dimensions, research, teaching and community services.
Comparing results		1. There is no common or consistent core values across the university wide; 2. There is no common or consistent brand mission across the university wide; 3. Core value-based branding strategies are spread out at different hierarchical levels and functional dimensions at the departmental level; 4. The common force linking these different core value-based branding efforts is the university mission; 5. Values embedded in the university mission are followed by organizational level leaders although their core value is “to achieve the university mission”.	



4.13 Conclusion of findings

In conclusion, there is no cross-university common core value but defined differently at hierarchical levels and functional dimensions. Both of the two organizational level leaders define it as to achieve the university mission. UX1 answered the question asked by the researcher “Could you please give a definition for core values?” in the way “No, I prefer “to achieve the university mission” to core values...” Similarly, UY1 answered what was asked by the researcher “How do you interpret core values?” in the way “How do I interpret core values? Erm...this is not a big organization and at the moment, there is no set of explicit core values so we follow the university mission...”

However, they do follow the values in the mission. For example, the university mission “Internationalization” of University X, according to UX1 and UX2, is to make all students including those who could not go abroad, be exposed in an international environment with students from different parts of the world thus diversified cultures for their future career consideration as a social person in an globalized working environment. Similarly, a mission of University Y is “to groom students to be professionals with social concerns” and the philosophy of this mission, according to UY1 and UY2, is to help students to prepare a friendly atmosphere at work and in personal life with good relations with the people around them for their easy life. In fact, they are both student-centered value oriented way of considering and building the brand.

These defined core values are driven by external forces, e.g. government funding allocation and internal forces, e.g. complexity or multiple functions of



the university. However, UY1 also states that the current pragmatic worldwide values, for instance, the students and parents care much about their future careers after graduation other than education itself hence, it is hard to have some spelled out core values.

At the departmental level, the SAO heads define core values as whole person development but with different focus. UX2 defines it in an approachable way, “Whole person development with student-centered and whole educational philosophy and approaches” which is a stable force and was developed twenty years ago based on considerations of students’ SES and future career needs.

In University, the focus of the core value “Whole person development” is to educate students to be of social concerns, which was developed from the University Mission.

The academic departmental heads define core values differently, UX3 defines it as “Freedom of research and freedom of teaching” with conditions to achieve high standards of the professional community, e.g. having both global and local impact, as well as the topic is required to be published in top journals within the field.

In contrast to this set of balanced public good and pragmatic core value, UY3 defines core value in a more traditional way, “integrity” with various values in academic (academic freedom with limitations; whole person teaching; social justice; honesty) and administrative (transparency; correlated integrity, honesty and social justice) aspects.

In terms of the ways to define brand, there is no university-wide common brand definition or mission. However, it is defined similar at the same hierarchical levels and same functional dimensions at the departmental level. At the organizational level, brand is defined as “University image” perceived by students and parents as well as other university partners and employers according to UX1 and UY1 but UY1 also addressed that image delivered by their students in public’s eyes were also important. In addition to University image building, UY1 also defines brand as “Unique identity” in terms of efforts to do distinguished work in research and teaching among other universities in Hong Kong although it is said “so hard, so difficult...” for seven times due to geographic limitation of Hong Kong and not-that-successful government’s positioning policy.

In SAO, brand is defined as “Unique identity” with their “unique” programs and services provided to students. For instance, in University X, they provide consulting services to help students to do better but not only their emotional problems and assistance before and after big scholarship applications. A difference is that University X has built their brand loyalty with cross-university cooperative efforts, for instance, their athletes team has professors to supervise the athletes’ academic studies so that these athletes could achieve results above average in their final exams. Brand loyalty is not being built in the SAO of University Y because “it needs university-wide efforts...” according to UY2.

In the academic departments, brand is defined as reputation perceived by people in the field, students and parents and other funding stakeholders, e.g.



government and community. The word “brand” is strongly denied by the two academic departmental heads. UX3 states “No, we do not want to distinguish ourselves but we only want reputation perceived by...” Similarly, UY3 even addresses in a so straightforward way “Don’t mention brand any more, it annoys me, but we want reputation...”

To achieve these brand missions, the branding strategies of different dimensions, e.g. emotional and functional, according to their functions of the units and directed by their core values. At the organizational levels, branding strategies to build the university image needs cooperative work of planning, implementing, evaluating and feedback of academic and non-academic programs and services provided to students as well as internal and external communications.

The organizational level leaders collect materials for designing official documents from different functional departments by internal communications. For instance, UX1 collects information from different parts of the university to design their communication media delivered to education exhibition affairs to target international individual students and other overseas universities to build partnership. They also bring back what are questioned by students and parents as well as the partner universities as feedback given to corresponding departments for further improvement of the department’s work or collecting these information for mending up messages in the promotion media.

In University Y, UY1 collects ideas from different functional departments to design the University Strategic Plans and branding strategies. The current

brand reflects much of senior management's views since it was developed based on interviews of leaders of organization level and different departments. UY1 thinks students themselves are the communication media representing the university image in employers' and public eyes hence, the students are trained to dress and behave properly before internship and in public. The university image or the students' performances evaluated by the employers and public are taken highly important, even the president would warn the relative departmental leaders while negative comments are received.

All of these efforts are to achieve the university mission, the core value of these two organizational level leaders. In University X, UX1 does not only do everything to achieve this university mission with internal and external communications but also it is embedded in the administrative management. For instance, he himself put aside any of his own personal values at work but only emphasize doing everything is to achieve the university mission all the time to staff; consequently, the staff are required to do the same way too, who can do whatever they want with their personal values after work however, at workplace, the only thing is to achieve the university mission.

In University Y, UY1 does what the Strategic plan and president cherish hence, while the president highlighted spelled out core values, he followed the core values; however, at the moment, "there is no set of core values" hence, university missions are followed. And he thinks it is hard to make everybody buy in what is written in the Strategic Plan in a democratic society with academic freedom in universities in Hong Kong however, if the president constantly highlights it in speeches, it will be influential among staff.



At the SAOs, non-academic programs and services are provided to students, which are thought to have built up unique identities by the heads. The core value, whole person development with student-centered and whole educational philosophies and approaches is not only directs the way of planning the programs and services but also in the implementation, it has been embedded in staff's mind hence, they are ready to work over time to help students. In all programs, they tried their best to help the students as much as possible, for instance, in the big scholarship application, before application, there are trainings to teach how to apply; after the application, if the applicant fails to do it, the staff would meet the student and sort out the ways to do better next time; if the applicant succeeds in doing it, the staff would meet the student to help him or her plan how to use the scholarship.

And this SAO sets himself as a model in these core value-based branding strategies, for instance, he meets students, participant students' reading club, takes students to overseas trip and supervises their learning in the trip. As well, the staff are sent to international conferences to learn the world advanced approaches to develop students as a whole. In addition, student-centered is taken as important in evaluation and feedback to the provided programs and services. For instance, UX2 specially addressed that an outside accreditation team praised them "Hey, you guys are really student-centered."

In University Y, the core value, whole person development with the focus of educating students to be of social concerns with student-centered philosophies and approaches, drives the branding strategies. For instance, communicating human factors in their media to tie the emotional link between



the students and parents and them. The program and services provided to students do not only lead them to be developed as a whole, “not only physically but mentally healthy” but also emphasizing on social concerns of the students, even some special programs are designed to fulfill this purpose such as students’ leadership training, service learning experience and 360 degree evaluations in internship.

Similar to UX2, the core values are embedded in staff’s mind directing their daily work. These core values are embedded in the departmental mission and vision guiding all staff’s work. The professional people are recruited, such as those from social welfare background, with Ph.D education background, well-experienced in leadership training programs.

Evaluation and feedback are also taken important in this SAO, for instance, “after each program”, evaluations (e.g. questionnaires) are done for further improvement of the programs or services. The same as UX2, students’ reflective reports are also taken as an important tool of evaluating thus feedback their programs and services provided to students.

At the academic level, UX3 emphasizes much on excellent research impacting both global and local societies as well as well the topic is published in top journals of the field and producing students as leaders at work after graduation or at least well-behaved citizens. But freedom of research and teaching subject to these conditions are embedded in staff’s mind thus their daily correlated work of research, teaching and community services.

In contrast, although the brand building is defined as reputation building by



both the two academic leaders, UY3 emphasizes much on delivering traditional values linked by the core value “integrity” in both teaching and research in the academic jobs and staff in the administrative jobs. For instance, social justice can be a research topic and also a case to teach students as well as a way to treat all staff equally in the administrative practices.

To sum up, core values are diversified at different hierarchical levels and functional dimensions but functioned as a guiding light penetrating in planning, implementing, evaluating and feedback of the branding strategies at both emotional and functional dimensions. Although there is no cross-university core value and brand mission thus core value-based branding strategies but different hierarchically and functional dimensionally, there is a common force linking theses spread-out core value-based branding strategies, which is the university mission. It is also found, according to UX1 and UY1, the values embedded in the mission drive their branding strategies as a philosophy behind. In addition, the details of the core value-based branding strategies to achieve different brand missions are diversified but the common brand building processes are addressed the same way by the interviewees, planning, implementing, evaluating and feedback as a circle.

This can be summarized in Figure 4.9 in a more straightforward way. The government positioning and/or funding allocation policies shape the direction of the university missions in three dimensions, research, teaching and community services. To achieve these missions, emotional, symbolic and functional dimensions of the branding strategies are used as a strategic management tool; but they have core values as the driving philosophy behind these strategies

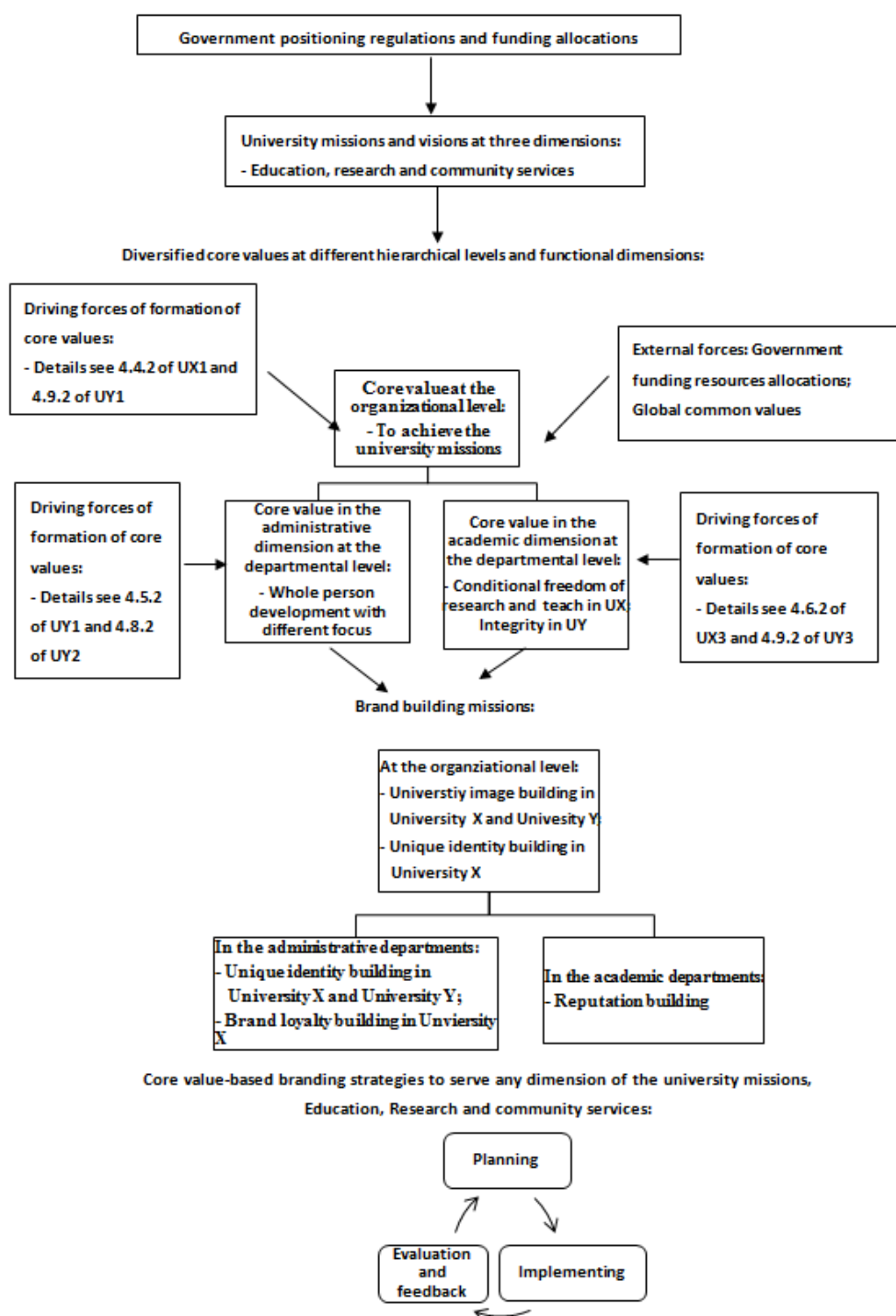


hence, they are core value-based branding strategies. No matter these spread out core value-based branding strategies or the whole university brand building processes are performed as management circle, planning, implementing, evaluating and feedback.



The organizational level leader does planning by internal communication activities, e.g. collect information of what has been done well in different parts of the universities to design media to communicate in the international education market; and collect information from staff of different departments to design University Strategic Plans. And then, these plans are implemented by different functional departments, e.g. the core department, SAO and academic departments, the core units providing non-academic and academic programs and services to students the most straightforward. These results of implementation are evaluated at the organizational levels by outside stakeholders, e.g. employers, students and parents, public, professional society and etc. Consequently, these evaluated results are given back the corresponding units for further improvement. For instance, UX1 brings back what have asked by international students and parents to different departments for further improvement or getting to know more information for enriching the communication media. In University Y, the president warn corresponding departments' leaders once employers have negative comments on the intern students.

Figure 4.9 Common brand building processes in the two cases, University mission-oriented brand building processes with core value-based branding strategies



Chapter 5

Discussion: Application of core values

in university brand building processes

5.1 Introduction

This chapter includes three major parts. First, comparisons are conducted on applications of core values in the organization brand building processes in HEIs based on the newly developed model of this study and the core value-based corporate brand building processes model in commercial corporations developed by Urde (2003). Regarding the differences between the current model in HEIs and that of Urde's (2003) in business organizations, both core values and brand missions tend to be diversified in HEIs across hierarchical levels and across departments, while core values and brand missions are generally consistent across vertical and lateral organizational structures. Regarding the similarity between the two models, both internal and external forces seem to be crucial in the formation of core values.

Second, applications of core values in university brand building processes are further stated. The applications of core values in university brand building processes are discussed. First, the importance of vision and mission in brand building processes were found. Second, there was a hierarchical relationship between missions and core values. Finally, the application, boundaries and limitations of core values in brand building process in HEIs are discussed.

Third, the finding of the university brand building processes and core



value-based branding strategies are referred back to literature on concepts and models of brand and branding. The structure of this part is shown in a more straightforward way with a road map presented by table 5.1.

Table 5.1 Road map of the structure of discussion

Key parts	Major issues
Comparisons between the newly developed model and Urde (2003)	<ol style="list-style-type: none"> 1. Organizational-wide consistent core values 2. Organizational-wide consistent brand missions 3. Core value-based branding strategies
University brand building processes with application of core values	<ol style="list-style-type: none"> 1. The significance of university mission in university brand building processes with core value-based branding strategies 2. Brand building processes performed as a circle 3. University missions are in three dimensions: education, research and communication service

5.2 Comparison of consistency of core values and brand mission

5.2.1 Differences

Inconsistent core values in HEIs VS. Consistent core value in business organizations

The findings from within-case and cross-case analyses showed that there was not a consistent core value in the entire organizational brand building processes. Instead, core values were diversified along the vertical and lateral organizational structures. In contrast, core value in Urde's (2003) model as shown in Figure 5.1 is fairly consistent. This reflects the nature between the educational settings and non-educational settings.

At the organizational level, leaders like UX1 and UY1, recognized that the core value was “*to achieve the university mission,*” but the two departmental level leaders in the administrative dimensions identified “*Whole person development*” as the core value, despite their different application focuses.

The core values were defined most differently in the academic departments of the two universities. In University X, according to UX3, who was frustrated to utter the core value as “*freedom of research and freedom of teaching,*” which at the end of the interview since he thought it was not necessary to spell this out.

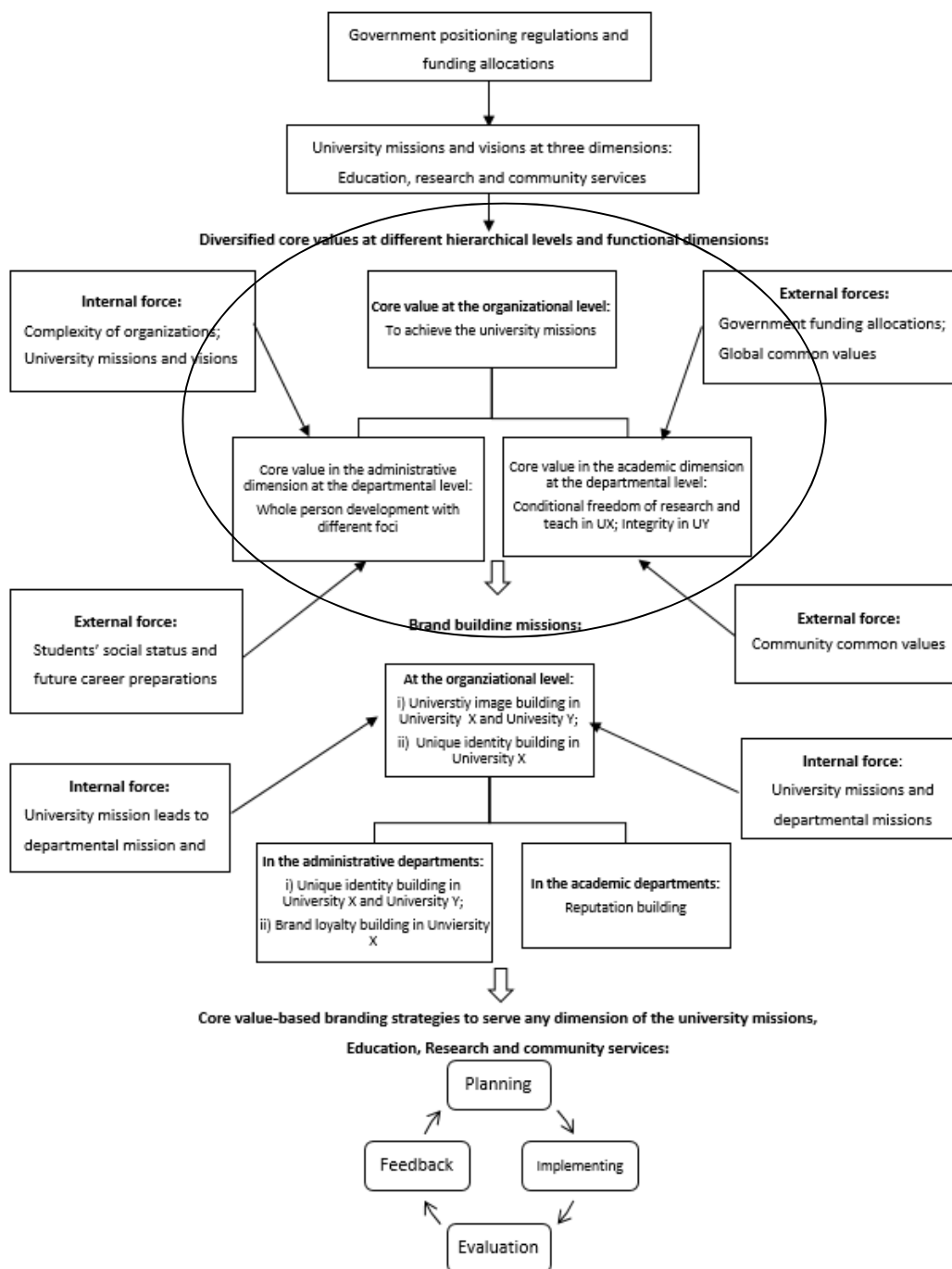
He thought that it represented the very fundamental humanity of academics’ inner interest and passion to do research and to teach. However, this so –called academic freedom was conditional in terms of relevance of the field and knowledge of the academics and the norms and quality assurance of the academic community. For instance, the research topic must be related to the academic field that the academic department and papers should be published in world-class journals in the field. Excellent research is tested against a standard to have both local impacts and global contributions. Freedom of teaching is also subject to conditions such as the aims of to cultivate future professional leaders in society, or at least, well-behaved citizens.

Hence, the ways of core values were defined in various ways in HEIs meant that it would be hard to develop consistent core value in the entire organizational brand building processes in HEIs. This was different from what would happen in the business organizations. This phenomenon suggested that “core value” had not been discussed thoroughly internally at different

hierarchical levels and across academic and administrative departments in both universities.

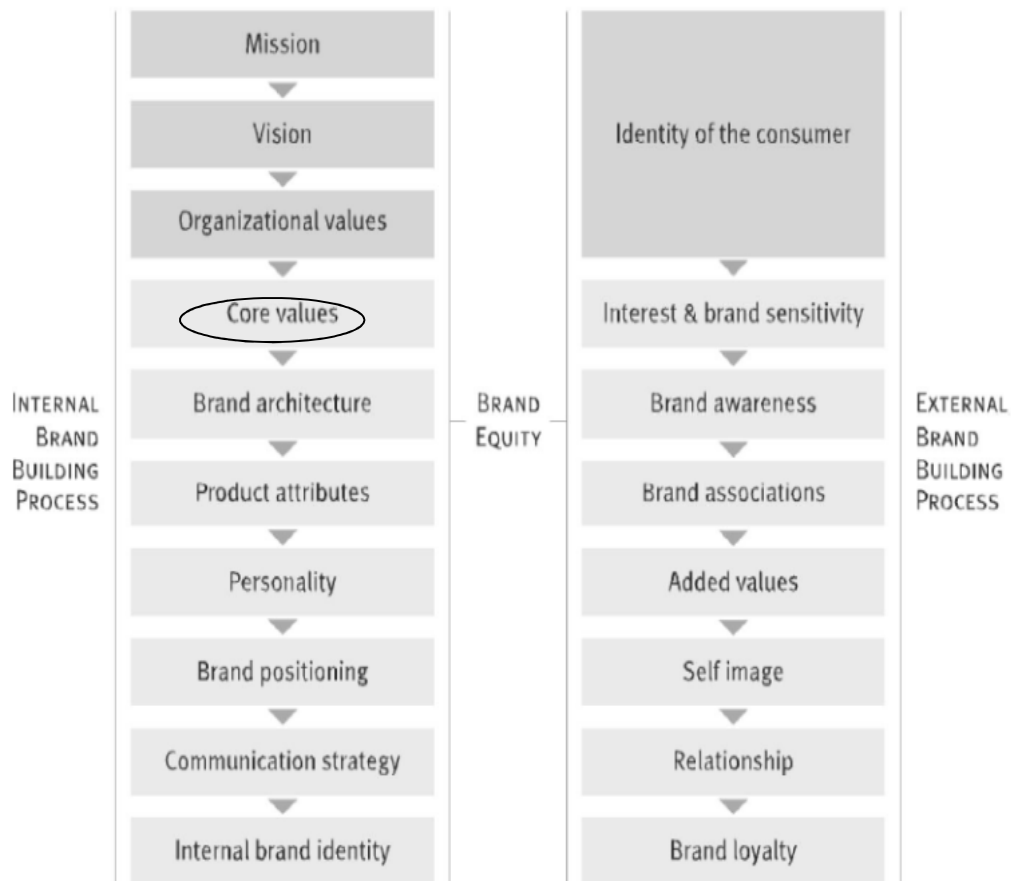
Figure 5.1 Comparison on consistency of organizational-wide core values between HEIs and Commercial organizations

In HEIs:



VS. (see next page)

Commercial corporations (Urde, 2003):



Note: The model is linked to and inspired by ideas presented by a number of authors, including Park *et al.* (1986), Aaker (1991), Kapferer (1992), Melin (1997), and Balmer (1998)

Source: Urde (1997)

However, a more likely explanation would be that the core values were more difficult to cohere in education settings, especially in large and complex educational settings like HEISs.

