



The Teaching Design and Practice of VBSE Course based on the Difference of Innate Traits

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Abstract. The application of Innate Traits Assessment helps to master personal-ity traits, predict behavioral style and communication preference. It can be used to optimize the curriculum system and teaching key points and difficulties. This paper innovatively excellence in learning design of VBSE course based on differences of Innate Traits, matching innate characteristics from three aspects: job category, team staffing and teaching activities. Then verify its feasibility, controllability and validity. The results show that it can enhance learning effectiveness of VBSE course.

Keywords: Innate Traits, Innovation and Entrepreneurship Education, Practical Teaching

1 Introduction

The VBSE course is known as the virtual business social environment innovation and entrepreneurship business decision-making training course. Based on the virtual simulation platform, the course takes the simulation confrontation of enterprise supply chain management and the business collaboration of productive service enterprises as the training content, and takes the comprehensive business activity scenario and decision-making elements as the training items, covering business flow, logistics, capital flow and their mutual relations, focusing on Internet-based teaching experience and inquiry-based interactive learning behavior. The course is dominated by students and teachers. There are more than two hundred students participating in each batch. Different positions in the enterprise are combined across majors to conduct in-depth study and experience the whole process of entrepreneurship and enterprise operation. It involves a wide range and covers a very complex content, which poses severe challenges to the professional skills, daily guidance, teaching organization and management of the teacher team.[1]

At the beginning of the course, the evaluation of innate traits is carried out before the founder 's election. The teacher team explain the evaluation results and select the appropriate founder according to the results. When the team is formed, the founder is

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consciously guided to pay attention to the innate traits of the team members. Matching, daily management of different positions of different innate traits to choose different teaching methods, can be targeted to improve students' professional quality and business skills, help to achieve the teaching objectives of the VBSE course.

2 Innate Trait Assessment Analysis

Innate Trait assessment is a mental experience product of double-creation practice teaching.[2] It was developed and applied for a patent by Xindao Education under UF in 2014. It is widely used in enterprise training. In recent years, related courses have been set up sporadically in colleges and universities, mostly in higher vocational colleges, but related literature research is almost blank. Based on the theory of mental model and the model of five personality traits, the Innate Trait assessment defines human behavior traits with five animal attributes of tiger, dolphin, penguin, bee and octopus, and visually displays the innate traits of people with different attributes.[3] It integrates knowledge, science and interest, and is used for the teaching of talent personality training and various basic qualities of employment creation.[4]

Animal behavior experts find five animals that are similar to the five factors from 200 animals, and most people are familiar with them. They use their animal behavior characteristics to compare human behavior characteristics. Behavior & Communication style analysis of Innate Trait as shown in Table 1.

Table 1. Behavior & Communication Style Analysis of Innate Trait

Innate Trait	Behavior Style		Communication Style	
	Characteristics	Role	Like	Dislike
Tiger	Brave	Commander	Direct	Incapacitated
	Challenging		Key	Ordered
	Positive		Result	Vaguely Spoken
Dolphin	Enthusiasm	Influencer	Joy	Pessimists
	Sharing		Fun	Isolated
	Optimism		All Together	Drill horn tip
Penguin	Patient	Supporter	Stable	Change to change
	Harmonious		Continued	Critique
	Cooperative		People and	Bad plan
Bee	Quality	Thinker	Quality	There is no evidence
	Procedures		Fairness	Speaking big
	Division of Labor		The program	Rule change
Octopus	Integration	Organizer	The environment is bright (Abundant infor-	Forced self-analysis when the environ- ment is unclear

			mation)	
	Extension		Know the thoughts of others	There is no precedent to refer to
	Flexibility		Intersection with most people	No intersection with most people (out of touch with the environment)

Tiger traits of people are brave, challenging, positive, commander. Tigers are brave to try, seize opportunities, and challenge the future; tigers are ambitious, lock in big goals and directions, but may also see the forest without trees; tigers believe in themselves, decisively and quickly, but also more self-control and control. They exert influence on their environment, control-oriented, that the environment is not safe, but their OK, suitable for pioneering and challenging work.

Dolphin traits of people are enthusiasm, sharing, optimism, influencers. Dolphins are not afraid of rusty, curious, easy to notice fresh people, things, things and popular things, easy to get close to different people; the dolphins call friends and are willing to share resources; the dolphin is strong in expression, full of creativity and sense of humor, and is good at presenting events with pictures. They believe that the environment is safe, and they are OK, optimist. Dolphins pay attention to their public image and are the saviors of the cold field. They are suitable for the work of spreading ideas, inspiring morale, influencing customers and infecting others.

Penguin traits of people are patient, harmonious, cooperative, supporters. Penguins treat people kindly, let people like spring breeze, feelings are gradual ; penguins cooperate with people, harmony is precious, and pay silently; penguins hatch eggs need to stand for 60 days without eating or drinking in extreme cold, and be patient with human behavior, grow steadily, and will persist until the end. They are influenced by the environment, they are cautious, they think the environment is safe, but they are not OK. Penguins are inclusive, loyal, practical, will care about others, do service work will make people feel very intimate and thoughtful.

Bee traits of people are quality, procedures, division of labor, thinkers. The bee kingdom is composed of queen bee, drone and worker bee, which corresponds to the division of power and responsibility of human behavior, follows the rules, and cares about the authority of subordinates and colleagues. Worker bees make a pound of honey throughout their lives, corresponding to human behavior seriously work, mission must reach, the pursuit of 100 % perfect; the worker bees jointly chased the idle drones out of the nest, corresponding to human behavior fairness and justice, black and white, equal pay for equal work, strong right and wrong judgment, and not easy to compromise. They are guided by institutional dogma, that the environment is not safe, and they are not OK, so the risk awareness is high. Bees have very high requirements for quality, and their attitude to do things is also worth appreciating. They will do a very good job in establishing rules and regulations and standard operating procedures.

Octopus traits of people are integration, extension, flexibility, organizers. Octopus doctrine of the mean philosophy, reservations, in the face of new people, things, themes will not easily express their views, and constantly collect information and

observation; octopus is all-encompassing and thoughtful. Being thoughtful makes people feel intimate, and doing things is all-encompassing because of thoughtfulness. Octopus is multifaceted and learned, and can carry out a number of tasks at the same time, covering a wide range, but not necessarily professional and fine. The octopus is the balance of the above four animals. The utilization and integration of resources are very strong, very perfect but also more entangled. The octopuses have a harmonious interpersonal relationship and a strong flexibility in dealing with things, which is especially suitable for the work of integrating resources.

3 The Teaching Design of VBSE Course based on the Difference of Innate Traits

3.1 The Matching Design of Innate Traits and VBSE Virtual Positions

VBSE virtual institutions include Supplying company, Trading company, Manufacturing company, as well as peripheral service agencies, including Market Supervision Bureau, Tax Bureau, News Center, Banks and Logistics Enterprises.[5] The specific positions can be divided into four types, as shown in Table 2. Based on the behavioral style and communication style of congenital trait differences, the following job configuration suggestions are designed, as shown in Table 3.

Table 2. Virtual Position of VBSE course

Types of Post	Virtual Position
Founders	Tax bureau director, City supervision bureau director, Bank president, CEO of Suppliers, Manufacturing, Traders and Logistics enterprise
Business Positions	Business manager, Sales manager, purchasing manager, credit manager
Financial Positions	Financial manager, Accounting, Cashier and Tax bureau post collection section chief, Law section chief, Executive supervision section chief
Supporting Positions	Chief executive officer, Production manager, Comprehensive teller, News center post editor, Reporter

Table 3. Post Configuration Recommendations

	Tiger	Dolphin	Octopus	Bee	Penguin
Roles	Commander	Influencer	Organizer	Thinker	Supporter
Prominent Contribution	Problems-solving	Cultural creativity	Resource integration	Process, Detail	Harmony
Post Configuration Recommendations (In order of priority)	CEO, Tax bureau director, Market	News center director, Business Positions,	CEO, Tax bureau director, Market su-	Financial Positions, CEO, Editor	Supporting Positions, CEO,

	supervision bureau director, Bank president, Business Positions	CEO	persivision bureau director, Bank president, Chief Executive Officer		
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3.2 The Matching Design of Innate Traits and VBSE Team Members

In the VBSE course, multiple simulation entrepreneurial teams composed of cross-specialties are equally important in the team. The undergraduate students in the VBSE course are mainly three, and the junior college students are sophomores. In general, the dolphin traits are the most, and the tiger or octopus traits are less. The number of people in each VBSE batch is different, and the number of people in each institution changes accordingly. In view of this, the team member configuration suggestions of each virtual institution are designed, as shown in Table 4.

Table 4. Team Member Configuration Recommendations

Virtual Institutions	Number of Team Members	Tiger	Dolphin	Octopus	Bee	Penguin
Market Supervision Bureau	2	1	0	0	0	1
Tax Bureau	4	1	1	0	1	1
		0	0	1	2	1
	5	1	0	1	2	1
		0	1	0	3	1
News Center	4	1	1	0	1	1
	5	1	1	1	1	1
		1	2	0	1	1
Bank	2	1	0	0	0	1
	3	1	0	1	1	0
		1	1	0	0	1
Logistics Company	2	1	0	0	0	1
Supplying & Trading Company	3	0	0	1	1	1
		1	1	0	0	1
	4	1	1	0	1	1
		0	1	1	1	1