Diversified brand missions in HEIs VS. Unified brand mission in commercial organizations

According to findings from within-case and cross-case analyses, there was no consistent brand mission at the whole organizational level. This was different from the brand building processes in business organizations characterized in the Core value-based brand building processes model by Urde (2003). Brand mission of Urde (2003) model highlights brand equity, referring that the whole organization makes effort to get “the differential response by consumers, customers, employees, other firms, or any relevant constituency to the words, actions, communications, products or services provided by an identified corporate entity” (Keller, 2000, p.115).

However, it was a quite different situation in the HEIs as shown in the two University X and University Y. At the organizational level, for both UX1 and UY1, brand was defined as a positive university image to achieve some university missions that requires a great effort to build. University X also tried hard to build a unique identity to serve a second university mission. They worked on a positive university image as perceived by employers and the public, by current and prospective students and their parents, as well as by partner universities.

In contrast, at the departmental level, the brand became more associated with the nature of work of the departments. For example, unique identity in student affairs for UX2 and UY2 were realized in non-academic programs and services provided. These actual delivered activities had to create a unique identity of the department compared to those provided by other universities.



UX2 also stated that brand loyalty has been built as evident in fully booked consulting services by students in summer vacations, for example.

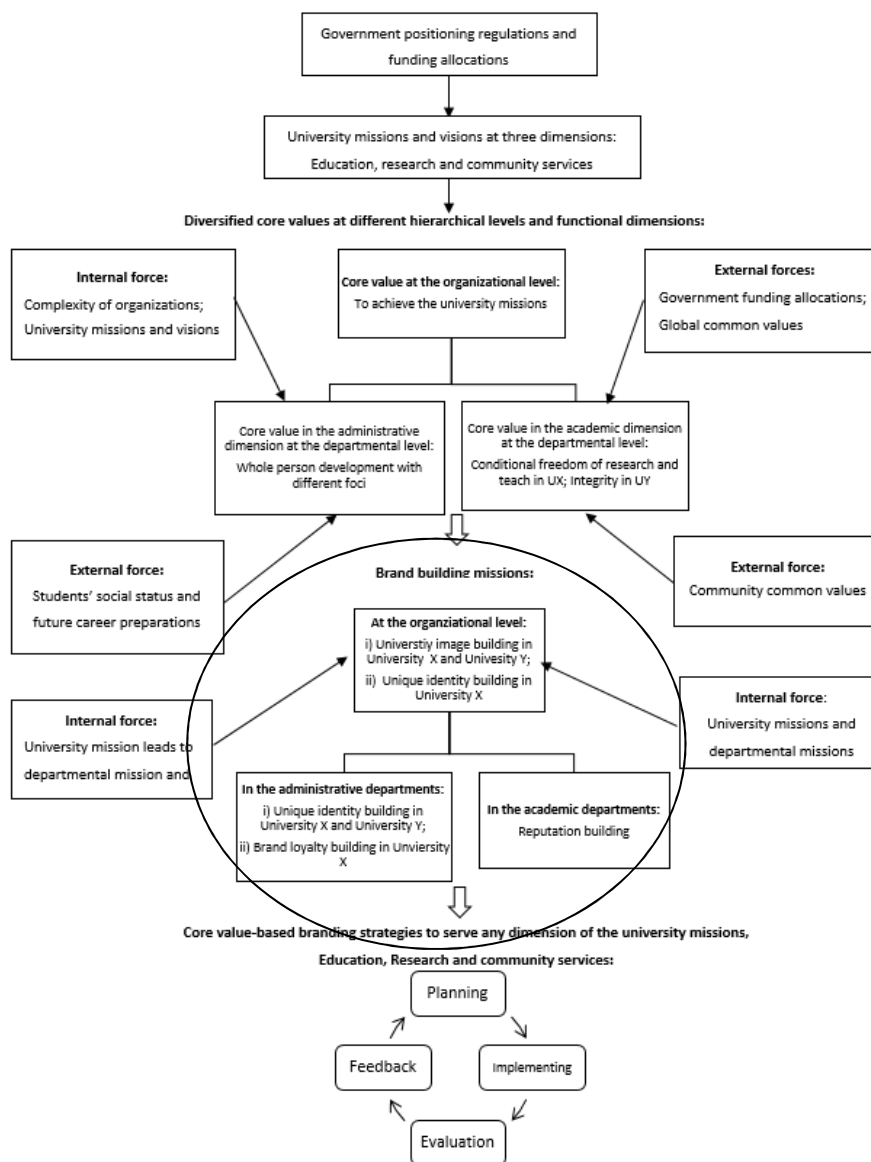
Similarly, brand loyalty was a university-wide effort by both academic and non-academic departments in University X, where professors from academic departments also involved in their non-academic activities too, through supervising basketball athletes' academic achievements to ensure their exam results above the university average level. UY2 argued that brand loyalty building require a university-wide effort, but it was not achieved in University Y since academic staff were not much involved in the non-academic programs and services provided for students.

Furthermore, in the academic dimension at the departmental level according to UX3 and UY3, the brand was firmly defined by reputation and both of them denied that building a brand meant to be distinguished from others. They made effort to build a reputation perceived by people in the academic field in research, by students and their parents as well as employers in teaching, and by funders in their services to communities and society.

Thus, the brand building missions were diversified at the organizational level and at the departmental level. This is different from Urde's (2003) model which has a unified brand mission, brand equity as compared in Figure 5.2.

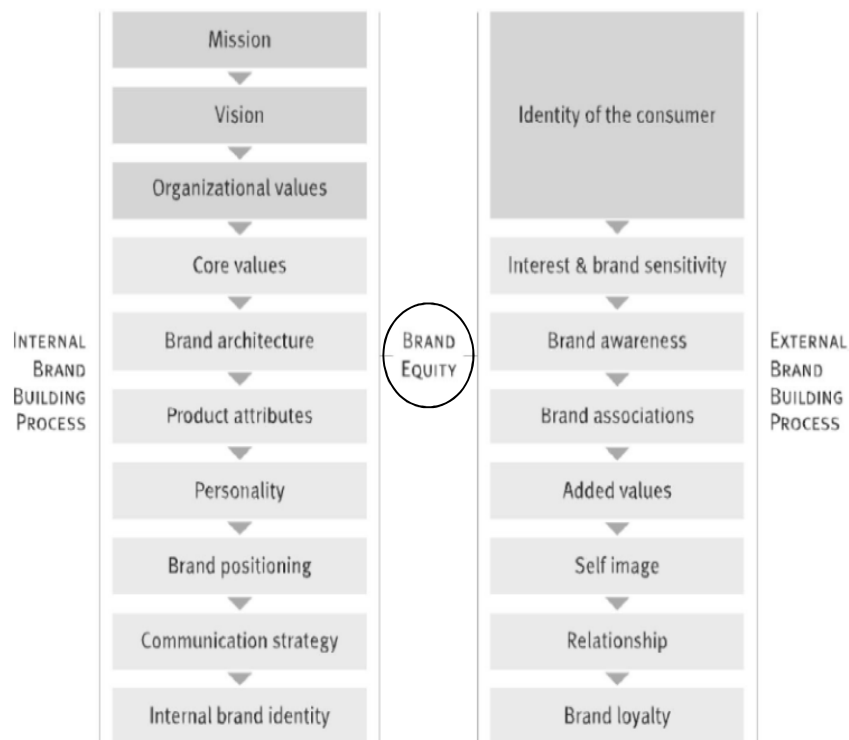
Figure 5.2 Comparison on consistency of organization-wide brand mission between HEIs and commercial organizations

In HEIs:



VS.

Commercial corporations (Urde, 2003) (see next page):



Note: The model is linked to and inspired by ideas presented by a number of authors, including Park *et al.* (1986), Aaker (1991), Kapferer (1992), Melin (1997), and Balmer (1998)

Source: Urde (1997)

5.2.2 Similarity

According to Urde (2003), the core values are formed from considerations of both internal organization missions, visions, and organizational values as well as customers' values. Similarly, in the universities studied, core values were also formed under both internal and external considerations. In the within-case analysis, the internal forces that affected the core values most were university missions and emphases by presidents, while the strongest external forces were government policies on positioning and funding allocations as well as expectations from prospective students, academic communities, and the public at large.

For instance, in University X, the university missions for internationalization and excellence in learning experience might be the internal forces that had shaped policies to enhance students' other learning experience through overseas exposure and an internationalized campus. Similarly, in University Y, the university mission to nurture and transform competent students into professionals with social responsibility might have endorsed programs for training students' social responsibilities through non-academic programs with a strong focus on social concerns.

Similarly, the core value on “freedom of research and teaching” in academic departments in University X was subject to external expectations of quality and professional community standards in the academic communities and external limitations set by the government's funding allocations. Though academics may enjoy academic freedom, to a certain extent, their choices of research areas were limited by funding allocations. Academic freedom does not imply a lax in research excellence because both local impacts and global implications are always strongly regarded for research, and because quality education for developing educated citizens and leaders and change agents for the future is also expected for teaching.

Interestingly, comparing with leaders at the departmental level, leaders at the intuitional level seemed to be more aware of the impacts of internal forces such as multiple values and functions of universities in research, teaching and community services.

5.3 The applications of core values in university brand building processes

Though the interviewees generally had not indicated that they deliberately adopted the practices of brand building process in business organizations. Their descriptions of such processes showed similarities in educational and business settings.

5.3.1 Brand building processes performed in cycles of planning, implementing and evaluating and feedback

Findings from within-case and cross-case analyses indicated that the brand building processes were “*not linear*,” but a “*non-stop circle*,” as claimed by all the interviewees. The cyclic brand building processes were much similar to the typical organizational management circle that involves planning, implementing, evaluating and feedback (e.g., Drucker, 2008; Armstrong, 2009).

5.3.2 The centrality of university mission in aligning different core values and core value-based branding strategies

Another interesting similarity found between the brand building processes in the studied universities was the centrality of university mission. University mission shaped the core value-based branding strategies more than the articulated core values. For instance, in University X, the two major missions spelled out, internationalization and excellence in research and teaching, determined the messages on the university image in the internal and external communications at the organizational level. They also affected the applications efforts made to achieve the university mission at the departmental level.

In particular, the university-wide core value-based non-academic programs and services and academic programs were provided to students to cultivate future business leaders, or at least well-behaved citizens. The administrative

department of University X contributed to achieving the university mission, internationalization by reconceptualizing, reinterpreting, and adapting the current programs and services to train students before they go abroad by well-designed lectures, workshops and materials to enhance their cultural awareness and sensitivity.

Similarly, at the organizational level of University Y, the mission to nurture and transform competent and professional people with social responsibility resulted in training programs before internship to enhance proper behaviors and attitudes at the host organizations. A strong sense of social concerns was also attempted to fulfill the mission to groom professionals by transforming students into those with values, civic minds and social concerns. Hence, the common point to link various core value-based branding strategies was to achieve some university mission.

5.3.3 University missions of HEIs in three aspects: education, research, and community service.

The multiple functions of HEIs seemed to characterize the university missions in three aspects: education, research, and community service. According to UX1 and UX2, internationalization, a mission of University X, referred to students' exposure in an internationalized environment. This can be understood as enhanced educational experience. Both universities have put excellence in research and teaching directly or indirectly as one of their missions. Hence, the core value-based branding strategies served brand building processes also covered these three different aspects.

5.3.4 Varied effort to cohere to values embedded in the university mission

Although the two organization-level leaders held the university mission-oriented core value, “to achieve the university missions”, they followed more closely and articulated values embedded in the university missions. For instance, a value has already been stated and followed embedded in the university mission, internationalization in University X by UX1.

Between the departments, administrative departments seemed to cohere to the university missions better partly because of the nature of their work, that is, student affairs, and partly because the academic departments may have broader concerns.

5.4 Comparisons of brand building processes in HEIs and in literature

5.4.1 Comparisons of brand management models

The brand management processes of both universities were administered at the corporate brand management level, rather than the product brand management level. The brand building processes fulfilled the characteristics of corporate brand management which represented an organization by reflecting its missions, visions, heritage, values, culture, people, and strategy (Knox & Bickerton, 2003; Schultz & Hatch, 2003). The interviews indicated the missions of the universities, the core values perceived by the academics, their expectations as well as those of the stakeholders. Branding at the product level is a process of marketing to sell products, in which brand is functioned as an identifier, a guarantee or risk reducer. In contrast, corporate brand building process normally requires managing interactions with multiple stakeholders (Aaker, 2004b; Balmer & Gray, 2003; Hatch & Schultz, 2003; Knox &

Bickerton, 2003), but the focus in this study was limited to a few leaders only. However, the findings seemed to suggest that other stakeholders' perspectives were considered by these leaders.

Comparing to Urde's (1997, 2003) model, the brand management model of the two HEIs tended to involve fewer internal steps from "Mission" to "Internal brand identity," but slightly more steps were completed in the external brand-building process (see Figure 2.1) Figure 2.2. The consequence of a lack of consistent core values for the internal brand building process would mean that it is unlikely to have brand equity. "*Customer-based* brand equity is defined as the differential effect *of* brand knowledge on consumer response to the marketing of the brand" (Keller, 1993, p.1). It "*occurs when the consumer is familiar with the brand and holds some favourable, strong, and unique brand associations in memory*" (Keller, 1993, p.1). Brand equity can also be defined "as the incremental cash flows which accrue to branded products over and above the cash flows which would result from the sale of unbranded products" (Simon & Sullivan, 1990, p.2). Though corporate societal marketing (CSM) programs are proposed (e.g., Hoeffler & Keller, 2002), it is difficult to estimate their effectiveness for educational organizations such as HEIs as the brand awareness, brand image, brand credibility, brand feelings, brand community, and brand engagement may not function proportionally with the frequency of marketing activities to promote brand association because brand associations for HEIs may differ greatly among academic communities, student of particular segments, and the public. Melewar and Akel (2005) have proposed to promote the corporate identity of the University of Warwick. This work

seemed to open up a discussion on higher education branding (e.g., Askehave, 2007; Atakan & Eker, 2007; Bennett & Ali-Choudhury, 2009; Bennett, Ali-Choudhury & Savani, 2009; Waaraas & Sollbakk, 2009).

The participants of this study were not marketing experts that we normally can find in the business settings. This meant that it was unlikely that the internal process would be rigorous. More importantly, it was doubtful that participants or their colleagues in HEIs would find consistent core values were necessary for the internal process, nor they think brand equity was really important for educational organizations. Educational organizations tended to be more open and tolerable with diversity of values than non-educational ones. According to Roper and Davies, corporate branding is more appropriate for non-profit making organizations, it is not clear that marketing for HEIs is as effective as it is for business firms. This explains why UX3 and UY3 were rather reluctant to discuss the brand of university. In contrast, UX2 and UY2 were more aware of the significance of their work in shaping or reshaping the image and identity of their universities. There may be a gap of understandings between academic and non-academic staff in corporate branding. This may be crucial for understanding multiplicity of values, perspectives and functions of universities and the challenges of promoting corporate branding. This may explain why Melewar and Akeel (2005) have adopted a centralized management strategy instead of a decentralized one for the new corporate identity program for the University of Warwick.

This suggested the model for University X may be more consistent than that of University Y in the long run because UX1 tended to adopt a more



centralized approach. For instance, the core values thus core value-based branding strategies at different hierarchical levels and different functional dimensions at the departmental level all relatively tend to be pragmatic. Although the SAO core values is a table force existing for over twenty years, the head still shifts it to serve the pragmatic university missions. And brand loyalty has been achieved with cooperative work of academic and non-academic departments in providing students' programs and services.

In contrast, in University Y, brand loyalty is not achieved because of sparse university-wide academic and non-academic cooperative work to provide services and programs to students. And the values of the academic departmental head are very traditional but lack of pragmatic considerations, inconsistent to UY1.

5.4.2 Comparisons of branding strategies

Another common characteristic of corporate brand management models is the variety of individual marketing and branding strategies available, for instance, market segmentations (de Chernatony & Riley, 1998), brand positioning (Knox & Maklan, 1998; Knox & Bickerton, 2003), brand personality (Aaker, 1997; Edwardt & Gregg, 1968; Zinkham & Hong, 1991), brand preference (Edwardt & Gregg, 1968; Zinkham & Hong, 1991), and marketing communications (Schultz & Kitchen, 2000).

These branding strategies from the commercial domain are applied in HEIs in the literature. Traditional marketing and branding strategies include market segmenting based on students' behavioral (Lewison & Hawes, 2007) and psychological traits (Ying, 2006); brand positioning based on students'

evaluation criteria (Gray, Fam & Llanes, 2003); brand personality and brand preference matching brand personality and consumers' self-concept to create students' brand preference (Ying, 2006); as well as marketing communications giving suggestions from both contents and venue aspects (i.e. Cheng, Shun, Cheung, Choi, Tang, Yuen & Yuen, 2009). In addition, an integrated marketing communication strategy also suggested the components to develop and process to communicate a brand built based upon the collaboration of institution's executive leadership, middle managers and academy representatives with a mission and vision (Horrigan, 2007).

Similarly to what is shown in literature, these branding strategies are also applied in the two cases in this study. For instance, market segmenting strategies were applied in the stage of planning in University X at different hierarchical levels and different departments. At the organizational level, markets are segmented with individual students and university partners to achieve the brand mission, university image building, and different brand personalities were performed to them respectively through different communication strategies delivered to them. For instance, to individual students, safety was dominant in the communication channel in exhibition affairs and the brand personality to attract young students to feel safe to study in a place far away from home. On the one hand, setting up partnerships with other universities helped develop the brand personality that shows the expertise or excellence of research and teaching. The basic communication messages for University X included introduction about the city, Hong Kong, the local students, and answers for various questions raised by the students. Similarly, market segmenting strategies

were used by SAO for assessments on the academic degrees, that is, undergraduate and postgraduate students, so that different assessments were provided to each group of students respectively. According to UX3, the academic department adopted segmentation strategies to define targeting potential students.

On the one hand, segmentation strategies were applied in the planning stage of University Y at different hierarchical levels and different departments. The key audiences of university image were segmented as employers and the public by the organization-level leader, UY1. Accordingly, different values were delivered to students to guide them to perform and behave properly. No explicit marketing segmentation strategies was found in the administrative and academic departments at University X, who recognized their audiences included the government, students and communities. Staff tried to do good quality research for government funding and to produce high quality of students for sustainability and repay the support of communities by provision of knowledge to help them improve or do better.

More marketing and branding strategies were addressed in a systematic way in Matrix 1.1 (See the appendix) where the internal core value-based branding strategies aiming to achieve external goals. In another words, internal core value-based branding strategies can achieve goals of targeting external stakeholders to achieve the brand missions. For instance, as shown in Matrix 1.1(See the appendix), the brand mission at the organizational level was university image building to achieve the university mission, internationalization, or both. The organization-level leader and head of SAO made some internal and

external branding strategies. The organization-level leader made some internal branding strategies, that is, setting up a vision. Internal communications with different departments collected information for composition of vivid and pervasive promotional materials;. These promotional materials were redistributed to prospective students in Education Exhibition Affairs and group students in partnership universities for external brand or university image building.

The head of SAO also contributed to this university mission. Internationalization hence, contributed to the brand mission, university image too. For instance, internally, SAO adapted their core value-based programs and services provided to current students to meet the university mission, internationalization. Special trainings for the students who will go aboard. The head of SAO also did some public relationship activities externally, such as going to other universities to give speeches and asking selected students to hold marketing events. Moreover, in Matrix 1.1(See the appendix) the brand mission and the internal and external branding strategies to achieve the brand mission of every interviewee in each university are presented as illustrated in this example.

Another function of this Matrix 1.1(See the appendix) was that the branding strategies can be viewed as a whole, some information caused by communication problems can be found easily. For instance, in University X, both the organization-level leader and head of SAO defined brand as unique identity, but it was delivered contrast way. The organization-level leader recognized the challenges to build a unique identity to fulfill the university mission, excellence in research and excellence in teaching. Because of the

geographic limitation of Hong Kong and failure of the government's university positioning policies. The head of SAO confidently defined that they had already achieved a unique identity by their unique services provided to students, such as the consulting service for helping students to do better other than solving their emotional problems as well as helping students before and after big scholarship application. Hence, the organization-level leader could include unique services provided by SAO to show a unique identity in university mission, teaching and educating students as a whole person, both academic and character building.

5.5 Conclusion of discussion

Based on the comparisons between the newly developed model and the Urde (2003), the core value-based brand building processes model in the commercial corporations, it is found that University-wide core value-based brand building processes do not exist, which is in contrast to the existed core value-based brand building processes in the commercial world. However, due to the common force, university mission, in the university context, university-wide mission-based brand building processes is the practice. And according to the findings of this research, values embedded in the mission are philosophies directing core value-based branding strategies spread out in different hierarchical levels and functional dimensions. In addition, the university brand building processes are performed as a management circle but not a linear way according to the interviewees; however, in the commercial companies, it is described as a relatively more linear and straightforward way in the



implementation of the organization missions.

This difference shows the complexity of the HEIs with its multiple functions in three dimensions, research, teaching and community services ; in contrast, profit-driven is always the highest mission for commercial companies hence, there can be some organization-wide consistent core value. This also states that academic freedom is still kept as the current practice in HEIs in Hong Kong where difference voices are allowed across the universities.

In contrast to the different ways of organization-wide brand building processes between those in the university and commercial contexts respectively, a similar point is that branding strategies are applied in both of two sectors although the term “brand” is denied and not fully understood in universities.

For instance, at the functional dimension of the brand, in fact, the academic programs and services are planned based on students (market) research thus categorizations (segmentations) leading to different branding or marketing strategies’ planning, e.g. programs and services positioning and communication strategies to match the students’ brand personality (such as what the students expect themselves to be like after graduation), distribution (students’ recruiting) channel (for instance, with other partner universities) cooperation and etc.

These planned branding or marketing programs, services and events are implemented to target the potential qualified students or serve the current students well for maintaining their brand loyalty. And in order to keep the sustainability of the development of the university, evaluation and feedback are done with marketing research, e.g. questionnaire, focus groups, analysis on



students' evaluation form by internship organizations and their own reflective report. In addition, the core values do direct these branding strategies existing in different hierarchical levels and functional dimensions.

Therefore, the university-wide core value-based brand building processes do not exist in contrast that it exists in the commercial companies but similar core value-based branding strategies are applied in different hierarchical levels and functional dimensions in the university.

The common link tying these spread out core value-based or directed branding strategies is the university mission in three dimensions, research, teach and community services respectively; however, the missions are assigned by their stakeholders, government and influenced by the pragmatic (e.g. materialism) global common values of students and parents, a common or consistent unique core value is hard to spell out across the university wide.

Nevertheless, values embedded in university missions are followed by these organizational and departmental leaders, which influence the organizational level the most, even as the philosophy of their core value (to achieve the university mission) – based branding strategies; Consequently, moral values embedded in university missions can influence branding strategies of different level and dimensional leaders but not those put in somewhere else, e.g. motto, anthem, an independent column and etc. Hence, the Urde (2003) model needs to be adapted as shown in figure 4.9 while it is applied to the universities.

Chapter 6

Conclusion and Recommendations

6.1 Conclusion

This study was initiated by the research problem which is that the literature stated that there were concerns for borrowing branding strategies of the commercial world to the higher educational (HE) context; thus, it was suggested that moral values or philosophies could be embedded in branding of higher educational institutions, which was a topic at a pioneer stage.

Consequently, the key research question is “How are core values applied in the brand building processes in HEIs?” And the sub-research questions are as follows: first, how are core values defined? Second, how are the defined core values formed? Third, how are core values applied in the university brand building processes? And its sub questions are: what is the brand mission? How are branding strategies with application of core values applied to achieve the brand mission? How are the university brand building processes performed? and how are the branding strategies with core values applied in the brand building processes? To answer these research questions thus achieve the research aims, this study follows constructivism paradigm since it is a research conducted in a context, UGC-funded universities in Hong Kong and how the participants interpret what is happening to them are investigated. Case study was defined as the research methodology because the research questions were investigating answers in universities thus cases. In order for comparing purpose which could



lead to common and different points thus triangulated new theoretical understandings, multiple (two) similar cases were selected. The participants were selected based on the information-rich principle. First, the organizational level leaders were selected because at their position, they do not only need to know the government and university level policies well but also understand the practices at lower hierarchical levels. The second part of the participants was from the departmental levels at administrative dimension represented by SAO heads and academic departmental heads because they are the core units providing non-academic and academic services to the key stakeholders of the universities.

In addition to this purposive sampling, snowballing (the participants were introduced by other people in the academic field) was also used as a participants selection technique because the participants were all from senior management and hard to approach in such a parallel way in two cases. As well, such a method contributed to mutual trust building between the interviewees and interviewer resulting in rich information.

One-to-one interview and documentary were used as the main data collection methods. One-to-one interview with semi-structure interview questions could explore the interviewees' perceptions with interview techniques, such as confrontation, paraphrasing and prompting, at the right time within the boundaries of the research aims but also inspire the interviewees to talk as much as possible in this scope. Documentary was used for referential purposes but many details of the contents cannot be exposed to avoid the universities and participants are identified.



The Grounded Theory coding method was applied for within-case and cross-case analysis. First, the initial coding method with In Vivo and values coding approaches were conducted to categorize the data under each research questions. Second, the axial coding method was used to theme and pattern the codes under each category to smaller and more meaningful groups. And then, the theoretical coding method was used to make within-case and cross-case comparisons resulting in the newly developed theoretical understanding represented by a model as shown in figure 4.9.

There are some significant findings thus contributions to knowledge in branding in HEIs and the details are stated in a specific way in Chapter 4 and 5 and summarized with a conclusion for findings in 4.13 and a conclusion for discussions in 5.5. In addition to these knowledge contributions, the results suggested some unique features of the ecology of HEIs, which indicate that the brand management models of HEIs of the two studied universities tended to be more similar than different, but they were more different from the model by Urde (2003) found in business settings.

First, it was found that there was no consistent core value along different hierarchical levels and between the administrative and academic departments. In business settings, profit maximization has been the norm, if not the only criterion, for judging success and performances. Corporate social responsibility has been proposed as a successful indicator but its compatibility with profit maximization is yet debatable. However, there is no consensus on the criteria of success for HEIs. Different HEIs may have different markets for prospective students. HEIs can vary from highly vocational to highly research-oriented and

even in one university, the missions thus various strategies to achieve the missions can be at three dimensions, research, teaching and community services

The fact that the two universities did not have consistent core values might have reflected their relatively short history. On the one hand, twenty years may be too short for them to establish research or academic reputations internationally, in comparing with other HEIs in Hong Kong that have longer history and more prestigious programs. In addition, all UGC-funded institutes in Hong Kong are forced to compete for funding, but these institutes vary in terms of their histories, courses and programs offered, and connections with the communities. These variables affected the formation and applications of multiple core values found in the studied universities.

Second, the multiple core values reflected the loosely coupled structure of characterized most educational settings. Hierarchical structures do exist as ad hoc committees which may be formed for different purposes as in University X and the primacy of presidential concerns in University Y, but people are relatively free in their own work and allowed for their understanding and flexibility in determining work emphases in administration, educational programs, and research topics. This was most vivid and evident in the interviews with UX2, UX3, UY2 and UY3. The hierarchy at the universities was relatively flat as complex organizations.

Third, all HEIs seem to be bounded by the norms and practices of the so called academic communities. Academics have their own standards of excellence which is expected *not* to be intervened by the funders including the



government. The so called academic freedom is highly regarded and taken for granted in some cases. This freedom has allowed for the academics to maintain their independence and their social concerns. From this perspective, multiple core values identified in HEIs may be a healthy feature that reflects its dynamics and relative freedom and independence. For leaders in University Y, corporate social responsibility can be their unique characteristic, while this is hard for business organizations to have this as their unique characteristic as it would be incompatible with profit maximization.

6.2 Limitations of this study

6.2.1 Representativeness of selected samples and participants

This study has provided understanding of the brand building processes at two HEIs in Hong Kong. The purposeful sampling adopted to collect information from the most relevant and information-rich sites and participants was considered fit for the research aim of this study. However, as explained in Section 3.5.2 earlier, HEIs in Hong Kong vary in terms of their histories, sizes, academic and research specializations and strengths, the researcher was thus confident in the representativeness of HEIs of similar background.

Because of the attempt to keep the HEI and participants anonymous, detailed descriptions of the HEIs were avoided. Yet, the trustworthiness of the finding, credibility, validity, generalizability and dependability strategies (for details, see Section 3.8) were taken throughout the research processes from research design to data verification. However, data would be further enriched if more interviews could be conducted with different department heads, but this would more likely to support, rather than refuting, the current findings on the



multiple core values and the lack of consistent organizational core values.

6.2.2 Limited branding knowledge of participants

The one-to-one interview approach was found an effective data collection strategy to elicit answers from the interviewees that would reflect their philosophy and values-oriented work. In these interviews, semi-structured interview questions were applied to delineate the interviews within the boundaries of the research topic but inspired the interviewees express their values, attitude, opinions or beliefs.

In general, the researcher found that participants were articulated on the purposes and rationales of their work but were not verbose in addressing the issues discussed in marketing terms. For example, UY3 found the term “brand” inappropriate to refer to their university. He was most articulated on defining the academic and administrative management core values. It was not just a conceptual dissonance for some academics to regard their work as some forms of branding strategies, but they also disapproved the negative connotations that marketing terms may suggest.

6.2.3 Student voices unexamined

The researcher found the current study would be improved if student voices were also examined. In normal circumstances, it would be a gap if the customer voices were not examined in a business study, especially when brand equity was in concern. However, the heads of the SAO would be most articulated on the needs of students. Their interviews reflected the diverse needs of the existing and prospective students as well as the traditional market segment of a university. For example, UX2 explained the need for a flexible

time table for programs addressed the phenomena that students have to work part-time to support themselves and that these students lack the familial support in getting overseas exposure.

6.3 Recommendations

6.3.1 Recommendations for practices, universities

Rich information about branding strategies at the organizational level and in the administrative and academic dimensions at the departmental level were observed. The characteristics identified might inspire other HEI leaders to reflectively think about their own branding strategies at different hierarchical levels. Five suggestions are proposed below:

First, it is crucial for university leaders to understand *the nature of a brand* is to be distinctive as well as to be competitive through its distinctiveness. A university brand has to reflect an institute's heritage, values, culture, people, and strategy, requiring managing interactions with multiple stakeholders (Section 1.6.3), but it is also as source and strategic instrument of competition (Section 2.2.2). As noted, the participants acknowledged funding resources as one of the key external force that affected the core values of HEIs. From the government perspective, certain competitions among universities in Hong Kong are necessary and healthy developments as they may contribution to the relative competitiveness of HEIs in Hong Kong as a whole in the Greater China Region. Hence, universities have to balance the pragmatic aim to achieve the public good in competing for funding and the idealistic aim to achieve their missions as an educational institute distinctive from others.



Second, for those HEI leaders who intend to build a value-oriented brand, it is important to make everyone to recognize the significance of the core values. The common values penetrating in all brand building processes, being reflected in products or programs and services, organizational behaviors and feel of communications (Section 1.6.1). As noted in the universities studied, core values have been embedded into the university missions to make the organization-level leaders follow since they are strong university mission-oriented. The university mission is generally a strong internal driver for departments in both administrative and academic dimensions. Hence, values embedded in the missions will be followed by organizational as well as administrative and academic department leaders. The ways by which core values were applied in academic and non-academic programs and services are summarized in tables and figures throughout this thesis. They provide convenient information for further study and comparisons.

Third, university leaders have to distinguish *the core values of the university* and *values of themselves*. Values are criteria to select and justify actions, and evaluate events or people (Schwartz, 1992) (Section 1.6.1 and Section 1.6.2). For example, excellence in teaching, research and services may be the crucial value for the academics, but this is almost a *universal value* for all HEIs. A university brand emphasizing on such a universal value would lose its distinctiveness and blur other core value(s) also embedding in the brand. While the core values drive the work of the university, personal values or community values (for academics) drive individual actions. At best, the two should be compatible, but core values should be consistently maintained in the work of the

university when there are conflicts. The leaders at the highest level in the organization tended to beware of this distinction, but employees of lower level seemed to perceive the distinction differently and thus weaken the consistency of core values at the university. When core values lose its community across the hierarchical levels of an organization, repeated communications may be required, for example, through the emphasis of the president as the organizational leader to promote the fulfillment of the values in constant messages in speeches, in highlights in the Strategic Plans, and in the setting up of an organizational body in the university to work on branding the university value or values.

Fourth, university leaders may have to think about revitalize the university brand in face of contextual changes. The product life cycle (PLC) literature has been debating on the PLC concept among nondurable consumer goods. Universities are not consumer goods, nor are they nondurable. Their prestigious statuses tend to be correlated with their years of establishment in a country as well as in the world (Kotler, 1995). Therefore, universities like University of Oxford or University of Cambridge belong to the group of universities that have a long history and heritage, but their reputations also rely on their capacities to keep up the innovations. Although they have once resisted establishing business schools as trendy products or programs, they soon became the top leaders in the field once they started to recognize their significance. Locally, the University of Hong Kong also has a short history for its business school than the Chinese University of Hong Kong and the University of Science and Technology. Medical school, Law school and Business school are sought after by students,



which have strategic value in establishing a university brand/image. Similarly, the new HEIs like Lingnan and Hong Kong Institute of Education are struggling as late comers in the local HEI field as well as for the public recognition of their persuasive qualifications. Both institutes have a long past history, but these histories may require a rebranding process.

Fifth, marketing and branding are highly professional activities that may not be the expertise of most academics of HEIs. As noted earlier, the interviewee seemed to have limited knowledge in branding, but none of the interviewees suggested they would rely on external agencies. This seems to be a clear contrast with the situations in the business sector. Perhaps, it may be time for university leaders to rethink their role as clients in managing branding processes and developing branding strategies. Training programs can be provided to staff to clarify and learn branding knowledge which may also contribute to their programs and/or services provided to students as a strategic instrument.

6.3.2 Suggestions for future study

This study may inform future study on brand building processes in HEIs. In particular, students who are interested in moral and core values in both academic and non-academic programs and services may also find the current findings interesting. However, as noted before in the methodology and Section 6.2.1, the sample was small and the number of participants was limited. This leaves room for further investigations with improvements in methodology. For example, focus groups and quantitative survey or questionnaires methods may



be used to investigate how students perceive about the core value-based academic and non-academic programs and services. And these research results could provide more insights from students' perspectives to reflect their core value-based branding strategies thus adapt or even improve in some ways.

Although the interviewees claimed that their branding strategies have done through a management cycle of planning, implementing, and evaluation processes. They failed to mention any extensive student survey has been done. This contrasts with the practices in the U.K. or the U.S.A., where the student feedback is highly valued and independent student survey is conducted almost every year to elicit student voice. In local HEIs, students' voices are emphasized in academic and administrative jobs but may lack of awareness to link the students' voice with university brand building. Student voice is thus ironically ignored not only by the university leaders, but also by the local HEI community in the brand building process. Thus, it is to investigate how students perceive about the core value-based academic and non-academic programs and services. These prospective research results could provide more insights from students' perspectives to reflect on core value-based branding strategies

As noted, the lack of consistent or common core values across the departments, tentative research can be conducted to investigate the theoretical relationship between value and commitment of the university staff through the perceptions of program leaders, directors of research centers, as well as the common staff on core values and university missions on their organizational commitment. This would be crucial for emerging HEIs because their performance may take years to see, but the commitment of the staff is crucial



for success.

For those researchers who are interested in comparative education, research topics on comparing universities in different countries and regions in building university brand and applying core values in the university brand building processes would contribute to our understanding on cultural differences, the impact of globalization, and the emergence of new economies. Thus, comparisons of HEIs of the Greater China Region, such as Mainland, Hong Kong, Macau, and Tai Wan, or the South East Malaysia, Singapore and Indonesia will be of interest. These studies are particularly relevant for postgraduates from these areas studying in Hong Kong as foreign students. Their perspectives are valuable as we share more common interests in terms of cultures and locations.

6.3.3 Suggestions for government policy makers

According to UGC official website, being an Educational Hub is a key mission of Hong Kong. This study discovered how the brand building processes are performed in universities in Hong Kong, which can inspire the government to review the implementation of these policies. From the branding perspective, the findings showed the impacts of funding allocations may have imposed unnecessary constraints on the universities, especially on funded research topics.

For instance, different HEIs in other countries may have different markets for prospective students, so HEIs can vary from highly vocational to highly research-oriented. However, HEIs in Hong Kong are forced to compete in the



current funding schemes to address the government's policies on human resources development and on the strategy to enhance the economic competitiveness of Hong Kong in the Greater China Region through the strengths of her higher education. HEIs that offer medicine, law, and business studies in their programs tend to be perceived as more prestigious, but the UGC has set regulations on the programs that a university can offer. In other words, it is not a straightforward matter for the university council to enhance positioning through offering more prestigious programs by themselves without some political considerations.

Hence, the government policy makers may have to reconsider whether their positioning strategies for the universities may require reviews from time to time because the quest for fund, especially research fund, seems to be keen and affect the ecology of the HEIs in Hong Kong.

The Hong Kong Government may have also confused the secondary students and their parents in their HEI policies. For example, there is a high demand for sub-degree and self-funding programs, but the Government is not keen to establish the transition to funded programs and provide incentives to encourage the business sector to sponsor programs. Students and parents complain about the lack of funded university programs and the tendency that they are seen as cash-cows when some HEIs offer more non-funded programs beyond their capacities.



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Appendix 1 Within-case and cross-case coding processes

Table 3.4 Codes, themes, patterns and theoretical interpretations from within-case analysis of University X

Research Question	Participants	Coding processes		
		Initial Coding	Axial Coding	
		Categorization with In Vivo and Values Coding methods	Themes	Patterns
1. How are core values defined?	Organizational level leader	Please refer to the details in code 1-8 in the Appendix 2		1. To achieve the university mission 2. University missions: Internationalization and excellence in research and teach
	Departmental level leader:			
	The SAO head	Please refer to the details in code 9-10 in the Appendix 2		1. Whole person development with student-centered and whole education philosophies and approaches 2. Stabilizing force
	The academic departmental head	Please refer to the details in 11-13 in the Appendix 2		

Research Question	Participants	Coding processes		
		Initial Coding	Axial Coding	
		Categorization with In Vivo and Values Coding methods	Themes	Patterns
2. How are defined core values formed or developed?	Organizational level leader	Please refer to the details in code 14-16 in the Appendix 2		1. External force: i) Government funding allocation policies; ii) Common values in globalization 2. Internal forces: Multiple values of HEIs as multi-functional entities
	Departmental level leader:			
	The SAO head	Please refer to the details in code 17 in the Appendix 2		Internal force: i) Less privileged SES of students; ii) Vocational needs of students.
	The academic departmental head	Please refer to the details in code 18 in the Appendix 2		1. External forces: Attempting global excellence and local impacts; understood by academic professional society 2. Internal forces: human-center internalized
Research Question	Participants	Coding processes		
		Initial Coding	Axial Coding	
		Categorization with In Vivo and Values	Themes	Patterns

		Coding methods			
3. How are core values applied in university brand building processes? <u>3.1 What are the brand missions?</u>	Organizational level leader	Please refer to the details in code 19-20 in the Appendix 2	1. University image 2. Unique identity		
	Departmental level leader:				
	The SAO head	Please refer to the details in code 28, 29, and 32 in the Appendix 2	1. Unique identity 2. Brand loyalty		
	The academic departmental head	Please refer to the details in code 33 in the Appendix 2	Reputation		
Research Question	Participants	Coding processes			
		Initial Coding	Axial Coding		Theoretical Coding
		Categorization with In Vivo and Values Coding methods	Themes	Patterns	Theoretical codes
<u>3.2 What are the branding strategies with application of core values to achieve the brand missions?</u>	Organizational level leader	Please refer to the details in code 21-26 in the Appendix 2	1. Hierarchy of group thinking in planning processes of the University Strategic Plan 2.The bottom-up of marketing information strategies 3. External communications	First, University missions are developed in the University Strategic Plan; Then, the core value is held and penetrate in branding strategies performed as a circle; The core value-based brand building processes to	



			<p>3.1 Partnerships with other universities</p> <p>3.2 Customer-oriented messages to individuals</p> <p>3.3 An university image of learning with integrity and honesty</p> <p>4. Prioritizing university mission in team management</p> <p>5. Bringing info. back to different departments</p> <p>6. Adopting a recursive brand building process</p> <p>7. A yet-to-be unique identity</p>	<p>achieve INTERNATIONALIZATION are 2 (planning), 3 and 4 (Implementing), and 5 (Evaluation and feedback)</p>
	Departmental level leader:			
	The SAO head	Please refer to the details in code 30-31 in the Appendix 2	<p>1. Unique Identity building by enhancing approachability</p> <p>1.1 Unique Consulting</p>	<p>First, three correlated core values are guiding lights for planning, implementing, evaluating</p>



			<p>services...</p> <p>1.2 Unique Scholarship application assistance...</p> <p>2. Strengthening brand loyalty</p> <p>2.1 Evidences of brand loyalty</p> <p>2.2 Cross-university services to athletes</p> <p>3. Achieving university mission, internationalization</p> <p>3.1 Reconceptualizing and reinterpreting the mission</p> <p>3.3 PR activities in universities in Mainland</p> <p>4. Assessments are segmented based on majors</p> <p>5. Core value-based programs and services</p> <p>5.1 Student-centered assessments for work directions</p>	<p>and feedback of non-academic programs and services provided to students;</p> <p>Second, core value-based branding strategies to achieve the university missions by 3</p> <p>Third, core value-based branding strategies to achieve unique identity by 1</p> <p>Fourth, core value-based branding strategies to achieve brand loyalty by 4, 5,6,7 as a management circle</p>
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			<p>5.2 Whole educational experience and student-centered athletes' training</p> <p>6. Core value0-based team management</p> <p>6.1 Set a role model by meeting and working for students</p> <p>6.2 Core values as a guiding light for staff's work</p> <p>7. Evaluation and feedback</p> <p>7.1 by accreditation</p> <p>7.2 by students' reflective report</p>	
	The academic departmental head	Please refer to the details in code 34-40 in the Appendix 2	<p>1. Doing influential research to gain reputation</p> <p>2. Following the norms of the academic professional society</p>	First, departmental missions are made according to the university missions in the three dimensions, research, teaching and community



			<p>3. Reputation building to achieve the university mission in ‘<i>Excellence in research, professional education, and community services</i>’.</p> <p>4. Based on the university mission, the departmental mission reflected both research and practical implications.</p> <p>5. The rationales of holding the mission to have good research.</p> <p>6. Departmental mission is a stable force to review on a daily basis and in departmental retreats</p> <p>7. core values embedded naturally in their daily work while in achieving the missions</p> <p>8. Correlated</p>	<p>service (Grouping pattern 3).</p> <p>Second, departmental missions (Grouping patterns 1,2,3, and 5)</p> <p>Third, core value-based branding strategies are made (Grouping patterns 7,8,9, and 6)</p>
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			research and teaching activities	
			9. Using internal channels and external communication media for brand building	
Research Question	Participants	Coding processes		
		Patterns		Theoretical Codes
3.3 How are the university brand building processes performed?	Organizational level leader	1. Defining core values at varied levels; 2. Forming varied core values with alignments and coherence 3. Diversified brand definitions but maintained brand loyalty 4. The university-mission driven core value-based brand building processes		Similarities and differences of core value-based branding strategies at different hierarchical levels and departmental dimensions:
	Departmental level leader:			1. Similarities
	The SAO head			1.1 Common force: University mission
	The Academic departmental head			1.2 Common processes: Management



			<p>circle, planning, implementing, evaluation and feedback</p> <p>2. Differences</p> <p>2.1 Definition of core values</p> <p>2.2 Formation of the defined core values</p> <p>2.3 Brand mission</p> <p>2.4 Details of core value-based branding strategies</p>
		Coding processes	
		Theoretical codes	
3.4 How are the branding strategies with core values applied in the brand building processes?		<p>1. The core values are applied in the brand building strategies (Planning, implementing, evaluating and feedback of the programs and services, distribution and communications) at different hierarchical levels and departmental dimensions as a guiding light penetrating in their branding;</p> <p>2. The common force linking these diversified core value-based branding strategies is the university missions in three dimensions, research, teaching and community services.</p>	



Table 3.5 Codes, themes, patterns and theoretical interpretations from within-case analysis of University Y

Research Question	Participants	Coding processes		
		Initial Coding	Axial Coding	
		Categorization with In Vivo and Values Coding methods	Themes	Patterns
1. How are core values defined?	Organizational level leader	Please refer to the details in code 1-10 in the Appendix 3		1. To achieve the university mission in absence of distinct core values 2. University missions: Grooming professionals with social responsibilities and civic mindness.
	Departmental level leader:			
	The SAO head	Please refer to the details in code 11-14 in the Appendix 3		Whole person development with focus of enhancing students' social concerns
	The academic departmental head	Please refer to the details in code 15-25 in the Appendix 3		Integrity of academic (<u>academic freedom with limitations</u> ; whole person teaching; social justice; honesty) and administrative (Transparency; correlated integrity, honesty and social justice) values
Research Question	Participants	Coding processes		
		Initial Coding	Axial Coding	
		Categorization with	Themes	Patterns

		In Vivo and Values Coding methods		
2. How are defined core values formed or developed?	Organizational level leader	Please refer to the details in code 26-29 in the Appendix 3	1. External forces: government funding allocations shaping university missions 2. Internal forces: Complexity in HEIs	
	Departmental level leader:			
	The SAO head	Please refer to the details in code 30-34 in the Appendix 3	Internal forces: <u>University mission</u> and vocational considerations	
	The academic departmental head	Please refer to the details in code 35-38 the Appendix 3	1. External forces: Pursuing education traditions (Social justice and social equity) 2. Internal forces: human-centered <u>educating and administrative philosophies and approaches</u>	
Research Question	Participants	Coding processes		
		Initial Coding	Axial Coding	
		Categorization with In Vivo and Values Coding methods	Themes	Patterns
3. How are core values applied in university brand	Organizational level leader	Please refer to the details in code 39-41 in the Appendix 3	University image	
	Departmental level			



building processes? 3.1 What are the brand missions?	leader:			
	The SAO head	Please refer to the details in code 47 in the Appendix 3	Unique identity	
	The academic departmental head	Please refer to the details in code 66-68 in the Appendix 3	Reputation	
Research Question	Participants	Coding processes		
		Initial Coding	Axial Coding	
		Categorization with In Vivo and Values Coding methods	Themes	Theoretical codes
3.2 What are the branding strategies with application of core values to achieve the brand missions?	Organizational level leader	Please refer to the details in code 42-46 in the Appendix 3	1. University Image building focuses on <i>perceptions of employers and public as well as government</i> ; 2. Building a positive university image in employers' eyes;	First, University missions are developed in the University Strategic Plan (Pattern 5); Then, the core value is held and penetrate in branding strategies performed as a circle (Grouping the patterns 1, 2, 3, 4, 6, and 8); Third, the evaluating and feedback from the external



			<p>3. Maintaining a positive university image in public's eyes</p> <p>4. Grounding the university image on university missions</p> <p>5. The University Strategic Plan reflecting senior managements' perspectives</p> <p>6. The president promoting core values by speeches and highlighted points in the University Strategic Plan</p> <p>7. External evaluation and feedback taken serious and important by the</p>	<p>stakeholders, e.g. employers are taken serious and important by the president.</p>
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			<p>president</p> <p>8. The brand building processes are performed as a management circle.</p>	
	Departmental level leader:			
	The SAO head	Please refer to the details in code 48-65 in the Appendix 3	<p>1. Unique Identity building in student and people-oriented approaches by communicating human factors in communication media</p> <p>2. The departmental mission is developed from the university mission, grooming students to be professionals with social concerns</p> <p>3. Aligning the</p>	<p>First, setting the departmental mission based on the university mission (Grouping pattern 2 and 3).</p> <p>Second, implementing core value-based programs and services provided to students (Grouping pattern 4 and 1).</p> <p>Third, evaluating and feedback about the provided programs and services (Pattern 5).</p>



			<p>departmental mission with university missions</p> <p>4. “Unique” student-centered non-academic programs and services are provided to students</p> <p>5. Evaluation and feedback of the provided programs and services</p> <p>5.1 by questionnaires</p> <p>5.2 by reflective reports written by students</p> <p>5.3 by internship 360-degree evaluation results</p> <p>6. The whole processes are performed as a management circle, planning, implementing, evaluating and feedback.</p>	
	The academic departmental head	Please refer to the details in code 69-81 in the Appendix 2	<p>1. University missions are education, research and</p>	<p>First, departmental missions are made according to the university</p>



			<p>community services;</p> <p>2. Making periodic departmental strategic plans;</p> <p>3. Balancing public good and pragmatic situations;</p> <p>4. Implementing core value-based branding strategies by embedding core values and values in programs and services as well as administrative jobs;</p> <p>5. Evaluation and feedback by reputation perceived by various parties.</p>	<p>missions in the three dimensions, research, teaching and community service (Pattern 1);</p> <p>Second, departmental periodic plans and departmental missions are made (Patterns 2);</p> <p>Third, core value-based branding strategies are made and implemented as well as evaluated and feedback (Grouping patterns 3,4 and 5)</p>
Research Question	Participants	Coding processes		
		Patterns	Theoretical Codes	
3.3 How are the	Organizational level	1. Defining core values at various hierarchical levels	Similarities and differences of core value-based	



university brand building processes performed?	leader	and functional dimensions; 2. Forming varied core values with current and traditional internal and external forces	branding strategies at different hierarchical levels and departmental dimensions:
	Departmental level leader:	3. Diversified brand definitions	1. Similarities
	The SAO head	4. The university-mission driven core value-based brand building processes as a circle, planning, implementing, evaluating and feedback	1.1 Common force: University mission 1.2 Common processes: Management circle, planning, implementing, evaluation and feedback
	The Academic departmental head		2. Differences 2.1 Definition of core values 2.2 Formation of the defined core values 2.3 Brand mission 2.4 Details of core value-based branding strategies
		Coding processes	
		Theoretical codes	
3.4 How are the branding strategies with core values applied in the brand building processes?		1. The core values are applied in the brand building strategies (Planning, implementing, evaluating and feedback of the programs and services, distribution and communications) at different hierarchical levels and departmental dimensions as a guiding light penetrating in their branding; 2. The common force linking these diversified core value-based branding strategies is the university missions in three dimensions, research, teaching and community services.	