Virtual Institutions	Number of Team Members	Tiger	Dolphin	Octopus	Bee	Penguin
Manufacturing Company	6	1	1	1	1	2
		1	2	1	1	1
		1	2	0	1	2
	7	1	1	1	1	3
		1	2	1	1	2
		1	2	1	2	1
	8	1	1	1	2	3
		1	2	1	2	2
		1	3	1	2	1

The matching design mainly follows six general principles. First, if there is a tiger in the team but it is best to have only one, otherwise there will be multi-headed decisions that are prone to disputes and team conflicts. Secondly, the team cannot be full of dolphins, otherwise it is easy to affect the overall progress of the course. The third is the best penguin in the team to pay silently. Fourth, if there are both tigers and bees in the team, Octopus or dolphins should be configured at the same time. Fifth, the tiger can be replaced by octopus or bees. Sixth, if there are too many people with one or two characteristics in the overall curriculum, it is not easy to allocate, supplemented by considering the auxiliary characteristics.

3.3 The Matching Design of Innate Traits and VBSE Teaching Activities

First, conduct pre-selected job surveys and congenital trait assessments before class. The teacher team can refer to the innate trait assessment report for academic analysis, and comprehensively consider the competency and person-post matching of the candidates when recruiting and selecting the founders. The part of the pre-selected position can promote students to seriously complete the evaluation, especially students who are interested in running for the founder. The main teacher can also control the class time according to the heat of the pre-selected position, and can increase the improvisational additional questions to consider the adaptability of the candidates. In the process of the founder's partner recruitment and team building, the teacher team gives the team configuration suggestions with congenital differences.

Second, the VBSE curriculum activities play the individual advantages of each trait. The teacher team can carry out targeted training in batches according to the types of innate traits, which can improve the learning effect. When organizing creative curriculum activities, fully consider the differences in behavioral styles of each trait and prepare in advance.[6] At the same time, it can also guide the founders to use the teaching activities related to innate traits in their respective group construction, so as to help each trait play their respective advantages.

Third, the daily guidance of the teacher team pays attention to the diagonal adjustment of innate traits. In the guidance links of teacher docking, such as functional departments, special training, leadership sharing, etc., we pay attention to the incentive and adjustment of innate trait differences, and the diagonal adjustment rule is shown in Figure 1. For example, the Dolphin CEO is relatively careless, which can remind him to pay attention to details and pay attention to processes. Corresponding to the V-Creation course, he should remind him to read the rules and pay attention to funds. For example, for the tiger CEO, it may be necessary to remind him to be more patient and more inclusive, and not to ignore interpersonal relationships and team members' emotions when paying attention to tasks and results. Bee Finance in the face of the financial statements in the face of financial statements, even stay up all night, the guidance to remind them should be more relaxed.

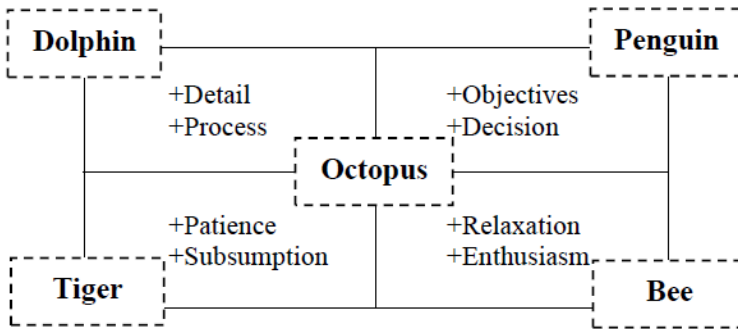


Fig. 1. Diagonal adjustment rule

4 The Teaching Practice of VBSE Course based on the Difference of Innate Traits

In order to test the feasibility, controllability and problems that need to be paid attention to in the implementation of the teaching design of VBSE courses based on congenital trait differences, a batch was selected for preliminary verification. A total of 140 students in this batch of courses were enrolled. A total of 155 pre-selected post surveys and congenital trait assessment questionnaires were filled out before class. Some students were excluded from repeated filling out, and 139 valid questionnaires were obtained. Only one accounting post student did not fill out, with a completion rate of 99.29%. From the perspective of professional distribution, there are 63 business management majors, 75 finance majors and 1 financial management major.

4.1 Analysis of Innate Trait Assessment

According to the pre-class survey, there were 10 tigers, 42 dolphins, 22 penguins, 56 bees and 9 octopus in this batch. Bees and dolphins are the most, tigers and octopus are the least. In line with the pre-selected positions, middle school students focus on

business and financial positions. Tigers and octopuses with leadership traits reflect fewer students who intend to run as founders, which can initially verify the reliability and validity of innate traits.

Based on the analysis of professional distribution dimension, the number of penguin traits of finance students is significantly higher than that of business management students, as shown in Table 5. The number of finance students who take office in the election campaign is significantly less than that of business management students. One of the reasons is that most of the financial students are in advance to form a good team, in line with the penguin traits more reflect the overall sense of cooperation is strong.