Table 3.6 cross-case comparisons and findings

Research Question	Participants	University X	University Y
	Theoretical coding		
1. How are core values defined?	Organizational level leaders (UX1 and UY1)	To achieve the university mission	To achieve the university mission
	SAO head (UX2 and UY2)	Whole person development <u>with student-centered and whole educational experience philosophies and approaches</u>	Whole person development <u>with the core thing educating students to be of social concerns</u>
	Academic departmental head (UX3 and UY3)	<u>Freedom of research and teach with conditions</u>	Integrity of academic (<u>academic freedom with limitations</u> ; whole person teaching; social justice; honesty) and administrative (Transparency; correlated integrity, honesty and social justice) values
		<ol style="list-style-type: none"> 1. <u>No consistent university-wide core values in each university</u> 2. <u>Same core values at the organizational level</u> 3. <u>Similar core values at SAO but with different focus</u> 4. <u>Different core values at the academic department</u> 	



		University X	University Y
2. How are defined core values formed or developed?	Theoretical coding		
	Organizational level leader (UX1 and UY1)	1. External forces: <u>government positioning regulations</u> and funding allocations shaping university missions; <u>Global common values</u> 2. Internal forces: Complexity in HEIs	1. External forces: government funding allocations shaping university missions 2. Internal forces: Complexity in HEIs
	Departmental level leaders:		
	SAO head (UX2 and UY2)	Internal forces: <u>Less privileged students</u> and vocational considerations	Internal forces: <u>University mission</u> and vocational considerations
	Academic departmental head (UX3 and UY3)	1. External forces: <u>Attempting global excellence and local impacts; understood by academic professional society</u> 2. Internal forces: human-centered <u>internalized academic activities</u>	1. External forces: Pursuing education traditions (Social justice and social equity) 2. Internal forces: human-centered <u>educating and administrative philosophies and approaches</u>
	Comparing results	1. <u>At the organizational level, both influenced by external and internal</u>	



		<u>forces but two more external forces in Uni. X:</u> 2. <u>In SAO, both influenced by internal forces, but slightly different due to historical background:</u> 3. <u>In academic department, internal force is similar but external forces are diversified.</u>	
Research Question	Participants	University X	University Y
3. How are core values applied in university brand building processes? <u>3.1 What are the brand missions?</u>	Theoretical coding		
	Organizational level leaders (UX1 and UY1)	University Image building <u>Unique Identity</u>	University Image building
	SAO head (UX2 and UY2)	Unique Identity <u>Brand loyalty</u>	Unique Identity
	Academic departmental head (UX3 and UY3)	Reputation	Reputation
	Comparing results	1. Similar definition at the organizational level but one more, <u>Unique Identity in Uni. X:</u> 2. Similar definition at the SAO but one more, <u>Brand loyalty in Uni. Y</u> 3. Same at the academic department	



Research Question	Participants	University X	University Y
3.2 How are branding strategies with application of core values applied to achieve the brand mission?	Theoretical coding		
	Organizational level leader (UX1 and UY1)	1. University Image building focuses on <u>perceptions of international students, partner universities as well as government</u> . 2. Unique Identity building focuses on <u>perception by government and students and parents</u> . 3. The brand building processes are performed as a management circle.	1. University Image building focuses on <u>perceptions of employers and public as well as government</u> . 2. The brand building processes are performed as a management circle.
	SAO head (UX2 and UY2)	1. Unique Identity and <u>Brand loyalty building</u> with core value-based non-academic programs and services; 2. Contributing to the university mission, internationalization 3. The brand building processes are performed as a management circle.	1. Unique Identity building with core value-based non-academic programs and services 2. Contributing to university mission, grooming students with social concerns. 3. The brand building processes are performed as a management circle.



	Academic departmental head (UX3 and UY3)	Reputation building by <u>pragmatic core value-based branding strategies</u> in academic and administrative management	Reputation building by <u>traditional core value-based branding strategies</u> in academic work and administrative management
	Comparing results	<div>1. At the organizational level, different focus of university image building and <u>unique identity building in Uni. X</u>. But with similar brand building processes;</div> <div>2. At SAO, <u>different focuses of core value-based unique identity buildings and brand loyalty building in Un.X</u>. But with similar brand building processes;</div> <div>3. At Academic department, core value-based branding strategies are quite similar to build reputation perceived by various parties.</div>	
Research Question	University X	University Y	
3.3 How are the university brand building processes performed?	Theoretical coding		



	<p>Similarities and differences of core value-based branding strategies at different hierarchical levels and departmental dimensions:</p> <ol style="list-style-type: none"> 1. Similarities <ol style="list-style-type: none"> 1.1 Common force: University mission 1.2 Common processes: Management circle, planning, implementing, evaluation and feedback 2. Differences <ol style="list-style-type: none"> 2.1 Definition of core values 2.2 Formation of the defined core values 2.3 Brand mission <p>Details of core value-based branding strategies</p> 	<p>Similarities and differences of core value-based branding strategies at different hierarchical levels and departmental dimensions:</p> <ol style="list-style-type: none"> 1. Similarities <ol style="list-style-type: none"> 1.1 Common force: University mission 1.2 Common processes: Management circle, planning, implementing, evaluation and feedback 2. Differences <ol style="list-style-type: none"> 2.1 Formation of the defined core values 2.2 Brand mission <p>Details of core value-based branding strategies</p>
3.4 How are the branding strategies with core values applied in the brand building processes?	<ol style="list-style-type: none"> 1. The core values are applied in the brand building strategies (Planning, implementing, evaluating and feedback of the programs and services, distribution and communications) at different hierarchical levels and departmental dimensions as a guiding light penetrating in their branding; 2. The common force linking these diversified core value-based branding strategies is the university missions in three dimensions, research, teaching and 	<ol style="list-style-type: none"> 1. The core values are applied in the brand building strategies (Planning, implementing, evaluating and feedback of the programs and services, distribution and communications) at different hierarchical levels and departmental dimensions as a guiding light penetrating in their branding; 2. The common force linking these diversified core value-based branding strategies is the university missions in three dimensions, research, teaching and community services.



	community services.	
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Appendix 2 Codes and themes from within-case analysis of University X and University Y (In order to avoid any possibilities of disclosure of the researched cases and participants, this very original data will be excluded in publications)

Research Questions and Categories	Case 1 – University X			
RQ1: What are core values? (Categories of or Views of core values)	Interviewee		Initial Codes	Axial Codes
			Categorization with In Vivo and Values Coding methods	Themes
	The Organizational level leader – UX1	1	"Like (what) I said, <i>my role in my university is to promote the internationalization,...the most important sort of my job is...we are trying to promote an international environment...I think that's to me is very important, whether this is value or not, I don't know but I think...very important to my job.</i> "	Achieve the university mission
		2	"...But because of you, the university as an organization can function properly, I think that's your contribution so <i>whether you, as a content has a value or not, it's probably not important, at least in my mind, it's not important. What important is you use your professional knowledge, and your work to contribute to achieve the university mission and goals.</i> "	
		3	"... <i>In my university, we consider it (internationalization) (a) very important (mission) for our students having international exposure...</i> "	University-level mission – Internationalization
		4	"I think <i>international exposure is not about how much knowledge they know about international society, (but) it is to learn about the different culture and learn different way about doing things, learn about different people, different customs... for their future career preparations...</i> "	Implications of the university mission Internationalization
		5	" <i>I think the best way (of making a simple definition for core values asked straightforward by the</i>	5.1 Highly



			interviewee) <i>to put it, may be how the university mission statement represents our common values...I prefer the word mission because that is what we all set up (to) accomplish.</i> "	confirmed "to achieve the university mission" is preferred to defining some core values; 5.2 On the other hand, does not deny to follow some common values if they are embedded in the university missions.
		6	<i>"...so for those, even if they don't have an opportunity to study abroad or for whatever kind of reason, they will still have an exposure to the students from other cultures, and that itself will help them in the future when they enter the job or they enter the society."</i>	More examples on "do not deny to follow some common values if they are embedded in the university missions" uttered in a natural way with a student-centered



				philosophy
		7	<i>"The University's mission is to have an excellent research and also professional education."</i>	Another university mission – Excellence in research, excellence in teach
		8	<i>"...I think the UGC has been trying to create the competitive environment so that...different universities compete for the research funding..."</i>	A mission in excellence in research is "competing for research funding"
	The Departmental level leader _ in the administrative dimension – UX2	9	<i>"We have three core values, Whole Person Development, Student-centered and Whole Educational Experience..."</i>	Three core values
		10	<i>"...People (are) developed as a whole... (with) student-centered approaches and the basic minimum level</i>	Whole Person



			<i>is a broad educational experience as the fundamental principle of planning and implementing all activities provided to students, which means we want students to have a very stimulating and inspiring educational experience here, a total educational experience; not just classroom studies and not just academic work, that is our basic concept about our service."</i>	Development: 10.1 Whole person development work correlated with the student-centered philosophy and whole educational experience approaches
			<i>"We have sort of combing two concepts together. One is the Chinese 德(Spiritual) 、智(Intellectual) 、体(Physical) 、群(Social) 、美(Aesthetic)...and the other is (looking up into the booklets) from the western (pointing to the Whole Person Development Model in the booklet) emotional plus career..."</i>	10.2 Components of Whole Person Education
	The Departmental level leader _ in the academic dimension – UX3	11	<i>"...If you want to say, 'Do you want to see those core values?' the freedom of teach, the freedom of research could be sort of our (laugh out, the only laugh throughout the whole interview), if you want say, that's core values."</i>	Near the end of the interview stated out the "core values" in a very frustrating tone with laugh (the only laugh in the whole serious interview)
		12	<i>"...Yes, that's core value but without those basic thing, you won't guarantee, what I'm trying to say it won't help you to generate first rate of the research. (But it is just can be functioned as keeping you are doing research in your interest); You are doing research, you must be, that is the topic you must be passionate,</i>	conservative to the function of core values

			<i>and you must be interested in. Without those things, how can you do them?"</i>	
		13	<p><i>"In terms of what are good research? ...We do have a journal list. If (the research articles are) published in those journals are desired outlets, which we consider as high quality. In terms of what sorts of the research topic, they choose whatever they want but of course, you can choose in terms of where you want to do the research, but however, where you as far as our department, we look at things related to the application dimensions of our field so once upon a time, you can do a short of the research in terms of Liberal Arts, you can publish on the A journals, but basically, we are looking into our journals as well. If you always publish on that A journals, that says you do not belong to our department and then research itself...it is still encouraged but in terms of the domain of the research, may not fit the scope of the vision of this department..."</i></p>	<p>Conditions:</p> <p>13.1 Good research and the standards are:</p> <p>13.1.1 Published in the desired high quality outlets;</p> <p>13.1.2 The research topic is related to the field of the department</p> <p>13.1.3 The consequences of publishing with irrelevant topics</p>
			The reason is <i>"No. This is understood."</i>	<p>13.2 to follow the community practice</p> <p>13.2.1 Giving a definition for "core values" had been refused by UX3 before the above "core values" were</p>



				given, while being asked “Would you like to give a definition for core values?” by the researcher.
			<p><i>“The society. It’s not this department. In general, the society has its norm so we do not have to say we want to develop the core values for our department. I’m going to say xxx (the exact name of the field in which UX3’s department is) in general, we have our Academic Professional Society; (and) in that society, we have a set of core values and beliefs in terms of producing high quality of research and being able to search for interested topic, that’s (which) is the personal decision, which is a norm. So we don’t develop our core values by this department itself and we look at the society, (and) we (are) talking those things which are understood by society.”</i></p>	<p>13.2.2 The further specific rationale for this refusal was addressed by answering the researchers’ follow-up question “So how do you think the core values have been developed or formed?”</p>
RQ2: How are the values	The Organizatio	14	<i>“I think the UGC has been trying to create the competitive environment so that...different universities compete for the research funding...”</i>	Forces of driving strong university



formed? (Forces driving to the views on core values)	nal level leader – UX1			mission (“to have an excellent research”)-oriented: 14.1 Government policies 14.1.1 UGC creates the competition environment for research funding
			“I think the UGC has been trying to create the competitive environment so that...the faculties from the different universities compete for the funding <i>which is... actually a good. Like the past... before 90s, there wasn't any research university because... research wasn't a faculty job at all, but now with a research is part of their job.</i> ”	14.1.2 Point of views on this competition: This competition for research funding is thought in a positive way
		15	"...my role in my university is to promote the internationalization... <i>because we are facing in the multi-cultural globalized society, in other words, our students today will have to face a global society in the future so for us, not only we need to teach them knowledge or skills in a certain subject areas, we also need to teach them how to deal with the future society, which of course has to deal with this globalized environment...</i> "	Forces of driving strong university mission ("Internationalization")-oriented: 15.1 Globalization
			"...I think it's (internationalizational exposure) also...personal quality...for instance, ... <i>you get an assignment from your boss to travel to different countries, if you cannot talk to the people in that country,</i>	Forces of driving strong university



			<i>if you don't know their basic social conventions, then you are definitely gonna have a hard time to complete your assignment..."</i>	mission (“Internationalization”)-oriented: 15.2 Graduates’ working environment
		16	<i>“...The businesses often use the word value because the business is very simple, straightforward, kind of entity; unlike university, university has multiple values: it has research, it has teaching, it has service...it's a multi-functional kind of entity so that's why the word value will have a very hard time to...apply to all different values...but in business, it's quite clear, ... they want to make money...”</i>	Forces of driving strong university mission, but not some core-value oriented: 16.1 Industrial Factors 16.1.1 HEIs are complex organizations since it is a multi-functional entity compared to businesses
			<i>“...The value to me...involves a certain group of people holding a certain kind of belief which may or may not necessarily...getting to what the university wishes it to accomplish...” and “personal values are too diversified...”</i>	16.2 Diversified personal values 16.2.1 The diversified personal



				values might not help with university's mission achievement
			<i>"...That could be part of your research that is when you use the word, value, what kind of reaction that in my mind, it is quite difficult to say what kind of value I have, of course, I have my personal but the value probably doesn't have anything to do with my job."</i>	16.2.2 The personal values may have nothing to do with the job
			<i>"...Contexts that people are talking about are very important...the core values to me...as a professional, whatever the university wants to accomplish and my role or my office contributes to that, whether I should have my own core value or not, I'm really not sure because sometimes, I have my idea but my president will not listen to me; so can I call that core values? Probably not..."</i>	16.2.3 Personal values may not match the university's mission and president's opinions
			<i>"...for myself, I think as an educator, ...my belief is my job is to...help next generation gain the good knowledge, have a good career in the future, contribute to the society. Of course, these are the common values for most educators but whether this exactly...what university holds as the value as a whole...I really...have some reservations..."</i>	16.3 Diversified professional values: An individual's professional values may not match the university value
			<i>"...Hong Kong Baptist has not already been a Baptist; (and) if you go to America, Baptist College, ..Even the university itself cannot claim that it has a Baptist value because most of the church and the university have already (been) separated...in today's college,...even religious institutions, they cannot hire the people who hold their same values, (otherwise) they have no positions to the whole society..."</i>	16.4 the worldwide common social value force which is in a very much

				pragmatic way
	The Departmental level leader _ in the administrative dimension – UX2	17	<i>“The core values were actually built up by us about twenty years ago when I first joined this university... We discussed together... we decided we had to do something extra in the sense that ‘we do not have the best students in terms of academic results, and they are mostly the first generation university students in their families so they don’t have the kind of role model, the kind of social capital you would have expected from a class family...so that is something we wanted to do extra to help them to prepare for their future role in society. And that’s the rationale behind everything we do...”</i>	Formation of the three core values of Whole Person Development, Student-centered and Whole Educational Experience: 17.1 Formed more than twenty years ago 17.2 Factors to consider: 17.2.1 Group decision making 17.2.2 Considerations of the factual students’ social and economic status or background



				17.2.3 Consideration of students' future career preparations
			<i>"We assume they are very busy and they have to spend a lot of time in earning their own money and etc. etc. so that's why our timing (pointing to the class timetable) is very flexible."</i>	17.2.4 Considerations of students' busy schedule
			<i>"It's actually developed inside our department; but we firmly believe that the most important things don't change. They are the same, yeah, otherwise they can't be the core values, and any how what word do you use. It's the same. I think things that matter don't change. Things that change, don't matter."</i>	17.2.4 core values are matter so are not changed
	The Departmental level leader _ in the academic dimension – UX3	18	<i>"You are doing research ...that is the topic you must be passionate, and you must be interested in. Without those things (freedom of research, freedom of teach), how can you do them? ...But this is well-understood (and) we don't keep these things on our mouth, on sort of daily things..."</i>	Formation of the core value, Conditional Academic Freedom: 18.1 Humanity force, the inner part of human being, i.e. passion and interest on research
			<i>"We want to lead the society... We want to look into global excellence, excellent research with local impact; so those things related to Hong Kong's economy, society, that's good research; and when I first</i>	18.2 Conditions 18.2.1 The standard



		<p><i>join to a Chinese university, and my dean, was from Columbia University, I remember exactly, you know the first retreat we had, and he mentioned to me, he mentioned to many of us, say, If you can publish paper in good theory, you are good; if you can publish in applied research, that's good too; but if you can do both, you are excellent; so we always keep up these things in mind. We are seeking global excellence but with local impact."</i></p>	<p>of excellent research: Global excellence with local impact</p>
		<p><i>"...so once upon a time, you can do sort of the research...in terms of liberal arts, (and) you can publish (in) a liberal arts journal, but basically, we are looking into sort of our journals as well. If you always publish on the liberal arts journal, that seems that you don't belong to this department, and research itself is still encouraged, but you know, in terms of domain of the research, may not fit with the scope of the vision of the department. Of course, you have the freedom of the research. You do whatever you believe is important, and that contribute to our understanding of the knowledge."</i></p>	<p>18.2.2 Published in journals in the related areas with the department</p>
		<p><i>"When I first join to a Chinese university, and my dean, was from Columbia University, I remember exactly, you know the first retreat we had, and he mentioned to me, he mentioned to many of us..."</i></p>	<p>18.3 Personal education experience</p>
		<p><i>"...In general, the society has its norm so we do not have to say we want to develop the core values for our department. I'm going to say ... (the exact name of the field in which UX3's department is) in general, we have our Academic Professional Society; (and) in that society, we have a set of core values and beliefs in terms of producing high quality of research and being able to search for interested topic, that's ...the personal decision, which is a norm."</i></p>	<p>18.4 The community norm</p> <p>18.4.1 Academic professional society has core values and beliefs</p>
		<p><i>"...so we don't develop our core values by this department itself and we look at the society because we (are) talking those things which are understood by society..."</i></p>	<p>18.4.2 Following the community commonly accepted values is for mutual</p>

				understanding with other parties in the field
RQ3: How are core values applied in the brand building processes?	The Organizational level leader – UX1	19	“I think <i>brand building</i> is actually one of the ... strategic goals University X sets up for the Strategic Plan, yes, <i>building an image for the university; this is a very big deal out here.</i> ”	Definition of brand: 19.1 University Image 19.1.1 University image building is “a very big deal”.
			“...our image is very important so that’s why we are not just going outside, go out there to say how wonderful we are, (but) we are actually presenting a lot of things that we do out here...and try to project the, an image which people will believe that we are truly doing a good work. And if the students come, they will have an opportunity to learn and will live in a very good campus environment.”	19.1.2 A standard of a good university image: Integrity and honesty in brand communication messages matching the facts
		20	“That identified the university’s mission is to have an excellent research and also professional education so I guess if you will try to identify University X...to other universities, that’s the best we can identify ourselves.”	University mission and brand mission to achieve it: 20.1 excellence in research and



				education
			<i>“We try hard to distinguish ourselves...but...Hong Kong is such a small place, having so many universities compete side by side so that is very difficult ...to identify our university among others...”</i>	20.2 Definition of brand: Unique Identity: Distinguished from all universities in Hong Kong
			<i>“... but it is hard to be identified because most of the universities are doing the same thing, who wants to become a research university...if you want to do research, research is research, that's the same...”</i>	20.3 Difficulties in building unique identity for the university mission – Excellence in research
			<i>“I think, the, it's very difficult to identify themselves, because everyone wanted to become a research university.”</i>	
			<i>“...but again...I'm sure, everybody else is doing the same thing. We educate our students, we hope they will have a successful professional career ...but to what extent, our curriculum actually distinguish ourselves from the rest of them, I don't really know. I feel it's extremely difficult.”</i>	20.4 The difficulties to be unique in Hong Kong in the professional education dimension
			<i>“...Hong Kong is such a small place, having so many universities compete side by side so that is very difficult ...to identify our university among others...”</i>	20.5 The reason being hard to be unique 20.5.1 due to geographic



				limitation
			“...Most of us want to become a research university...but as far as I know, <i>the government tries to make distinguishes among them; but so far, I don't believe it's very successful...</i> ”	20.5.2 due to government policy efforts failure
	21	“ <i>University X develops five-year Strategic Plans periodically and... it's really a process that gathers the wisdom of the whole faculty and staff and everybody contributes to the development of such a plan...during the process, different people could express different opinions so the exercise itself is more about, have people think together...see what kind of missions the university should accomplish...</i> ”		Brand building processes: University mission development: is formed from this Strategic Plan based on an organizational-wide developing processes
	22	“ <i>Brand building is actually one of the five-year strategic goals University X sets up for the Strategic Plan, yes, building an image for the university; this is a very big deal out here</i> ”.		Brand building processes: University brand mission development: is developed in the university-level Periodic Strategic Plan



		23	<p>"...(First,) the university council appoints a chair to be responsible for a certain area...";</p> <p>"...(Second,) the appointed chair will get people, get faculty, get faculty, get staff involved in the committee" ...;</p> <p>"...(Third,) all different committees... simultaneously try to develop something in their own specific designated areas...";</p> <p>"...(Fourth,) the chairs take these things or ideas get together again with the university council members and committees report the plans of their specific designated areas...";</p> <p>"...(Fifth,) there are certain different types of priorities; it's up to university's priorities, (to) make sure the key missions get accomplished and also give a reasonable time for it" according to resources, i.e. government funding which is a very important part. In addition, the multiple "messages brand carries" are considered in an equally parallel way, including: "you want to have a good teaching", "you want to have very competent faculty to do research" as well as "You also want the university to contribute to social welfare, the service part."</p> <p>"...(Sixth,) according to University Priorities and overall goals, departmental missions and goals and plans are formed respectively."</p>	Brand building processes: The specific planning processes from setting university missions to departmental missions and plans
		24	<p>"...so we are creating opportunities for students to study abroad, and also inviting more and more students from overseas to study in our institution... (with) different values, different cultures, different societies, different ways of thinking about things, different way of behavior..."</p>	Brand building processes: 24.1 To achieve the university mission – Internationalization - Brand mission - University brand/image



				building 24.1.1 Recruiting international students on campus and sending students overseas
			<i>"All these things (information) have to be (gathered) together before you can project an image. So your job is not just sitting out there and waiting for things to happen, (but) I have to actively collect information which has been done wonderful by our faculties and then we have to include (them) in our promotion materials but the messages are required to deliver in an international sense."</i>	24.1.2 Collecting and organizing materials in the university 24.1.3 Designing promotion materials
			<i>"...we actually go out to do a lot of promotions in the international occasions, including participation in the international education affairs and also we organize all kinds of incoming and outgoing business (to) spread university's image (and) promote the university."</i>	24.1.4 External communications: 24.1.4.1 participating international Education Affairs



			<i>“...Who’s going to be partner(s) with you? It takes a lot of convincing and persuasion for us to build up a partnership, especially, prestigious universities in the world. So in that case, our image is also very important...”</i>	24.1.4.2 making channel cooperation with worldwide universities
			<i>“...because if you look at those famous universities, a lot of times, they are famous not because of themselves but because they have famous alumnus, those alumnus had wonderful experience on campus and then how well they do in the society becomes the university’s image. And (In contrast) the disadvantage for a young university is (that) you don’t have many alumnus, your alumnus are very young, they haven’t reached the well-accomplished age so that is an advantage; but that itself is something that you need to work hard. Even if your alumnus are very young but whatever they have accomplished, it said something about your brand names.”</i>	24.1.4.3 alumnus as models
			<i>“...And all these drive towards the goal of having diversity of students; and I’m sure the audience, if they are thinking about the study outside their own countries, their own regions, these also should be part of what they are thinking about.” “...telling them a little bit about history of Hong Kong, a little bit about the university, also telling them about our faculties, what we do out here, also a little bit about local students, the characteristics, the life...”</i>	24.1.4.4 the contents contained in the external brand (image) communications are those that the targeting students think important, are interested in or sensitive
	25		<i>“I think the best way to put it, maybe how the university missions statement represents our common values, of course, that (referring to achieving the university missions) is a core value because we all try and strive to achieve (the missions); so again, coming back, I prefer the word mission because that is what we all set</i>	Brand building processes: Human Resource

			up to accomplish. You can be a content who is dealing with something which may not directly relate to what the university is trying to accomplish <i>but because of you, the university as an organization can function properly, I think that's your contribution so whether you, as a content has a value or not, it's probably not important, at least in my mind, it's not important. What important is you use your professional knowledge and your work to contribute to achieve the missions and goals."</i>	Management (HRM): 25.1 The philosophy of managing staff, university mission-oriented
			"As a leader being in charge of... my function is... leading the team to achieve university missions or goals as a steer of my job, shaping what are being done...I think that's important for my job."	25.2 The philosophy of working, university mission-oriented
			"...my job is to make sure the goals and missions of my department directly contributes to accomplish the university's mission and goals. And I may have staff who have very strong belief on certain things, he or she can have their own opinions... after work, they can do whatever they want... do whatever they want, but in my office, their job is to do what I tell them to do and it's pretty hard for them to have a lot of room to develop their own values so...the personal role or personal values...doesn't matter too much; (but) we are all here to accomplish the university goal."	25.3 Mission-oriented way of managing the staff
		26	"I think it takes some assistance to get feedback... for instance, when we go out to promote universities, we may, get asked by all our audience all kinds of questions about faculty research, about facilities, about dormitories, about everything. It's also up to us to bring those feedback back to different departments of the universities. So if there is a problem, let's discuss the problem; if there is something that we don't understand, we have to study even further. That's why I think it's brand building exercise (which) is constantly non-stop kind of processes...it's a circle."	Evaluation and Feedback: 26.1 The image building involves evaluation and feedback from audiences

				26.2 The brand building process is like a non-stop circle
	The Departmental level leader – in the administrative dimension – UX2	27	“... <i>We’ll shift a bit</i> (of our core values which have been never changed since they were set) <i>according to the university missions, we’ll adopt a bit to suit that need... they want more students to go overseas for exposure, then I put more emphasis on the adjustment part, on the history part</i> ”	Brand building processes: To achieve the university mission - internationalization 27.1 programs and services are impacted by the university missions, “a bit”
			“...for example, they want more students to go overseas for exposure, then I put more emphasis on the adjustment part, on the history part and <i>I will interpret the meaning of the concept of internationalization, and culture...so we redefined that by being internationalized...</i> as the news and current affairs, the history of the country, and the values, their behavior patterns... so actually in broader interpretation of being internationalized, and <i>being a broader international perspective, I always emphasize if you want to be internationalized, first, you have to read and know academically what is the best in the world. You have to know their history background, to know the current affairs, otherwise you don’t know the past, you don’t know the present, how can you know the future? That is the way we conceptualize their idea of</i>	27.2 Reinterpreting the university mission: 27.2.1 being internationalized 27.2.2 Whole person development



		<i>international exposure because we find that a lot of students they go there just as a tourist, go there spending their time, spending their money and then they came back...” and “...We in particular support one of the major thing (mission) is Overseas Exposure. We want our students to be all round...we interpret as Whole Person Development.”</i>	
		<i>“For international exposure...for the students who are going to study overseas, we have a training for them before they go. Normally, the training packages like this: First, they have to do an assessment on their cultural sensitivity, their awareness, their responsiveness and things like that; Plus(+), a few workshops on basic skills like stress management, EQ, small group discussion and different learning style between those in Hong Kong and overseas; and then plus(+) , most importantly, lectures on the history of the country; and then, we give a book on that country before they go, a piece of work written by the people from that country.”</i>	27.4 Brand building processes for students’ international exposure: 27.4.1 a training before they go, first, an assessment, then, a few workshops, and lectures, finally providing written works
		<i>“I just came back from a three-day workshop in Shanghai Jiaotong University to share the experience of organizing such activities. I’ve been to fifty universities (in Mainland China).”</i>	27.5 External communications: 27.5.1 public Relation activities represented by himself
		<i>“...We also select the most outstanding students to represent the university to organize PR activities,</i>	27.5.2 Marketing



			marketing activities. To talk to secondary school students to promote recruitment in big conferences, acting as master of ceremony....”	strategies i.e. promotion activities participating with current students
	28	“...I think <i>the students</i> , their perception of University X here (are) <i>have a lot of opportunities, a lot of chances to reinvent ourselves</i> . I think this is well-received by students after they have graduated or even during their time here...for example, <i>a lot of students come to us for counseling, not because of emotional problems, (but) because they wanted to do better</i> ; so when they talk to students in other universities, they say <i>I have an appointment with a counselor, they would say “Are you crazy?” so I think that’s a difference, that’s a difference, we are more approachable in general</i> . The teachers are very nice to students so it’s actually the sense of helping the students giving them a second chance...”	Brand mission - Unique identity building: 28.1 Existing distinguished programs and services 28.1.1 the contents of the consulting service are more approachable	
		“For us, we do it differently from many of other universities ...For example, <i>big scholarships, we have a talk to students, and we invite them so they can have a simple training session for them on how to prepare it. And afterwards, when they fail...we invite them individually for a talk, discussion on how to do better next time. On the other hand, if you got the scholarship, how are you going to use it?” – “You see it sounds very differently. It’s very different. And we want to make sure all the interviews, all the scholarships are not given out but the students have to earn it. They have to go through interview or test to get it. And we make it learning experience.”</i>	28.1.2 the processes of providing the big scholarship services is a learning experience by being invited to talk no matter fail or succeed; and	

				applying for it but not given to
	29	<p><i>Based on what UX2 stated about the overall efforts done across the university, the interviewer commented that it would lead to a kind of brand loyalty, which was responded immediately by UX2 with “Exactly.”</i></p> <p>Furthermore, the interviewer continued based on the observation while waiting in the front of the counter before the interview “...I saw there were so many students coming to the counter...” and UX2 replied firmly “This is summer time (vacation), remember!” followed by the interviewer’s consequent response “Yeah, but still students came a lot” which is replied at once firmly by UX2 “Exactly, exactly, we are fully booked; our counsellors are fully booked throughout the summer. It’s unbelievable. It’s this atmosphere, you think about it; it’s just the atmosphere here.”</p>		Brand Definition – Brand loyalty with the overall efforts, even providing services and programs in summer vacations 29.1 Evidenced by fully booked services by students in the summer vacation
		<p>“This summer, I’ve been to two countries with students, two places, one is Taiwan, one is Korea. Taking different groups of students to there, and the other, I have another one with the reading club. As a group of students, they meet once a week to read books.”</p>		29.2 Another evidence of active summer activities involved by UY2 himself
		<p><i>“We have more postgraduate students coming to our activities...coming for a training as well; give you an example, we just give a test on personality to students in ... city in Mainland in our center, I think around thirty students, Ph.D students over there; and each year, we do psychological assessment for ... major</i></p>		Brand mission – Brand loyalty building:



		<i>students and for ... major students... These are for professional training.”</i>	29.3 Students are segmented based on various academic levels and fields or majors
		<i>“Another example of how whole personal development is sort of implemented in this university is we preach those ideas, ...you develop these characters...and we give them the opportunity to join in the scheme like...(went out to get some documents) We make it open. So they join the scheme, you can join all kinds of activities all over Hong Kong.”</i>	29.4 Core value-based programs and services: 29.4.1 Whole person development 29.4.1.1 a philosophy of Whole Person Development, Keep opportunities of joining schemes open
		<i>“(In the beginning of the preaching session, we provide) an assessment of themselves to see what careers they are going to take up after their graduation in terms of those seven components; what are the areas they like. If they have done nothing (in the assessment), we give them this booklet so they can record; this is the test and the record book... they can do it either inside or outside; then at the end, they can come back and discuss anything they like... and we give them a medal as a present. So this is sort of student centered; let them in charge of their development... (and) after this test, they can know ‘Oh, I’m interested</i>	29.4.1.2 doing assessment before developing the characters in the Whole Person Development



		<i>in this; I'm interested in that... ' Then they can do something; Yeah, they can do something."</i>	Model
		<i>"We have leadership training at two levels. One is the training for student leaders. Yeah, I'll give you booklet later. And the other one is really for all the students, leadership training. I think our philosophies in that...leadership training...is, as university students, basically they had to lead themselves, and then later their family and to lead in their work; so we believe, it's a good time to learn something about that here."</i>	29.4.1.3 Leadership training at two levels, one, preparing for future roles
		<i>"The leadership training are ...at two levels: One is the training for student leaders. Everything, in leadership courses, we talk about students' leadership development, and in all courses, we talk about whole person development; as well as in everything we do, we talk about whole personal development (pointing to page of the booklet with the contents of whole person development contents)...so that's the message that we want them to deliver; we are gonna deliver to them, yeah....for instance,... 'you have a philosophy but you have to apply it from the small things to reflect the spirit... "</i>	29.4.1.4 The leadership training at two levels, the other one is being trained as a student leader with integrity matching what is said with what is done
		<i>"...If they have done nothing (in the assessment), we give them this booklet so they can record; this is the test and the record book... they can do it either inside or outside; then at the end, they can come back and discuss anything they like... and we give them a medal as a present. So this is sort of student centered: let them in charge of their development... (and) after this test, they can know 'Oh, I'm interested in this; I'm interested in that...' Then they can do something; Yeah, they can do something."</i>	29.5 Student-centered programs and services 29.5.1 The student-centered philosophy is reflected in the encouragement of



				doing the assessment
			<i>“It will be something like this, it’s the type of program they like, the need they have, and how do they want such services to be delivered, for example, our working hours are very flexible, we have...same...programs all day, lunch hour, after school, Saturdays, Sundays.”</i>	29.5.2 One more example of penetrating the students-centered philosophy is reflected in the flexible time schedules of academic courses provided to students
			<i>“Another strategy is we let the students organize their training, recruit and orientate new members, organize their training; and we give them training before they do so and then in each sports team; we have a professor or head of the department as the honorary manager to look after the personal development and professional development of student athletes, not just playing sports; so it’s a very human, student-centered, systematic approach with teaching/administrative staff taking an active part as well, to help the students...Each year, when the examination result is announced, our coaches (of the athletes) will look at the exam results and talk to our students who need to improve; so as a result, the academic results of our athletes is actually above the university norm. It’s a very interesting phenomenon.”</i>	29.6 Correlated three core value-based programs and services in the specific interest groups, like sports teams: 29.6.1 Whole Person Development based Leadership training



				<p>29.6.2 A professor or head of department looks after the sportsmen's personal development – Student centered and whole educational experience</p> <p>29.6.3 An evidence of success in core value-based programs and services implementation</p>
			<p><i>“Our purpose is (that) you have a philosophy, but you have to apply it from the small things to reflect the spirit ... so we want them to have a transformative learning experience by going there (overseas). And make them work, plan, and study beforehand, before they go, half a year before the trip. They started their planning in September, and we have a series of talks, workshops and presentations, a two-day presentations, two days, Saturday and Sunday, everybody, the whole day there, if they don't come for their presentation, they can't go for the trip.”</i></p>	<p>29.7 Whole Educational Experience</p> <p>29.7.1 a transformative learning experience</p> <p>29.7.2 Planning by</p>



				<p>themselves</p> <p>29.7.3 Talks and workshops</p> <p>29.7.4 Presentations by students</p>
			<p><i>“...because when you visit a country, you need to study their politics, technology and everything...Macro to Micro; So even if you are an economics student, you can still tell us about technology and everyone is involved (in the discussions).”</i></p>	<p>29.7.5 The rationale of choosing a trip for this transformation learning experience</p>
	30		<p><i>“Inside our department, they (all staff) know the core values so they prepare to work extra hours, do exercise on Sundays etc. The way or strategy to maintain and penetrate the core values in the brand building and managing processes is I take part in all the major programs, I always do a session; the second part is from these activities, I give the opportunities to students, you can come to talk to me so I see students as well.”</i></p>	<p>Team management, 30.1 In HRM</p> <p>30.1.1 The core values are common values embedded in staff’s mind guiding their work</p> <p>30.1.2 Leaders are set as an example or model</p>
			<p><i>“... in physical education, as well, a teacher; because my concept is every activity is about Whole Person Development, and every colleague no matter in what position, has the responsibility of helping students to develop...in three sections, one is on consoling and leadership training, the other one is our students</i></p>	<p>30.1.3 Core values are embedded in daily responsibility</p>



			<i>services, finance, student society, and one is in the physical education."</i>	or work of staff in the three main sessions of services
			<i>"...so I send all of them to all kinds of training (related to the three sections) ..." "... so when you send them to those world-class conferences, and etc. they will see at once, what the whole world is doing about students. So when they come back, you don't have to tell them what to do and how to do them. "</i>	30.1.4 Staff are sent to participate international conferences or trainings related to these three sections of services provided to students
			<i>"They are good people basically, (i.e.) one is from Physical Education, the other one from Scholarship and Student Finance, they are going to Vancouver tomorrow to attend their conference on first-year experience, which is (about) how to support the first year students in their transition from the secondary school to university (life)."</i>	30.1.5 The premise of effectiveness of this HRM strategy is recruiting "good" people is a basic principle
		31	<i>"...and in several accreditation exercise (which) I was involved in, the examiner or the inspector always said 'You guys here, you have an obsession with supporting and helping students.'"</i>	Evaluation and feedback of the services provided to students 31.1 evaluated by Accreditation teams



			<i>"...It's about things like what programs to offer, how these activities should be conducted and what time of year or season. That means the content, purpose, and operation of our services are based on the needs of the students. And at the end of the activities, we also have an evaluation...(pointing to a reflective report in the booklet - a copy of students' travelling to Australia) This is the, one of the reports of this group of student ambassadors; They do show something, they learn something, they are trained to serve the university, then at the end of the year, we have a highlight and climax."</i>	31.2 Feedback of the effects of the activities by students' reflective assignments or reports
		32	<i>"As a whole, the students' administrative system is very student-centered in this university, very interesting...." "It's not just us helping the students, the academics in each academic department, school or college; they have their own committee on helping students."</i>	Core value-based brand loyalty building is the university-wide efforts
	The Department -al level leader _ in the academic dimension – UX3	33	<i>"A brand carries multiple messages": a) "You want to have a good teaching"; b) "You also want to have very competent faculty to do research"; c) "You also want the university to contribute to social welfare, the service part."</i>	Brand mission - Reputation building: 33.1 The departmental missions
			<i>"The brand is the name, the reputation, and how people perceive you in a society."</i>	33.2 Definition of brand
			<i>"We want to look into global excellence, excellent research with local impact; so those things related to</i>	33.3 Standards of

		<i>Hong Kong's economy, society, that's good research...If you can publish paper in good theory, you are good; if you can publish in applied research, that's good too; but if you can do both, you are excellent; so we always keep up these things in mind. We are seeking global excellence but with local impact."</i>	well-reputed research
		<i>"...No, we don't...want to distinguish the department or programs from others... The purpose is not to distinguish from one to the other, we want to have reputation. People consider this is a group of good researchers; and people consider this is a good department; employers consider the output of this department is quite good...for example, in Hong Kong, how the parents consider our programs? In academic field, how our paper is going to be published in international journal and be cited? How our colleagues taking sort of academic society positions, like journal editors or associate editors, they getting awards? I mean those are reputation."</i>	33.4 Good reputations perceived by different parties
		<i>"We want to generate first rate of the research output ...our paper is going to be published in international journals,... which are also with the local relevance, and we want our students to be future business leaders, and on the other hand, the bottom line is we want all our students to be sort of, with the certain wellness of the society, and possession of educated person, how basically being a professional in their field."</i>	33.5 Research and teaching reputation building 33.5.1 Paper is published in international journals 33.5.2 Published papers have local impacts 33.5.3 Teaching reputation building, producing good students to society



		34	<i>"...research by talking to current students in the professional education or training domain...for example, in ... school (professional training), the exact or specific programs, you talk to the students, you understand what are the more important issues the society facing..."</i>	One way to know important issues the society is facing: talking to current students, professionals in some certain areas
		35	<i>"(First)...In terms of first rate of the research, if we...do not set up a high goal and...won't get a good research so we want to do the first rate of the research. And on the other hand, the school are (is) funded by the tax payers, so we should sort out the feedback to the local society so...why we do the research (is because) we want to have the local impact. And as far as the teaching is concerned,...the objective really is ...we want to build up our future business leaders so that's important in a way which (is) giving the department with sustainable development."</i>	The rationales of holding these missions: 35.1 A high goal leading to good research 35.2 Rewards to tax payers by local impacts of the research 35.3 Giving the department with sustainable development with good teaching
		36	<i>"The mission and objectives we set up..., we spell it aloud clearly and of course from time to time, we will revisit those things. And how we can improve our operations better to fit those objectives and visions."</i>	Departmental mission



				36.1 The mission is a stable force to be revisited constantly
			<i>"...The process...in the educational industry, I mean in the educational sector, we try to build up a brand, there are a few...steps,... (and) there are a few measures we can do, but those things come again and come again, ... those things is (are) continuous, it's not a process I'm doing this, and moving to the next stage, and moving to the next step, bring the things to the marketing, no; (but) we are, every day,...working with branding thing, and every day, we try to sort of looking in our mission, and what is the sort of the objectives, I mean, this is sort of thing we do, every day."</i>	36.2 Reflectively reviewing what are done with the missions on a daily-basis
			<i>"...and put it in a simple way like this: If you are a professor, you don't teach, what kind of professor you are? If you (are a teacher but) do not do research, what kind of thing you are going to teach your students? If you don't access the society, what kind of research agenda you are going to have? You see, those things are correlated. So in order to have a good teaching, you have to have a good research; in order to have a good research, you need to know what are the important problems... so you see those components are one contacts another."</i>	36.3 The ways of achieving these missions: the three functions in the brand mission is correlated
	37		<i>"...But this (the set of core values, freedom of research and freedom of teach) is well-understood and we don't keep these things on our mouth, on sort of daily things."</i>	There are core values while achieving these missions
	38		<i>"Yes, we are borrowing branding strategies from the business world... We are going to have a retreat next month, the first thing we do is the SWOT analysis...We also think about how we can do positioning in society, what sort of students we are going to get, and how we can train those students, and how we can put the students into different segment of society."</i>	Internal communications: Business branding strategies are discussed in the



				departmental retreats, i.e. SWOT, positioning, segmentations...as evaluation and feedback tools in formal retreats
		39	<i>"...all the (over) department(s), we try to...we have our website, and we have our publications, and we communicating with our alumnus, I mean those are all things we want to build our sort of brand. So those are sort of things we (are) very much pay attention to."</i>	External communications: Website, alumnus
		40	<i>"We need society's feedback. How, what kind of employees that employers would like to have, and what is the performance of our produced students, and that gives us feedback in terms of how we can design our curriculums."</i>	Evaluation and feedback: 40.1 The society's feedback to design curriculum 40.1.1 employees' requirements 40.1.2 performance of produced students
			<i>"Ranking is giving us a reference. Ranking does give us a reference. Ranking is not everything but it does give us some sort of feedback. How, what is exactly positioning of this department in the sort of society. "</i>	40.2 Ranking results are also feedback to help review the position



				in society
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Appendix 3 Codes and themes from within-case analysis of University Y

Research Questions and Categories	Case 2 – University Y			
RQ1: What are core values? (Categories of or Views of core values)	Interviewee		Initial Codes	Axial Codes
			Categorization with In Vivo and Values Coding methods	Themes
	The Organizational level leader – UY1	1	<i>“Let me introduce about history first of all. You get to the history, at the institution level at the moment, there is no set of guiding values...However, in the first Institute Strategic Plan, there was a president...so proficient in Eastern and Western cultures...guiding values were made at that time, you can see the dot point here (pointing to the core values listed in the Strategic Plan)...”</i>	The question “What are the core values in your university” is answered in a chronological way 1.1 starting from introducing about the core values done by the first president
			<i>“...I think this (whether having an explicated guiding value) is because that president's buy-in is highly important...this (second) president did not buy-in Prof. Z's (the previous president) core values...”</i>	1.2 The following president did not buy in the first president's core values
			<i>“...then, the second president developed this (second) Strategic Plan...Then you can see...at that time, there were mission and vision but no values, no guiding values...”</i>	
			<i>“...then, till today's university Y...this sentence (the motto in the first Strategic Plan) disappeared. In all official document, all websites disappeared, this sentence disappeared...bit by bit, nobody mentioned it any more. Many staff who came here, in fact, they totally did not know about it.”</i>	1.3 Till today, 1.3.1 In official documents, all websites, the sentence about the core values has disappeared
			<i>“...but...the following ones, the presidents did not promote values but often said we aimed to become...more outcome oriented...more pragmatic like being</i>	1.3.2 Currently, “no set of core values” (Referring to code 1), but only mission, “being



			<i>well-known in Asian Pacific and internationally, which is the outcome but not contain values here. "</i>	well-known in Asia Pacific and internationally”
			<i>"...and this one...the latest one (Strategic Plan), you can see some differences, the differences means you compare this one (the first Strategic Plan), emphasizing explicit spelled-out core values, then this one (the latest Strategic Plan) did not have core values, no any one written here...it's more outcome-oriented..."</i>	1.4 Carefully and naturally comparing the status about core values in a chronological way
		2	<i>"Of course, the president was very influential so you can see the president...we can go through (opening the Strategic Plan)...the president really emphasized...the second point...the president cherished and emphasized this point very much because..."</i>	What the president cherished and emphasized is influential and introduced in a careful way
		3	<i>"Another thing, you see what the president talked about, which was...the president talked about...these things... you can regard them as creativity...so you can see at that time, the president did this (core value)..."</i>	3.1 The core values were done by the president
			<i>"...and since then, in fact, the institute had no clear guiding values, no officially stated guiding values...so you can see in the institute planning, in fact, the president is so important; what he or she cherishes can make things happen."</i>	3.2 The core values are highly determined by the president's buy-in
			<i>"...Prof. W(the second president) personally, did not have a spelled out core value which is embedded in the missions and visions...so we wanted to carry out our mission..."</i>	3.3 The president does not have spelled-out core values, leading to the staff's carrying out the missions
		4	<i>"Then, the mission, you can see there is a sentence (on the cover of the Strategic Plan), this sentence was then or at that time, Prof. Z (the president's surname), we can say this was the Prof. Z's motto, which was the institute motto..."</i>	Form of obscure existence of the core values or values: 4.1 Mission is presented by the university motto determined by the president

		"You can see the mission in the second Strategic Plan... <i>You can say there were some values here, you can see Prof. W was highly emphasizing caring...but what kind of core values like this type (pointing to the first Strategic Plan), none were spelled out in an independent way...</i> "	4.2 Some values are embedded in the university missions
		"... <i>You can see the cover (of the Strategic Plan) wrote the motto... because she was talking about the core values in the motto a lot, it is very important...</i> "	4.3 Core values are embedded in the motto emphasized by placing on the cover of the Strategic Plan
		" <i>so if talking about the values, just like what was talked about just now...if something is that the president emphasizes a lot, like Professor Z who highly believed that set of core values so she gave a lot speeches on them and wrote the sentence with these core values on the cover of the Strategic Plan, then the messages were kept spreading in the university; you can say it promoting the values...</i> "	4.4 The way that the president emphasizes and promote core values i.e. President Z who gave a lot of speeches on them, wrote the core values on the cover of the Strategic Plan, leading to the messages spreaded and promoted in the university
		"... <i>The president had these guiding values and then, did a so-called vision. This is the president's vision...</i> (pointing to the contents in the Strategic Plan from the president's period)"	4.5 The president's guiding values led to the president's vision
		"... <i>then, you can see the president's vision really emphasized very much on the core values...</i> " " <i>Vision is to say we aim to become in universities...</i> "	4.6 The visions are impacted much by core values 4.7 Definition of visions
		"... <i>then this (vision) is related to what the Prof. Z talked about in the core values...highly related to the guiding values which were talked about by Prof. Z...</i> "	4.8 The visions are related to the core values

		5	<i>"...How do I Interpret values? Well, in my mind, this is not a big organization, in fact, no uniformed values..."</i>	While being asked the personal views on values, the first or immediate response of UY1 is stating from the organizational perspective
		9	<i>"...Scholarship, both the two presidents mentioned scholarship, scholarship means the academic achievements when it is put in a way, respect for scholarship...then you can say scholarship is a value."</i>	Respect for scholarship 9.1 Definition of research for scholarship
			<i>"As an academic institution...scholarship inform many things, inform program development, inform the research, inform how you support the social communities or units which are addressing that you should apply educational research collaborating the community based on scholarship...There is wisdom here. You can say that, but not only you thought it out...not only talking about experience, (but) it should be based on research, analyses; then you can say scholarship is a value."</i>	9.2 Implication of research for scholarship
			<i>"Academic staff, faculty will build on their scholarship...this exists in every institute. Scholarship is highly emphasized because it is a higher educational institute."</i>	9.3 Respect for scholarship is a common community value of academic staff in educational institutes
		10	<i>"...so if you ask what values there are. Academic freedom is very important in many staff's heart."</i>	Academic freedom 10.1 Academic freedom is important in academic staff's heart
			<i>"...the Academic Freedom, not written here but some universities have that, who wrote Academic Freedom...but generally speaking, this value, in most universities in Hong Kong should be emphasized..."</i>	10.2 Academic freedom is a common community value of academic staff in educational institutes



			<i>"...but because the organization is very diversified...a lot of staff have their own background and the values are from their own field...but...if you talk about some values, I think Academic Freedom to the academic staff, this is a core value emphasized a lot."</i>	10.3 diversified core values due to staff's background; but academic freedom is a core emphasized a lot by the academic staff
	The Departmental level leader _ in the administrative dimension – UY2	11	<i>"...Our university plays the role of grooming and nurturing our students to be future leaders after they graduate; and our department in particular is playing this role in the all-round sense because we promote Whole Person Development, (and) it's holistic point of our students' growth. It's not just forsake, not just health, not just the academic growth, but also their mental health growth."</i>	11.1 University mission leads to the departmental mission 11.2 Definition of Whole Person Development
			<i>"I think the definition for whole person development or whole person education may difference a little bit from person to person because what you interpret, what is whole person development, may a little bit different from my interpretation. But in general, I think there may be some basic agreeable definition is the person is progressing or growing not just in one dimension, but in many dimensions. Multi-dimension including what I said is characteristics building, character building, their knowledge building, academically or and their physical building, health, mental health, and also the maturity in getting along with people, emotionally stable, civic mildness, more responsible, and also be a very caring</i>	11.2.1 The common point of Whole Person Development, multiple- dimension growing 11.2.2 The implications of Multiple-dimension growing



		<i>person and they have a concern for others, so we found in several dimensions they are making progress, they are better than before, it means that they are really developed as a whole person."</i>	
		<i>"But of course, the extend is different, some of them said well, you must be that level, that can be a whole person, but some time, they said no you develop multiple dimension, it's already developing towards a whole person development level. But it doesn't matter, the whole aim is for people to grow, for our graduate students to be more mature, to be a more educated and more responsible citizen and that would be a very fundamental and broader definition."</i>	11.2.3 Diversified understandings of Whole Person Development in terms of levels of development 11.2.4 a very fundamental and broader definition of Whole Person Development
		<i>"But I agree that there should not be an absolute definition that can fit every context, every people, every person, because if you do literature review, or if you really dig into that kind of word, it comes various source, for a long time, what is whole person, and from different angles and perspectives, someone might argue the other one; so I don't think we need to have a debate for definition; but the basic understanding, there might be several elements for whole person development, it's the multidimensional growth, and the people getting more mature, but not just in one aspect of growing taller and taller but it's thinner and thinner and spiritual as well; Spiritual, physical, individual and concerned about the whole peoples, the society, and also be more self-managed, self-directed learning, and emotionally stable, and also AQ and IQ and also grow so that seems easier to agree among different people."</i>	11.2.5 Point of views on a common definition for core value, there should have been an absolute one, and no need to debate and argue for the definition. 11.2.6 Some basic understandings for elements of core values easily understood among different people
		<i>"...There are also the values, there are civic mildness, there are social conscience, and there are also the life skills, as well as there are career skills so it's a whole person development processes encouraging them ... to participate a wide range of</i>	11.3 Implications of Whole Person Development

			<i>activities, and by engaging in the hall life education, for example, serve the community projects, local, overseas and Mainland, go on interest program to overseas countries and South East Countries.”</i>	
	12		<i>"...I think the most important value is what I just mentioned in the Whole person Development is to have a social concern...inside and outside campus...What I refer to Social Concern is they have genuine and real concern about the life, the wellbeing of the people living around us so what I mean by Social Concern...is genuine and care about the livelihood and wellbeing of peoples in general around the society, around us."</i>	12.1 The most important value in the Whole Person Development, Social Concerns 12.2 Implications of Social concerns
	13		<i>"...so they also need to have that social concerns, caring attitude but even they work in the private sector in a commercial organization being a marketing trainee or in bank, they can also have the CSR, Corporate Social Responsibility sense when carrying out their duties and businesses. So I think this is...a very important thing that can be implanted into the brain and mind of our graduates. I think this is a kind of mindset and attitude and management rather than skill set management."</i>	13.1 Social responsibility means caring attitude shown when students are carrying out their duties and businesses
			<i>"...social responsibility. Conscientious all round good citizens, and most universities saying that they want to nurture mature, knowledgeable and responsible and educated professional and future leaders for the wellbeing of society advancement."</i>	13.2 Definition of Social responsibility
	14		<i>"... Conscientious means very concerned about others. All around, I've said</i>	14.1 Definition of conscientious

		<i>physical, mental, and responsible person. It's not kinds of irresponsible behavior; Not selfish, not naïve attitude. Actually citizens, they also should be qualified as a university graduate, observes the rules, be aware of the policies of the government, the county and try to serve the society."</i>	14.2 Characteristics of conscientious
The Departmental level leader _ in the academic dimension – UY3	15	"(At) the university level, I think it's engagement...to all aspects of our mission, not standing on what we said but actually rolling up our sleeves and doing something; not talking about it but doing it, achieve the mission through action so I think that's the most important engagement."	University level engagement: 15.1 to achieve university mission
		<i>"I think the values of University Y, are quite pragmatic, they have to survive, the institute has to survive, we have to survive financially, so there are a lot of pragmatic values here. I think the institute also values commitment, commitment teaching, I think it values quality of professional education, and it values as I mentioned early, the role of making the contribution to the local community."</i>	15.2 The university hold both pragmatic but also public good values, quality of professional education and contribution to the local community
		<i>"It's how the community sees education, the functions have been given, I mean through the government...we have been given various jobs to do, our mission has been prescribed first to some extent; but also I think we also have a little bit freedom and identify other areas we would like to. I think funding is a very strong way of deciding the functions of an institute, the functions of the institute, then</i>	15.3 Government funding determines university functions but have a bit freedom to identify some other areas to study



		give right to development of the values and implementation of values.”	
	16	<i>“For my department, I think we’ve discussed our values quite a lot; I would say that liberalism, inclusivity... broad mindness, accepting wide range of viewpoints...and integrity: if you believe in student autonomy, and you must teach in a way that promote all students’ autonomy. If you believe in critical thinking, you must give your students opportunity to become critical thinkers. And you must value that critical judgment.”</i>	<p>Departmental values</p> <p>16.1 Departmental values are discussed quite a lot</p> <p>16.2 the values are liberalism, inclusivity, and integrity</p> <p>16.3 Implication of inclusivity</p> <p>16.4 An example of integrity</p>
	17	<p>“Core values is very, it is a very difficult concept.”</p> <p>(Interviewer: Yeah)</p> <p>“I think No.1, I think I would say the one core value is integrity, and I don’t mean to sound again by goody, goody, but I think for your actions and your beliefs to be in harmony, is to have an integrity. Now, if you can do that, then that is something which you can put into everything we value. The value is a belief system, and if are putting that belief into action, there’s lots of reasons for having a belief, you know if I believe something, I want to put into action. So that’s when you achieve integrity so integrity I think it’s a core value which goes into every other value. If you ask me to define a core value, it’s a single core value. I think you can only be true to yourself, and there are many times when you fail to do that cos you are human being. Many time, when I’d like to integrity things and down to what I’ve said for everybody but that’s sort of, you have to have acknowledge you are free as human being, and not claim to the moral ground all the time but it’s good to have something to aim for and I think integrity is a value</p>	<p>17.1 While being asked by the interviewer, “So... you have different values at different dimensions and different levels; what do you think are the core values for each levels and different dimensions?” UY1 thought for several seconds and answered in a hesitating and slow way meaning that core value is very difficult to be defined. And then, hesitating again, therefore, the interviewer followed up with a “Yeah...” to break the silent thinking period of UY1.</p>

		I would like to aim for.”	
		<p>“Core values is very, it is a very difficult concept. I think No.1, I think I would say that one core value is integrity, and I don’t mean to sound again goody, goody, but I think for your actions and your beliefs to be in harmony, you need to have integrity. Now, if you can do that, then that is something which you can put into everything we value. The value is a belief system, and if you are putting that belief into action, there’s lots of reasons for having a belief, you know if I believe something, I want to put into action. So that’s when you achieve integrity so integrity I think it’s a core value which goes into every other value. If you ask me to define a core value, it’s a single core value. I think you can only be true to yourself, and there are many times when you fail to do that cos you are human being. Many times, when I’d like to show integrity in things I’ve failed to do so but that’s sort of, you have to acknowledge you have frailties as a human being, and not claim the moral ground all the time but it’s good to have something to aim for and I think integrity is a value I would like to aim for.”</p>	<p>Point of views on concept of core values</p> <p>17.2 Core value is a very difficult concept</p> <p>17.3 No.1 core values is integrity</p> <p>17.4 Limitations of human being and function of core values</p>
	18	<p>"I agree with Confucius,...Confucius is about moderation, is whole person, bigger than teaching, a role model and everything. It's not just what you say, it's what you do, who you are. That is important, That's an important goal to aim for."</p>	<p>Whole person teaching</p> <p>18.1 An important goal to aim for: Role modeling to students, Confucius</p>
		<p>“Whole person teaching, whole person learning: "Whole Person Teaching, as well as Whole Person Learning, yeah, the teacher as a whole person who must set a role model. That doesn’t mean that it’s necessary to be a goody-goody saint, doesn’t necessarily mean that, yeah, teachers must be a saint, it’s important that people realize teachers are human beings with all limitations human beings have.</p>	<p>18.2 Ideal requirements for quality of teachers as a role model</p>



			<i>But within the limits of humanity, you can still aim for good quality goals."</i>	
		19	<i>"There are other thing I think it should be doing more sharply than it is, such as international engagement, and also critical review of government policy, I don't think it is critical enough of government policy. It tends to be more a partner with the government than an independent critic. I think that is something it should develop but, I think those are the main roles there are at the moment. "</i>	Some value which should improve: international engagement and critical role to government policies
		20	<i>"We talk about social justice of our departmental values as well. And so we have an aspect, we have a group in our department, strongly committed to international development helping less developed countries to become more developed, and to look at issues of social justice within that development path."</i>	Social justice and its implications
		21	<i>"Another value I think we share is honesty, in our department. Honesty towards our students, honesty in our research as you say... Honesty and integrity altogether, I think. So I would see those are sorts of our departmental values and we've talked about these quite a lot. "</i>	Honesty 21.1 Honesty and its implications 21.2 Honesty and integrity altogether is seen as departmental values and talked about a lot
		22	<i>"I would say, probably integrity, I think that's the most important issue. We should be a department that acts out our beliefs in an honest way, and also I think social justice should be a key aspect in what we do, we should be advocating fairness, opportunities for all so I think that's a very important point. "</i>	Correlations of integrity, honesty and social justice
		23	<i>"We have to make a rationale which shows what we are doing is a fair decision. People might not agree with it, people might think it's unfair, but as long as we have transparent rationale in which social justice is a major criterion...Now, it's a value; (but) sometimes, it's not always able to make things transparent as you like, maybe, communication problems, time problems..."</i>	Departmental Administrative management value: 23.1 Transparency with social justice as a major criterion



			"I think the value of inclusivity is a departmental value, something we all share, we all respect the differences that exist between people."	23.2 Inclusivity
		24	<i>"I hope that's quite significant, I hope that the decisions that we do make is our department are. I mean this is what I understand by the term, quality assurance, which is a term I always worried about. It's never understood but now I believe that quality means integrity, honesty, transparency, openness and that's what I would like us to, but I think the whole department, the whole department values these and we must drive, we must do our best to achieve them."</i>	A response of answering "So how does the value really draw impacts on the decision making?" 24.1 these values lead to quality assurance of departmental decision making
		25	<i>"Yes, they (values) are guides, they are guiding lights, hopefully they will be internalized, internalized but there are always just beyond you, I think as well. I think they should be within your zone of professional development, if I can use Vygotsky's term, but you know, they should be things you can achieve, I don't think there is point in you having values which are unrealistic, so good values must be something you can achieve, but their role is to be stretching you."</i>	Function of core values 25.1 guiding lights 25.2 the way they guide
			<i>"We have to be practical, remember life is messy, life is disorganized, life is complex and values are just values, you know, they are the things we strive for. I always say there is no point that you have values if you can't fail from time to time. I think there is a point to realize you are allowed to fail, it's ok to fail, forgive yourself if you fail. But they are only for guidance, you've got to remember your human frailties, your human weaknesses, you are a human being, you are not a robot. Go easy."</i>	25.3 Values are something we strive for, for guidance



			"It's a value. <i>Sometimes, it's not always possible to make things transparent as you like. Maybe, communication problems, time problems, some time, when you are an HOD, you have many responsibilities. You might be under the time pressure, you have to make the quick decision and then you must try and say this is a fair decision. But you might only have five minutes to make the decision, in which case the time frame for thinking about everything can be limited, curtailed so I would say it's a value which drives us onwards, we don't always achieve it but it is a value that we believe is important.</i> "	25.4 Value is something driving people towards, i.e. transparency
RQ2: How are the point of view on core values formed? (Forces driving to the views on core values)	The Organizational level leader – UY1	26	"...but because the organization is very diversified...a lot of staff have their own (academic) background and the values are from their own field...but...if you talk about some values, I think Academic Freedom to the academic staff, this is a core value emphasized a lot."	Industrial Force 25.1 The university is a very diversified organization 25.2 Academic Freedom is the common values among academic staff
		27	"...but the actual implementation for the embedded values in the Strategic Plans is not so straightforward, not that linear; not because of A, then B happens, then C happens, not that simple...you can say the senior management...have these things...through documents or actual power due to their position as decision makers...but many things do not necessarily happen due to the president...it's not necessarily an order; not directly ordered, especially in Hong Kong, seldom done only because the president said 'You have to do it.' On the other hand, people do it usually based on their beliefs."	Social Force 28.1 Political system force: in the democratic political system, influencing power is used: People are free to do what they believe but not necessarily follow what the president says, leading to the diversified values
		28	"...in Hong Kong, the president uses influencing or persuading power but not prescribing or forcing people to do..."	



		"...You can see MBA course now also talks about some values because of financial crisis..."	28.2 Financial crisis
	29	"...You can see in the institute planning, in fact, the president is so important; what she cherishes can make things happen."	Organizational Force 29.1 Leadership force from the president
		"...so what effect or outcome from some values really highly depends on the senior management, especially the president, whether he or she really highly drives these things."	29.2 The president is important for the effect or outcome from some values. Values drives to the effect or outcome
The Departmental level leader _ in the administrative dimension – UY2	30	"I think like most other large organization including universities, I think the core values come from the original highest values, highest level of authority, higher body who divide or derive an overall direction first, because as far as our institution is concerned, I understand that every three year, we try to derive a strategic plan for the next triennial, and since that establishment of our institutions some many years ago, I'm given to understand that the whole institution would have the overall mission and vision, is to nurture and groom a group of young talents who will be the future leaders of tomorrow's society so this is an overall thing we want to produce and groom our youngsters to be the future leaders of the society in every field..."	Social policies 30.1 Government policies
		"...The other stakeholder is the UGC, University Grants Committee, who by means of allocating resources...try to monitor the higher educational institution's development into different focus because they may award this kind of research, they may award that kind of development; by doing this kind of allocation of resources, they are encouraging certain kind of development direction so I think this is very important stakeholders as well."	30.2 Government resources allocation Force



		31	<i>"I think the role our university plays in society is an abler role, an abler role that means the university is a fundamental source of knowledge, and also a new ideas, innovation ideas and also advancement facilitator role; that means from the research and learning, from the university professors, I mean teaching and learning activities by the professors with the students, and from the research product and publications of the professors, it informs policies in society, it informs good practices and new knowledge generated for the overall benefit of the society, on one hand."</i>	Organizational or University missions force: 31.1 Contributing knowledge, new ideas, innovation ideas by advanced research, teaching and learning and social policies and good practices informing
			<i>"On the other hand, the university grooms young graduates, conscientious future leaders, which is university graduates. Transit them from secondary school student, graduates into a university, educated citizen, and after their graduation, they play a role as a younger leaders in the society because they are graduate students, they hold high qualification, educationally, and also have full potentials and full respects of generic skills including problem solving, communication skill, interpersonal skill, management skills and vision and mission. And this group of elites in the society play very very important role in the future advancement, and ongoing and dynamic of this society. That's why the university itself is playing a very very important and fundamental role by grooming a group of young people to be the future leaders. This is the human capital sign, what I just referred earlier on is the knowledge sign, (and) the information sign is a generation of knowledge, transfer of knowledge, and adopt of new ideas, and inform knowledge in the industry, in the society, so that the society as a whole has some basis to develop further and they have some human resources to help develop further, so that's why</i>	31.2 What kind of graduates the university contributes to the society 31.3 Function of the graduates as elites in the society 31.4 Functions of universities from the perspective of the three signs 31.5 Importance of the contributions based on the three signs to the society, providing basis to develop further

		<i>the university plays a role of providing various sources of human resources, human capital and also knowledge and information for the society to advance."</i>	
		<i>"So our university brand comes from, we are student centered. We put student first because we want to groom them, they are the best interest...we consider."</i>	31.6 Organizational value: students are best interest so student-centered
	32	<i>"...Our university plays the role of grooming and nurturing our students to be future leaders after they graduate; and our department in particularly is playing this role in the all-round sense because we promote Whole Person Development, (and) it's holistic point of our students' growth. It's not just forsake, not just health, not just the academic growth, but also their mental health growth."</i>	32.1 University mission leads to the departmental mission 32.2 Definition of Whole Person Development
	33	<i>"...but of course, also have social expectations from...i.e. the employer,...so the graduates go out, who should process somehow moral standards, responsibilities, caring..."</i>	Social Force 33.1 Social Practice force: Employers' perspective
		<i>"...I think the most important value is what I just mentioned in the Whole person Development is to have a social concern...inside and outside campus."</i>	33.2 Social Moral Value Force: Social concerns is an important element in Whole Person development
		<i>"The graduates will be leaders in organizations, they may be management trainee, they may be as a civil servant, and they may be an NGO project leader so they will...interface with people all works of life. So if they don't have that kind of social concerns or they do not think that they should be an educated citizen, and also have a caring attitude towards the community, they cannot perform well so that's why I think this is the most important value."</i>	33.3 Social Practice Standard Force: Social concerns to various parties in society
		<i>"What I refer to Social Concern is they have genuine and real concern about the life, the wellbeing of the people living around us. This is what I mean the Social</i>	33.4 Social Workplace Moral Practice Force: Social Concerns to workmates



		Concerns. <i>If as the university student or even for staff like us, if we just work 9-5 day to day, I don't care the people around me, I just think about making money, working with jobs; I think this is too narrow view point.</i> "	
		<i>"...I think the healthy and proper way...is to have a career, they (the graduates) are really happy about this, they are really genuinely interested and passionate about it; but passionate about the career can also be consistent with: they can use their career and professional knowledge to help the people in the world around us to improve their livelihood, to improve their wellbeing so those poor can be less poor; those less privilege who do not have the opportunity to be educated, they can help them to grow and to be educated; so what I mean by Social Concern...is genuine and care about the livelihood and wellbeing of peoples in general around the society, around us."</i>	33.5 Social Responsibility Value Force: Integration of personal interest and passion with Social Concerns leading to helping other people to improve their livelihood
		<i>"...they also need to have...social concerns, caring attitude...even they work in the private sector, in a commercial organization, being a marketing trainee or in bank, they can also have the CSR, Corporate Social Responsibility sense when carrying out their duties and businesses..."</i>	33.6 Social Workplace Practice Force: Social concerns and caring attitude are needed
	34	<i>"What I refer to Social Concern is they have genuine and real concern about the life, the wellbeing of the people living around us. This is what I mean the Social Concerns...I don't want our graduates to act like this I find a job in an Investment bank, I want to find a job in whatever consultant firm, high pay, then I get the money, and then I get release from work...I don't think this is a good way of viewing and seeing their career development."</i>	Graduates Future Development Force: Social Concerns as an attitude

	The Departmental level leader _ in the academic dimension – UY3	35	"The reasons why social justice is so important... is because I think that's one of the jobs of education. I think one of the key roles of the education is to put right some injustice..."	Industrial force: 35.1 Professional values force
			"I think we should be having much more response on the main, the national education issues. I think there are many contributions that we can make to that discussion. I think there is a lot to be said on language policy; there is a lot to be said on the treatment of minorities in HK; I think there are some individual researchers are doing good work and making their views known <i>but I think as an institution, we should be far more vocal in criticism, in fighting for social justice, social equity and so on.</i> "	35.2 University traditional role force: influencing government policies, fighting for social justice and social equity
		36	"...The bigger your organization, the more difficult it is to say that these are the values which we share and are demonstrated because institutions are messy, they are complex..."	Organizational force: 36.1 Organizational complexity force
			"If you look at the institute, I think again, there are a lot of negotiations, a lot of them through committee work. <i>It's a much harder job as I said at bigger organizations to identify your core values</i> ; I think there were various types of attempts at crystalizing what we are trying to do; <i>sometimes, it's done by senior management or senior leaders will draft something which attempted to do everything that has been said, then committees will try and refine it. That's a little bit more bureaucratic in the administration of how the core values has formed at the institute level.</i> I think there are pluses and minuses as well. "	36.2 Practice of development of core values at the institutional level is a bit bureaucratic
			"I think there are different things, I think if I started at the department level, I	36.3 Departmental culture: group discussions,



			mean we do have a very strong section in philosophy in our department so I think we have identified our values through discussion, questioning, challenging; We have three philosophers in our department, this small department, so they get us to think and really reflect hard, so I would say that is through our conversations we develop our values or we've identified our common values...We've got three people who especially are in philosophy, at least three...so they are great strengths in our department."	questioning, challenging, philosophically thinking oriented – group decision making
		37	"I think the values of the institute are quite pragmatic, they have to survive, the institute has to survive, we have to survive financially, so there are a lot of pragmatic values here. I think the institute also values commitment, commitment to teaching, I think it values quality of professional education, and it values as I mentioned early, the role of making a contribution to the local community."	Diversified Contextual Force: Social reality; community traditional values: pragmatic, commitment to teaching, quality of professional education, contribution to local community
		38	"It's how the community sees education, the functions it has been given, I mean through the government...we have been given various jobs to do, our mission has been prescribed first to some extent, but also I think we also have a little bit freedom to identify other areas we would like to. I think funding is a very strong way of deciding the functions of an institute, the functions of the institute then guide the development of the values and implementation of values. "	Government funding allocation has prescribed the university mission and functions
RQ3: How are core	The Organizatio	39	"...this brand can reflect what the senior management thinks the most important, talking about the professional fields...talking about diverse and complex and	University mission: 39.1 The senior management's and university



values applied in the brand building processes?	nal level leader – UY1		<i>rapidly changing society...then, emphasized a lot on change so you can there is something behind, change-oriented education, it is highly focused on change...this is highly related to the university mission..."</i>	mission-oriented brand building
			<i>"The missions in the current Strategic Plan is a bit different. It focuses on grooming, such as what type of professionals or what type of students we want to transform. Of course, in the mission, there are some values in terms of what we want them to become; in this sense, you can see many values, i.e. civic mindness, social responsibility and etc."</i>	39.2 implications of university missions
		40	<i>"...There is an image issue for which our university is relatively very nervous or tense for this...before the field experience, the students would be told how to dress properly, behave politely..."</i>	Brand definition: University Image 40.1 University image in employers' eyes
			<i>"...the students are taught to behave properly, for instance, not to say any insulting, cursing or impolite languages in public transportations like bus behaviors, which is related to our image..."</i>	40.2 University image in public's eyes
			<i>"...Do you know we are doing the branding in recent years?...it is called branding now but before this document about branding was made, it was not called branding, nervous using the word branding concept; so before this, there was some image building..."</i>	40.3 University image before the current spelled out brand building
		41	<i>"...before this, there was some motto or these things (pointing to a sentence on one of the Strategic Plans), two sentences of Catch Words..."</i> <i>"...this is a catch word...equal to talking about NIKI, the sports suitware...catching yoru attention; this is different from missions and visions. Vision is talking about longer future..."</i>	Brand definition: motto with catch words



	42	"...In fact... <i>there is Strategic Planning group, and I am one of the members...</i> "	Brand building process: the Strategic Plan was developed by a Strategic Group	
	43	"... <i>This Strategic Plan was done by our office so this is what I'm familiar...it's not a very linear and systematic way to implement it. Because this is not that much explicated or spelled out at the working level, i.e. if you go to interview some program development committee, faculty, they are here to do the development but they've never seen this or they may not be aware of, or the core values are part of their beliefs in their life, maybe their experience or what I said previously, the employers' expectation...</i> "	Brand building process: How the strategic plan was implemented	
	44	"... <i>In my mind, this is not a big organization, in fact, no uniformed values that everybody buys in. Of course, there are these official documents...(but) even if there is an official document like the Strategic Plan, it is not necessarily that everybody buys in.</i> "	Brand building process: Internal communications: 44.1 The contents in the Strategic Plan are not necessarily bought in by everyone	
		"... <i>of course, something different, especially if the president buys in, of course it is influential...</i> "	44.2 Brand building process: If the president buys in something in the Strategic Plan, it is influential	
		"...but sometimes, there is some influence, like Prof. Z, who had these values so made some changes and influenced the programs, academic structure, taking a lot of actions. <i>For instance, a faculty or school was set up based on a core value...</i> "	44.3 Brand building process: How the president can plant the core values in organizational structure, setting up a school or faculty	
		"...so what effect or outcome are produced really highly depend on the senior	44.4 Brand building process: How much or to	



		management, especially the president, whether he or she highly drives or promotes these things...if something is that he or she really emphasizes a lot, like Prof. Z who highly believed this set of core values so made many speeches, <i>wrote this sentence (pointing to the motto on the cover of the Strategic Plan), then kept on spreading the messages...You can say it's highly promoting the values...but the following presidents did not promote values but often said we aimed to become a...outcome oriented...more pragmatic...</i> "	what extent the president could influence the core values' implementation
		"...but the actual implementation for the embedded values in the Strategic Plans is not so straightforward, not that linear, not because of A, then B happens, then C happens, not that simple... <i>you can say the senior management...have these things...through documents or actual power due to their position as decision makers...but many things do not necessarily happen due to the president...it's not necessarily an order, not directly ordered, especially in Hong Kong, seldom done only because the president said 'You have to do it.' On the other hand, people do it usually based on their beliefs.</i> "	44.5 Brand building process: The way that the president leads, in fact, with the influential power
		"...in Hong Kong, the president uses influencing or pervading power but not explicit everything out.... <i>In fact, the first Strategic Plan...was developed based on the president's ideas, the No.1 CEO, who emphasizes but not all the presidents act like this.</i> "	44.6 Brand building process: The level of what the president emphasizes determines the level of implementation
		"...they talked for a quite a long time to senior management by asking " <i>What do you want for the brand?...of course, this brand can reflect what the senior management thinks the most important...</i> "	44.7 Brand building process: Senior management's opinion on what is the most important determines the brand building

				planning
			"...after inviting them (the consultants from the commercial branding company), they helped the institute do branding...of course, <i>they interviewed staff and asked 'What do you think is the most important thing? ...'</i> "	44.8 Brand building process: interviewing staff thoroughly but the results are determined with many views of senior management
	45		"...yes, it (the brand) was developed based on interviews with senior management, with department heads, and then <i>they get sense from the answers of these leaders for the questions like 'What do you think can be called a brand? What are the most important things? And of course, they would think about the society...your customers, stakeholders to determine what to be put into the brand...Then, many things behind, somehow, the senior management who have something that they would cherish.'</i> "	Brand building process: 45.1 Both external and internal forces impact decision making of brand building processes: Decision making of brand building planning is based on interviews with senior management, department heads in the internal side; but as well, the external stakeholders' views also impact greatly on the planning
			"...or maybe, a little pressure from employers, stakeholders...for example, there is somehow criticism from your students, so the senior manager or president may say 'Wei, that's important.' Make sure have something for that but most of the time, it's not giving order like 'You must do this', seldom, very seldom."	Brand building process: 45.2 Evaluation and feedback : How external stakeholders impact the president's behavior
	46		"...this is called branding because this was done by a branding consultant invited from a commercial company...they are really a company in commercial world doing branding..."	Brand building process: 46.1 How the commercial branding practice impacts the university brand building Brand development: by a commercial company
			"...in the beginning, while doing the branding planning, these commercial world companies look at Sony, Walmart brands...then somehow, how the business	46.2 How the commercial branding practice impacts the university brand building

			<i>branding could be learnt from..."</i>	
	The Departmental level leader _ in the administrative dimension – UY2	47	<i>"So I think the brand, just the branding is like this. Uniqueness, right. We are unique SAO, Student Affairs Office, and uniqueness in putting students' interests first."</i>	Brand definition: unique identity
			<i>"...so our brand is a little bit different from other university's brand, is that we are very people oriented, we transform people, we transform by means of education. "</i>	
			<i>"It's the brand quite unique about in the local community, not just in the local community but also the region, because we are preaching...in a way that we are not just grooming university graduates, we are grooming a university or university graduates and future leaders who can be the change agent."</i>	
			<i>"In any means of communication, with people, we must have a human factor into our logo, into our booklet, into our publication on the website, we always put students first so you see, the first thing we observe from our department's material, it's a student face; there must be person, look like a student, so that's why we are student-centered. So our brand comes from, we are student centered. We put student first because we want to groom them, they are the best interest...we consider... The brand is very unique, there is no other higher education institution in Hong Kong that will emphasize so much on the education element that can change the whole society for so long term. So I think the brand, just the branding is like this."</i>	



	48	"...I think the role of our university is an abler, playing an abler role which means that <i>the university is a fundamental source of knowledge, and also new ideas, innovation ideas and also advancement facilitator role...</i> "	University mission: 48.1 Role of the university	
		"...that means from the research and learning, from the university professors,...the teaching and learning activities by the professors with the students, and from the research product and publications of the professors, inform policies in society, inform good practices and new knowledge generated for the overall benefit of the society on one hand."	48.2 Functionalities of the university missions, research and learning	
	49	"... <i>We...have all aspects of services including Psychological Counselling, Career Development Services including Students Hall Life Education, Scholarship and Financial Aid Services, and also Students Leadership Activities, as well as Service Learning Experience...</i> "	Brand building processes: Programs and services provided to students	
	50	"...They can also learn other generic attributes, generic things apart from academic learning so that's why the role of our office is also important as well."	Non-academic programs to help with achieving core value-based brand mission, whole person development	
	51	"Student Affairs Development include all these kinds of things, and services as well, and we publish a lot of publications, and this is the service hotline (pointing to the last page of the smallest leaflet),... (and) various kinds of services (pointing to the other side of the smallest leaflet)...can also help...When they graduate, they can have the transcript, it's for activities transcript, and we provide scholarship and financial aid as well."	An approach of encouraging students to participate programs, credit counting in transcript	
	52	"...These are some literatures (pointing to the PP.4 of the smallest leaflet) and	Brand building process: Evidence of programs	



			also the theories which are foundations that will build up students' capabilities."	
	53	"And on the other hand, the university groom young graduates, conscientious future leaders...Transit them from secondary school student, graduates into a university, educated citizen; and after their graduation, they play a role as a young leaders in the society because they are graduate students, they hold high qualification, educationally, and also have full potentials and full respects of generic skills including problem solving, communication skill, interpersonal skill, management skills and vision and mission. And this group of elites in the society play very very important role in the future advancement, and ongoing and dynamic of this society. That's why the university itself is playing a very very important and fundamental role by grooming a group of young people to be the future leaders. This is the human capital sign, what I just referred earlier on is the knowledge sign, the information sign is a generation of knowledge, transfer of knowledge, and adopt of new ideas, and inform...in the industry, in the society, so that the society as a whole has some basis to develop further and they have some human resources to help develop further, so that's why the university plays a role of providing various sources of human resources, human capital and also knowledge and information for the society to advance."	Brand building process: The way grooming young graduates, one aspect of the brand mission	
	54	"...I think the leaders of the university including our professors and teachers and even administrative professional staff...also participate in society in one way or another...like myself, sitting in Government Consultative Boards Counsel, the	Brand building process: The way doing community services, one aspect of the brand mission	

			advance counsel...and our colleagues...also involve in the several societies, in the community, national professional bodies, some associations, some voluntary services so this will also help the higher education sector to interfere with the general public in a direct way; so I think the university as a whole, is a very important and integral part and member of a learning focused society because when you say something in more authoritative sense you quote it according to the survey of which university according to public poll or what center of the institute is shown how many percent of people are favoring their policy, are favoring the practices; so that means we are directly serving the people's livelihood in this way...included in part of the role of our university."	
		55	"...that's effective; that's the way proven (to be effective) in these years. You can see from our articles (in the booklet), the students share their experience of themselves, saying that 'WOW, this is the first time I go to Cambodia to do service learning, and now I serve as a mentor, I lead a group of fifteen students going to Cambodia because last year, I've been there, I know the traits there, I know the difficulties, and try to help the new students to adjust the local environment..."	Brand building processes: the fact that the students really were trained as a mentor
		56	"...you are right, we try to penetrate this kind of core value through our staff, through our colleague because all the colleagues work at here directly and straight to this..."	Ways of delivering values to students by answering the interviewer's question "These core values actually are directly or straightforward playing some roles in your work like direction and penetrating your daily jobs and human resources' responsibilities,



			shaping these jobs and responsibilities.”
	57	<i>"...social responsibility, conscientious all round good citizens, and most universities saying that they want to nurture mature, knowledgeable and responsible and educated professional and future leaders for the wellbeing of society advancement so we contribute in this way: I'm creating an ambience environment, providing supporting service, stimulating environment, which is conducive all around roles, and we provide programs, we provide coach, we facilitate them, we provide resources for them. If they have difficulty in their life and study and whatever learning, we provide, maybe financial resources, both senior government resources and institute resources."</i>	Brand building process: what and how to help students' difficulties with personnel
	58	"...There are Civic Mindness, there are Social Conscience, and there are als the Life Skills, as well as there are career skills so it's a Whole Person Development Processes encouraging them to participate a whole range of activities and by engaging in Hall Life education, for example, serve the community projects, local, overseas and Mainland, go on interest program to overseas countries and South East countries; these are the booklets over here..."	Brand building process: encouraging participating programs
	59	"And also, so called integrated learning experience by co-curriculum learning courses which is a credit value as well so that we encourage them to learn by doing it."	Brand building process: encouraging by credit
	60	"...And through these vision and mission, we derive several strategic objectives, create positive campus life experience and hostel experience, and recognize their achievement...what we call curriculum transcript. When they graduate, we give them that transcript, on top of academic transcript, we develop quality living environment, like the hall, student hostel, we have broader local and international	Brand building process: 60.1 forcing students to participate the activities by credit counting in transcript

		exposure like toing to overseas countries and certain while to do experiential learning, we also, there are true carrying leaders with social commitment and global awareness, yeah, this is what I mention before."	
		<i>"This is not exactly research skill or academic skill, I think the interest to learn and skills to learn continuously, it is because we would like students to become mentors, and campus life tutors, or when they grow up as senior students, and when they graduate, we also invite alumni, member back to the campus to share their experience with the current students..."</i>	60.2 Both current students and alumnus are involved in programs and services participation promotions
	61	<i>"They will need to continuously learn, so called lifelong learning, we also promote further study, and even for students who are now serving as a teacher in secondary school, they come back to the institute to develop their professional development program, so called up training for the professional...qualifications so we also encourage the students' spirit and attitude, mentality for continuously improving themselves, equip themselves for the higher qualification; So you pay more attention to the attitude of developing, or they can pay attention or more concern about their self-developing in different contexts...with different resources and by their attitude of learning by doing."</i>	Brand building process: Brand loyalty and lifelong learning in the university
	62	"...and some of our colleagues who are also well-trained professional background, we have clinical psychologists, we have social welfare background, we have a Ph.D...we have other very well-experienced and substantial expereince colleagues who can lead leadership training programs, adventure based training programs..."	Brand building process: HRM: 62.1 HRM: Recruiting qualified staff

		"...I think you have pointed out our very important way of how we can successfully convey these core values to students' mind, yes, you are right, we build these core values into our department's mission and vision, you look at our document, already published (pp.1 of the smallest leaflet). Our office strives and support an open and stimulating environment which conduce to the Whole Personal Development and Lifelong Learning of students. We contribute to the nurturing and knowledgeable caring and educational professionals who will be committed to the development of the wellbeing of the society, so this is because the institutes' mission and vision basically."	62.2 The way of conveying core values into students' mind in HRM
	63	<i>"...then these things are similar to knowledge era, commercial world says Knowledge-based society...world is changing and if you do not meet the needs of change, you'll have problems...these are different from the values-based or embedded value based missions, but more outcome-based..."</i>	Brand building processes: social values impact greatly on the brand building decision making and compared between the two polar
	64	"...Yes, we evaluate them. Because for each activities, programs, we organize or align with students, we have and feedback and evaluation questionnaire, they need to give some assessment about how effective, this course and if you could and you need to understand something? Equip you with the skills? Did you have a better understanding exposure or certain exposure on certain aspect? And what, open-ended question, they would like to give comment on. And it's an anonymous one, so after each on program, we collect and we consolidate the data, and then we can analyze and evaluate all this program, help students in which aspect, and that program may not be that effective in what aspect, and then this inform the	Brand building process: evaluation and feedback 64.1 Program and services evaluation questionnaires

		decision for future improvement of the program, so we have built into this kind of mechanism in our programs and (replanning the details of different) strategies or modified certain subjects."	
		"We have the feedback of the performance, and how they perceive our graduates...They use (internship) how well the students do and how much potential they have. And they can evaluate the university education whether by doing this."	64.2 Feedback by internship
		"...so through all these events and the activities, students grow as a person, they are not just for academic advancement but also for a personal development and enrichment, and they have a taste of local culture as well as other cultures, they speak several dialects and languages and also they have a broad mindset and vision about what future globe is like so that's why I think we play the role as a driving for engaging students the Whole Person Development Activities."	64.3 the results of Whole Person Development activities
	65	<p>"I think the brand building processes here according to what you said is like, it's a circle I think, according to the university missions, government missions, Yes, and then the university, and then the departmental. I think they are equally important, if you ask me the social means the governments sets a goal, it's like a circle, and then down from this, it's the institutional goal, and then branding. Of course, and down to the departmental level, we have a goal and mission and also values, we build a brand according to the brand, it's consistent umbrella brand, but under that umbrella brand, we have a particular role to play,"</p> <p>"And you've already done some strategies according to the university branding strategies. Exactly what I want to develop further is from our brand component,</p>	Whole brand building processes

			we play a key role of directly educating the students, and influence the students' mindset, and implant and penetrate that core value into their daily action, daily behavior, daily participation and activities, and even in learning outside classroom, or in the classroom, so that the student would have their own understanding of the core values and mission of being an educator, educated citizen is so important. So that's why they themselves build their student brand themselves, when ied students taking part in social activities or being interviewed by the TV station or they go out as a student leader,”	
	The Departmental level leader _ in the administrative dimension – UY3	66	(I: So throughout the brand building processes, actually you are also building the brand or reputation, accumulating) “Yeah, don’t call it a brand,”	Reject the word brand in a so firmly way, but just reputation. Because the university brand is highly disagreed; and the the common meaning of brand in society
		67	(I: You hope to be recognized by what you do.) “Yes, precisely, precisely. And this is where branding annoys me because it’s not always full of integrity.”	Brand definition and rationale of adopting the definition: 67.1 Reputation by integrity; and reflected in the dislikes to the word brand
			<i>“Well, again it comes back to the integrity. Doing what you say, doing what you</i>	67.2 Implications of integrity



			<i>claim, I think we've always claimed that we would have a good quality of staff, that we would offer our best to the students we can, and if our actions reflect our words, then I think our reputation will grow, and if that's happening, I'm delighted to hear that...so I'm much happier for people to get, to give a reputation, and if the reputation is based on the kind of things we value, then that's fine, but I don't want to have a big sign outside the door 'the department of harmony, and brilliant teaching'... I'm not going to promote it in this way, I'm not, it's gonna be from outside, it's outside esteem, that's important, how people view us, not how we project ourselves..."</i>	
		68	"Less than developing a brand in our department. We are developing a logo, not as a brand," "partly (of developing an identity), sort of, we have a long name, Department of XXXXXXXXXX. so we are trying to just we call ourselves XXX (Abbreviation of the departmental name), so what we are trying to do is we develop now, a little logo which is a purple logo ...And the idea is just very simple, so we have a label."	Brand definition: label 68.1 part of identity
			"Yes, our general office staff designed it. And we just talked about it. It's not an official logo, it's got no sense of branding or marketing, it's more of a label, to make us easier to remember, and take less room when we stick a label on a book or on a poster, on the trolley or things that belong to us, instead of having a long label we just have a little one."	68.2 The design of the label
		69	"It has been diversified a little bit in recent years. I think now it's working a lot in supporting education in the Asian region. It's working quite closely with China,	University missions: Education, research and community services



			has got a large number of very talented Mainland students coming to HK. It's got a job of researching, it's got a job of community engagement, you should be contributing to the local community and international community as well in various ways. Those are the things I think it (the university Y) is doing."	
		70	"Well, strategic plans, we have to make strategic plans, every three years, we are in the process of renewing our strategic plan, the first question is "What is our vision and mission?" So that's the opportunity to sit down and really think, "All right, where you have been in the last three years? Have we really done what we think we should be doing? What are our core values here? What are the other values that should inform our future direction?" And then we make a dynamic plan based on that; so I think it's good to have a milestone event, every three years or so, we are forced to really reflect on our values."	Brand building process: Strategic Plan: vision and mission, then, values and core values. It's like a circle. "Yeah." Yes, planning according to the current environment like external and internal " Yes, and historical, and future dimensions as well" "I see it like driving a car. You know you are on the journey, what's the next leg of the journey. It depends a bit on the way you have been already and where you'd like to go in a long run; and what the situation in terms of traffic, and how much petrol you have in your tank. Things like that."
		71	"I think the way to do this is to make sure that the value is explicit so when we have our departmental management committee meetings and we plan the budget, one of the questions will be raised "Is this a fair solution to everybody?" or "Are we favoring a particular group?" Now, sometimes, it is inevitable you will favor a particular group, let's say I allocated more resources to the general office, and people say "What about the academic staff? Why should they get more help	Brand building process: Another example of embedding core values in the administrative jobs, HRM



			<p>instead of the academic staff?" So I will say "Ok, let's have a look if they are getting more help, see if we can use our resources in a similar way to help all colleagues" if not, we say "Well, we are not helping this group only, we are also helping everybody, we are improving the general service to everybody in their department so everybody will benefit from the investment. So there must be a rationale. (Persuasive.) Yeah, we have to make a rationale which shows what we are doing is a fair decision. People might not agree with it, people might think it's unfair, but as long as we have a transparent rationale in which social justice is a major criterion."</p>	
		72	<p>"Through teaching, raising issues, through issues-based teaching for example. Getting students to be aware of issues (social justice) and their own particular point of view on an issue, and their own action on the issues. "</p> <p>"No (, We do not have a particular program for this), it's embedded into the various courses we teach. For example, I'm teaching philosophical and social cultural perspectives on education, say we are looking at things such as assessment...</p> <p>but not just looking at what is assessment, but who gets negatively affected by assessment, who are the losers in how we do an assessment, how can we make assessment fairer?"</p>	<p>Value based-brand building processes:</p> <p>How social justice is delivered to students</p> <p>72.1 getting students to be aware of issues related to social justice</p> <p>72.2 values embedded programs but not separated ones</p>



		73	"Think about, to realize the implications. And to understand, there is, a lot of the time, no solution. So this is a dilemma, you have a change to a situation, but you won't have resolve the problem, and so you have to find a compromise which matches your own beliefs. So that's an example of how I would"	73.1 An example of issue based teaching, integrate the social justice values into the curriculum
			"Not just in teaching, I think we must have social justice in how we administer the department (to treat everybody) the same. We have people of different status, we have teaching fellows, we have clerical officers, we have chair professors, we have people with different status, so how can we treat them in a way which is fair to everybody. People make different demands, for resources, different claims for resources. How do we handle the resources in a way which is transparent and fair to everybody concerned? "	73.2 Social justice is a value driving daily management
		74	"It's a value. Sometimes, it's not always possible to make things transparent as you like. Maybe, communication problems, time problems, some time, when you are an HOD, you have many responsibilities. You might be under the time pressure, you have to make the quick decision and then you must try and say this is a fair decision. But you might only have five minutes to make the decision, in which case the time frame for thinking about everything can be limited, curtailed so I would say it's a value which drives us onwards, we don't always achieve it but it is a value that we believe is important. "	How a value transparency impacts decision making of some urgent issues. Value is something driving people towards
		75	"I think there is a lot of student-centeredness in the institute. Having said that if you look at some of the rules, regulations, some of the procedures, you have to ask yourself "Well, to what extent, is this institute student-centered?" This might be considered in favour of the teachers rather than the student, it might be an ideology which views students in certain ways which might not be shared by	Complexity of the organism leads to some failure of integrity of some core values

			other people, so I think it's much harder to talk about an institution. I think an institute will have rhetoric, whereby it declare some values. But how to translate the rhetoric into action, it's often very complex, and it doesn't always succeed now; that is not to say that people area being dishonest, it's just the very nature of an institution—a highly complex organism. "	
		76	"But how to define good lives? I don't define it in terms of financial success, I would say a good life is one in which you make a difference, for at least one other person's life. You know, my definition of a good life is if you have made life better for one other person, if just one other person benefited, then you have led a good life. So that's what I see the role of education. I can see the institute is embracing a view of its role in a culture, civilization, deepening the experience of people's lives and education playing a role in that. And I think that's a force for good. I think that's really important. But basically the values should be to make society harmonious, just so we treat other human beings and the planet in ways which are to benefit everyone. "	The way to make people live good life, treating people in an equal way
		77	"I think there are different things, I think if I started at the department level, I mean we do have a very strong section in philosophy in our department so I think we have identified our values through discussion, questioning, challenging, " "we have three philosophers in our department, this small department, so they get us to think and really reflect hard, so I would say that is through our conversations we develop our values or we've identified our common values. " ": We've got	Developing values and core values through group decision making processes, like discussion, questioning and challenging led by some personnel from philosophy background



			three philosophers, yeah, we've got three people who especially are in philosophy, at least three" "Yeah, so they are great strengths in our department."	
		78	"Well, again it comes back to integrity. Doing what you say, doing what you claim, I think we've always claimed that we would have a good quality of staff, that we would offer the best to the students we can, and if our actions reflect our words, then I think our reputation will grow, and if that's happening, I'm delighted to hear that. So I think that will be the main point, now when it comes to the institute, powering education, are we powering education? I'm not convinced, I can see that we are playing a powerful role in education, but I 'm not sure we are powering education, so that's an integrity issue with the branding that I think will cause a problem. So while people will say "Well, how are powering education?" I would think very hard before I could answer that. So I'm much happier for people to get, to give a reputation, and if the reputation is based on the kind of things we value, then that's fine, but I don't want to have a big sign outside the door, IELL, the department of harmony, and brilliant teaching, etc., you know, I'm not going to promote it in this way, I'm not, it's going to be from outside, it's outside esteem, that's important. How people view us, not how we project ourselves, it's how people ... "	While being asked "So what's components play the key roles you think, or they are equally important to build up the reputation of your department? And if applicable, maybe you think for branding of universities, what components are more important or they are equally important." UY3 answers the most important components of brand or reputation building is integrity.
		79	(I: Your department, it works are, I mean the elements of the integrity like what you believe and what you do work integratedly, correlatedly, like you have the values and beliefs and then you just design your curriculums, in your teaching, and your research environment and your administrative jobs, these different levels	Whole core value-based brand building processes

			with these values and implement them in your actual jobs, and it's like a circle, planning, and implementing, and also you always retreat like evaluation, and feedback, and then planning again like this, am I right?) "You are right. You've made a very good summary of what I have been saying; what I'm trying to say is that word of mouth is more important than image building."	
		80	"I: so individuals have their beliefs?"" I1: Yes" "I: Not something in university or at the university level?" "I1: Well, I'm talking about more of our department, the kind of things we've talked about as a department. Things we value."	Emphasizing these values are only at the departmental level
		81	"I don't, I wouldn't claim success, I'm just talking about what I'm trying to do but there are times when you can't always achieve the values, so what you aim for maybe a pragmatic decision, a decision which always has to compromise but be principled pragmatism, should be pragmatic but with a solid rationale behind it. Or I have compromised on openness, maybe, but I have a good reason in this case. I think we should keep aspects of a case anonymous, for example, in which case, the principal of openness might need to be compromised. For example, for research projects, you know, we might be doing a research project, well, it's important not to identify your informant, in which case, what about your principle of openness and transparency, but I think you have to pragmatic and say "Well in this case, this value cannot be applied; so the reason is XXX. " Yeah, to protect somebody from possible negative consequences, in which case, I'm being pragmatic but for a good reason. "	Brand building process: Balancing the pragmatic and public good sides: The ways and situation of compromising some values

		<p>"(So how does it match the university's branding strategies?) It's completely different. The university's branding gets us moving into commercialization, it's part of trend of viewing education as a commodity, it's public, not as a public good but it's an economic good, it's for marketing purposes, it's one of the examples I would give where I feel the integrity has gone. I don't think our heart and our beliefs are in marketing, this is a view of education that has been forced upon us."</p>	<p>Brand definition: public good vs. economic good</p>
		<p>"Yeah, I don't believe we are a product to be marketed, I don't believe education is a product, I find that when education becomes a product, you lose a lot of the control of where you would like education to be going. And you wonder if it is something which is out of your control, it's in the, in market forces. It has the power to decide what you teach, how you teach. It becomes more and more determined not by the people who have particular values, determined by money, economics, so I think this is something that has a lack of integrity as far as I'm concerned. I don't believe that branding University Y and marketing University Y is something which has integrity. I understand it is seen as an necessity, I understand that we do have to raise extra income from selling courses, something I deeply regret and I have very little pride in the brand or the logo, slogan, "powering education". I've no emotional investment in that slogan and I don't have any affiliation or appreciation of the design that they put into the brand, I don't, that doesn't mean anything to me because it's not something I feel committed to. "</p>	<p>Brand building process: a beautiful scene of democracy and freedom in the academic world in university Y, balancing personal values driven by people and university values driven by money, economics</p>



		"I think the values of the institute are quite pragmatic, they have to survive, the institute has to survive, we have to survive financially, so there are a lot of pragmatic values here. I think the institute also values commitment, commitment to teaching, I think it values quality of professional education, and it values as I mentioned early, the role of making a contribution to the local community."	Brand architecture: Pragmatic; commitment to teaching, quality of professional education, and contribution to the local community
		"There are other thing I think it should be doing more sharply than it is, such as international engagement, and also critical review of government policy, I don't think it is critical enough of government policy. It tends to be more a partner with the government than an independent critic. I think that is something it should develop but, I think those are the main roles there are at the moment. "	Suggestions: Suggestions to what should be done after the current priorities are on the right track
		"I just don't agree with the whole exercise. I think it lacks integrity."	Brand building process: conflict of personal value and departmental value, integrity with the university value
		"I think, part of the problem for the institute was there was not sufficient buy-in for the logo or the slogan. They brought in a commercial public relations company, marketing company whatever, to design the brand, "	Brand building process: a problem of the current brand is lack of universal or enough buy in
		"Originally, it was something like...and I was at the senior management retreat where they presented about it, and nobody liked it...And the PR people were not very happy but we said no...You know it's not an image that we would associate with...educational or what we are. They went and came back with the current	Brand building process: the reason why the harmony was not matched between beliefs and practices

		<p>logo; But we weren't deeply consulted about this, the whole notion of power. In my own view I would be a little bit more simple about it,...if we projected our image... then I would have a little bit more association with the logo, with the image but it's the way it was done, they did not invite us to really participate, and it didn't really capture our values, it was the values suggested by a commercial public relations company. It doesn't match the harmony between beliefs and practices."</p>	
		<p>"I think I have answered that in terms of the department but maybe the institute, I think the use of an outside company, I think they didn't get it quite right. I don't think it is our core values when they chose powering education. I think they missed the mark a little bit and I think the reason is that there was not enough consultation with staff and students to really get what HKIED is. I don't think powering education crystalizes adequately what we do, and that's why I don't think our core values are plain enough in the brand building processes. But having said that, brand is bigger than a logo and bigger than a slogan, so I think core values will play a lot, will play a very big role in the future as we develop our student base, we develop our market, I think people will judge us on how well we do, then the word of mouth will then kick in. I think we will succeed or we will fail, according to our reputation, that's where the real brand is. I don't think powering education will help us succeed or fail."</p>	<p>Suggestions to the current university brand</p>



APPENDIX 3

Matrix 1.1 common university mission-oriented brand building processes with core value-based branding strategies developed from comparisons between University X and University Y

University X			
	Internal brand building processes	Brand mission	External brand building processes
Government policies	<u>Government policy orientations by funding resources</u>		
University Missions	<u>University Periodic Strategic Plans are developed, delivering University Missions and Brand Mission</u>		
	<u>University mission1:</u> “Internationalization”		
Driving forces leading to the core value	<u>At the organizational level,</u> “ <i>Complexity of HEIs</i> ”, “ <i>HEIs are multi-functional entities...research, teaching and community services...</i> ”; and “ <i>Universities involve a certain (diversified) group of people holding a certain kind of belief which may or may not necessarily...getting to what the university wishes it to accomplish...</i> ”		At the organizational level, “ <i>Global common values</i> ”, “...even religious institutions...cannot hire the people who hold their same values, (otherwise) they have no positions to the whole society...”
			In the administrative dimension at the departmental level, the “ <i>students’ factual social and economic status or</i>



			<i>background... we decided we had to do something extra in the sense that 'we do not have the best students in terms of academic results, and they are mostly the first generation university students in their families so they don't have the kind of role model, the kind of social capital you would have expected from a middle class family..."</i>
			<i><u>"Students' future career preparations"</u> "...so that is something we wanted to do extra to help them to prepare for their future role in society..."</i>
Core values	<u>At the organizational level, "To achieve the university mission, internationalization"</u>		
	In the administrative dimension at the departmental level, a set of correlated core values, <i><u>"..People (are) developed as a whole..."</u> (with) student-centered approaches and the basic minimum level is a broad educational experience as the fundamental principle of planning and implementing all activities provided to students..."</i>		
Core value-based Branding strategies	At the organizational level, i) Setting a vision: To build an international campus, <i>"...so for those, even if they don't have opportunity to study abroad or for</i>	<u>University Image building to achieve the university mission, internationalization</u>	i) External communications are done with both individual students and university partners: <i>"Participating international Education Affairs to target</i>



	<p><i>whatever kind of reason, they will still have an exposure to the students from other cultures, and that will help them in the future when they enter the job or they enter the society.”</i></p> <p>ii) Internal marketing research to collect information leading to composition of international promotional materials</p> <p>iii) Creating opportunities to send students out and recruit international students “(with) different values, different cultures, different societies, different ways of thinking about things, different way of behavior...” in</p> <p>iv) A principle of messages in communication strategies is <u>integrity</u> of what to say and what to do in reality</p> <p>v) <u>University mission oriented team management:</u></p> <p>The mission-oriented philosophy and approaches of HRM and daily management</p> <p>vi) <u>Evaluation and feedback</u> by “<i>getting asked by all audiences</i>” and “<i>bringing these (info.) back to different departments of the university.</i>”</p> <p>vii) <u>Whole brand building process</u> is “<i>a non-stop circle</i>”.</p>	<p><u>n</u></p>	<p><i>individual students”; “Making channel cooperation with worldwide universities to target group students”;</i></p> <p>ii) The contents contained in the external brand (image) communications are those that the targeting students think important, are interested in or sensitive to, “<i>...telling them a little bit about history of Hong Kong, a little bit about the university, also telling them about our faculties, what we do out here, also a little bit about local students, the characteristics, the life...</i>”</p>
	<p>In the administrative dimension at the departmental</p>		<p>Some public relation activities, i.e. giving speeches in</p>

	level, adapting a little bit from original programs and services provided to students and reinterpretations on the university mission, internationalization		the universities in Mainland, China and ask selected students to host promotional events
	University mission 2: <i><u>“Excellence in research and teach”</u></i>		
Driving forces leading to the core value	At the organizational level, the same as the above		At the organizational level, the same as the above
			In the administrative dimension at the departmental level, the same as the above
			In the academic dimension at the departmental level, from a humanity perspective, basic inner <i>“passion and interest on research...”</i> , <i>“You are doing research ...that is the topic you must be passionate, and you must be interested in. Without those things (<u>freedom of research, freedom of teach</u>), how can you do them?”</i>
			In the academic dimension at the departmental level, premise conditions of the core value <i>“freedom of research and freedom teach”</i> : i) Matching <i>“standards of good research...published in worldly high ranking journals in the relevant field...”</i> ; ii) <i>“To follow norms of the academic professional society... in order to</i>



			<i>be understood by the society...</i>
Core values	At the organizational level, <u><i>“To achieve the university missions, to have excellent research and professional education”</i></u>		
	In the administrative dimension at the departmental level, a set of correlated core values <i>“..People (are) developed as a whole... (with) student-centered approaches and the basic minimum level is a broad educational experience as the fundamental principle of planning and implementing all activities provided to students...”</i>		
	In the academic dimension at the departmental level, <u><i>“freedom of research and freedom of teach”</i></u> with premises and conditions matching <i>“standards of good research...published in worldly high ranking journals in the relevant field...”</i> ; and <i>“to follow norms of the academic professional society... in order to be understood by the society...”</i>		
Branding strategies	At the organizational level, unique Identity building but none strategies stated at the organizational level since it is thought to be difficult to be unique in both research and academic dimensions due to geographic limitation of Hong Kong and government positioning policy	<u>Unique Identity building</u>	



	failure		
	<p><u>In the administrative dimension at the departmental level,</u></p> <p>The core values are functioned as “...the fundamental principle of planning and implementing all activities provided to students”</p> <p>and “a stable force” which is “never changed over time” penetrating in HRM and staff’s daily work as well as planning, implementing, evaluating and feedback of programs and services provided to students</p>	<p><u>Unique identity</u></p> <p>i) “Unique consulting services provided to students” by its more approachability, “...come to us for counseling, not because of emotional problems, (but) because they wanted to do better...so I think that’s a difference, we are more approachable in general.”</p> <p>ii) “Unique big scholarship services to students” by helping students before and after the applications no matter the result fails or succeeded</p>	
		<u>Brand loyalty building</u>	Providing non-academic core value-based programs and services provided to students with efforts across the whole university from both academic and non-academic departments’ cooperation
	<p>In the academic dimension at the departmental level:</p> <p>i) <u>Core value (freedom of teach and freedom of research) – oriented but university and departmental mission-based</u> “Correlated teaching and research” activities , professors and teachers teach based on research they are interested in which is from the empirical studies from the society;</p> <p>ii) <i>Positioning, “We also think about how we can do</i></p>	<u>Reputation building</u>	<p>i) Perceived by the people in the field, employers, students and their parents, “People consider this is a group of good researchers...and this is a good department; employers consider the output of this department is quite good... ...in Hong Kong, how the parents consider our programs? In academic field, how our paper is going to be published in international journal and be cited? How our colleagues taking sort of academic society positions, like journal editors or</p>



	<p><i>positioning in society.”</i></p> <p>iii) <u>Targeting students</u>, “<i>We also think about...what sort of students we are going to get...</i>”</p> <p>iv) Students’ future oriented training segmentation, “<i>We also think about... how we can train those students, and how we can put the students into different segment of society.”</i></p> <p>v) Evaluation and feedback:</p> <p>a) Constant daily evaluation and feedback are conducted by “<i>looking back to the missions every day.”</i></p> <p>b) Regular evaluation and feedback are conducted by formal retreat “<i>...We are going to have a retreat next month , the first thing we do is the SWOT analysis...We also think about how we can do positioning in society... ”</i></p>		<p><i>associate editors, they getting awards? I mean those are reputation.”</i></p> <p>ii) External communications , “<i>...all the (over) department(s), we try to...we have our website, and we have our publications, and we communicating with our alumnus, I mean those are all things we want to build our sort of brand...”</i></p> <p>ii) Evaluation and feedback: Ranking results give “<i>feedback to help review the position of the department in society”.</i></p>
University Y			
	Internal brand building processes	Brand mission	External brand building processes
Government mission leading to university missions and departmental missions	<p><i>“The government sets a goal and then down from this, it’s the institutional goal, and then branding...and down to the departmental level, we have a goal and mission and also values”; Government policy, i.e. funding resources</i></p>		



University Mission	University Periodic Strategic Plans are developed, delivering University Missions and Brand Mission		
	<p>University mission:</p> <p><i>“Nurturing and transforming competent and professional people with social responsibility”, “scholarship” and “community service” by UY1; “Grooming professionals by transforming students into those with values, civic mindness and social concerns and responsibilities” and “community service” by UY2; “Education, research and community services” by UY3.</i></p>		
of core values	At the organizational level:		
Driving forces	It is taken for granted that follow what the president cherishes in a high standard for UY1, <i>“...You can see in the institute planning, in fact, the president is so important; what she cherishes can make things happen.”</i>		
	In the administrative dimension at the departmental level:		
	University mission leads to the departmental mission, nurturing students as a whole person, <i>“Whole person development...it's holistic point of our students' growth. It's not just</i>		Social workplace force: Employers' perspective



	<i>forsake, not just health, not just the academic growth, but also their mental health growth.”</i>		
			<i>Graduates Future Development Force: Social Concerns as an attitude leading to friendly social environment around them at both workplace and personal life</i>
	In the academic dimension at the departmental level:		
	<p><i>Complexity of organism leads to some failure of integrity of some core values</i></p> <p>practice of development of core values at the institutional level is a bit bureaucratic</p>		The complexity of the university is also reflected in its considerations of two polar, social reality and community or university traditional values, in another words, financially survival pragmatic values and commitment to teaching, quality of professional education as well as contribution to local community.
	<p>Academic values: i) academic freedom with limitations, government funding determines university functions but have a bit freedom to identify some other areas to study; ii) Whole Person Teaching, which means teachers should be a role model of students, Whole person teaching, whole person learning according to the Confucius philosophy; iii) Social Justice as a research topic; iv) Honesty and</p>		



	Integrity, which are values working together in both research and teaching.		
	The administrative values are i) Transparency with social justice, administrative management, transparency with social justice as a major criterion; ii) Inclusive, <i>“I think the value of inclusivity is a departmental value, something we all share, we all respect the differences that exist between people.”</i> iii) Correlated Integrity, honesty and social justice.		
Core value	<i>At the organizational level, “To achieve the university mission”, “In the current Strategic Plan in this period of the current president, there is no set of core values so we will follow the mission...”</i>		
	In the administrative dimension at the departmental level, the most important values in the departmental value <i>“Whole Person Development”</i> are <i>“Social Concerns”</i> or <i>“Conscientious”</i> and <i>“Corporate Social responsibility”</i>		
	In the academic dimension at the departmental level: Integrity of academic values and administrative values		
Branding	At the organizational level:	University Image building,	



strategies		perceived by employers and public	
	The decision making of the brand building planning is based on interviews with senior management, department heads in the internal side of the organization		
	Brand mission is developed based on what the senior management thinks important, <i>"...This brand can reflect what the senior management thinks the most important, talking about the professional fields..."</i>		
	Internal communications is not a linear and systematic way, <i>"...This Strategic Plan was done by our office so this is what I'm familiar...it's not a very linear and systematic way to implement it. i.e. if you go to interview some program development committee, faculty, they are here to do the development but they've never seen this or they may not be aware of...especially in Hong Kong, seldom done only because the president said 'You have to do it.' On the other hand, people do it usually based on their beliefs."</i>		
	The president's power is influential if the president		



	emphasizes greatly on some point in a spell-out way, “...of course, something different, especially if the president buys in, of course it is influential...” i.e. “setting up a school or faculty in the university” to fulfill the policy; or “giving speeches, writing key sentences on the cover of the Strategic Plan.”		
	Students’ training sessions before internship, “Students are told to dress properly, behave properly before internship” in order for a positive image in employers’ eyes “...There is an image issue for which our university is relatively very nervous or tense for this...before the field experience, the students would be told by SAO for how to dress properly, behave politely...”		To match employers’ dressing and behaving standards
	“Students are taught to behave properly in public” for keeping positive university image “...the students are taught to behave properly, for instance, not to say any insulting, cursing or impolite languages in public transportations like bus behaviors, which is related to our image...”		To match public’s moral standards
	Evaluation and feedback, external stakeholders can impact the president's managing emphasis, “...or maybe, a little		

	<i>pressure from external stakeholders, for instance, employers...there is somehow criticism for your students, so the senior manager or president may say 'Wei, that's important'...</i>		
	In the administrative dimension at the departmental level:	Unique identity and Brand loyalty building	
	<i>"...Putting students' interest first, people oriented..."</i>		
	<i>"...transforming people by means of education..."</i> <i>"...human factors designed in the logo, booklet, website and etc."</i>		
	Implementing: Whole person development programs and services are designed and provided with "unique" student-centered programs and services provided to students.		
	An approach of encouraging students to participate programs, credit counting in transcript		
	Various measures are used to implement Whole Person Education and deliver core values to the students, i.e. <i>"...creating an ambience environment, providing supporting</i>		



	<p><i>service, stimulating environment, which is conducive all around roles, and we provide programs, we provide coach, we facilitate them, we provide resources for them. If they have difficulty in their life and study and whatever learning, we provide, maybe financial resources, both senior government resources and institute resources...”, “Hall life activities”...</i></p>		
	<p>HRM:</p> <p><i>“...We try to penetrate this kind of core value through our staff, through our colleague because all the colleagues work at here directly and straight to this...”</i></p> <p>b)“<i>...I think you have pointed out our very important way of how we can successfully convey these core values to students' mind, yes, you are right, we build these core values into our department's mission and vision, you look at our document, already published (pp.1 of the smallest leaflet)...</i>”</p>		
			<p>Evaluation and feedback:</p> <p>Evaluation by questionnaires filled by students to the programs and services; and reflective report by students</p>



			<p><i>“We have the feedback of the performance, and how they perceive our graduates...They give us feedback on how well the students do and how much potential they have and the university education can be evaluated by this.”</i></p>
	<p><i>“We play a key role of directly educating the students, and influence the students’ mindset, and implant and penetrate that core value into their daily action, daily behavior, daily participation and activities, and even in learning outside classroom, or in the classroom...”</i></p>		<p><i>“...so that the students would have their own understanding of the core values and mission while doing their jobs as an educated citizen, which is so important.”</i></p>
			<p><i>“...so that’s why they themselves build their student brand themselves, when our students are taking part in social activities or being interviewed by the TV station or they go out as a student leader...”</i></p>
	<i>“...it’s like a circle...”</i>		
	The graduates come back to the university after they work for further studies		
	In the academic dimension at the departmental level:	Reputation building	
	<i>The most important components of brand.</i> In addition,		

	UY3 thinks that integrity is the most important component in brand or reputation building processes.		
	<p>Implementing:</p> <p>i) To provide professional education with high quality. Social justice is delivered to students through teaching, raising issues, through issue-based teaching; however, the programs are not separated ones but programs embedded with values.</p>		
	<p>ii) Embedding values in the administrative jobs. Social justice is not only delivered to students but also is a value driving daily management, i.e. values and core values are discussed a lot in the department of UY3 in departmental meetings in which personnel from philosophy background lead discussions and questioning in a challenging atmosphere.</p>		
	Designed by the department for a shorter name of the long departmental name, easier to be read and remembered	Label, identity of the department	