Table 5. Analysis of professional distribution dimension

Innate Trait Major	Business Administration	Finance	Financial Management	Total
Tiger	3	7	0	10
Dolphin	19	23	0	42
Penguin	5	16	1	22
Bee	30	26	0	56
Octopus	6	3	0	9
Total	63	75	1	139

4.2 Analysis of Person-post Matching Degree

After the teacher team selects the appropriate founder and intentionally guides the formation of the team members of the innate trait configuration, the distribution of each job category is shown in Table 6.

Table 6. Types Table of Post

Innate Trait Type	Founders	Business Positions	Financial Positions	Supporting Positions	Total
Tiger	2	5	1	2	10
Dolphin	16	15	6	5	42
Penguin	0	6	12	4	22
Bee	9	19	19	9	56
Octopus	2	3	3	1	9
Total	29	48	41	21	139

The founders were mostly dolphins, followed by bees. Students who do not have penguin traits serve as founders, which is consistent with the personality characteristics of penguins' relative preference for dependence on others. Among the 10 students with tiger traits, only one has a post intention as a supportive post, one has a clear

intention as a business post, and the other eight have an intention to serve as a founder. The final post category distribution results show that only two students with tiger traits have served as supportive posts and one has served as a financial post, which is in line with the characteristics of tigers' pioneering and challenging preferences. Among the 42 students with dolphin traits, 16 are founders and 15 are business positions, accounting for 73.8%, which is in line with the expectation of dolphin initiative and interpersonal orientation. In addition, bees are the most in financial positions, followed by penguins, which is in line with the characteristics of caution and patience in financial positions. It can be seen that the overall person-post matching degree is high.

4.3 Comparative Analysis of Teaching Effect

The experimental batch investigated the teaching effect after class, and distributed questionnaires to all 140 students. A total of 132 questionnaires were collected, and one student was excluded from repeated filling, and 131 valid questionnaires were obtained. In the two-week high-intensity training of V-creation courses, students' abilities in all aspects have been greatly exercised and improved. The feedback table is shown in Table 7. A total of nine evaluation topics were included, from very disagree to very agree, with a score of 1 to 5 points, of which the highest score was 4.24 points for improving teamwork ability, followed by 4.15 points for improving communication ability, 4.14 points for improving professional quality and 4.11 points for improving post ability. It can be seen that the students in this batch have a high degree of total recognition of the course.

Table 7. Survey of teaching effect table

Option	Very Disagree	Disagree	General	Agree	Very Agree	Average score
Improve Communication Skills	4 (3.05%)	2 (1.53%)	14 (10.69%)	62 (47.33%)	49 (37.4%)	4.15
Improve Team Cooperation Ability	4 (3.05%)	1 (0.76%)	6 (4.58%)	68 (51.91%)	52 (39.69%)	4.24
Improve the Ability to Use Professional Knowledge to Solve Practical Problems	4 (3.05%)	2 (1.53%)	20 (15.27%)	56 (42.75%)	49 (37.4%)	4.1
Improve Job Ability	3 (2.29%)	0 (0%)	19 (14.5%)	66 (50.38%)	43 (32.82%)	4.11
Change Study and Behavior Habits	4 (3.05%)	5 (3.82%)	29 (22.14%)	54 (41.22%)	39 (29.77%)	3.91
Improve the Innovative Capacity	4 (3.05%)	2 (1.53%)	23 (17.56%)	67 (51.15%)	35 (26.72%)	3.97
Enhance Entrepreneurship Awareness	3 (2.29%)	1 (0.76%)	27 (20.61%)	67(51.15%)	33 (25.19%)	3.96

Option	Very Disagree	Disagree	General	Agree	Very Agree	Average score
Improve Strategic Decision-making Ability	3 (2.29%)	1 (0.76%)	16 (12.21%)	71 (54.2%)	40 (30.53%)	4.1
Improve Professional Quality	3 (2.29%)	1 (0.76%)	15 (11.45%)	68 (51.91%)	44 (33.59%)	4.14

Compared with the students of the same grade who did not carry out the congenital trait teaching design, the after-school teaching effect survey was also carried out, and 106 valid questionnaires were recovered. The total proportion of 'agree' and 'very agree' was selected as the recognition degree for comparison. The comparison between the two batches is shown in Table 8. Only one 'change of learning habits and behavior habits' has declined, but it also reflects the person-post matching degree of the experimental batch, and the position is relatively suitable for their own characteristics of learning habits and behavior habits. It can be seen that the experimental batches of the application of congenital traits have a certain increase in the recognition of the total teaching effect of the VBSE course, which once again verifies the effectiveness of the application of congenital traits in the teaching of VBSE courses.

Table 8. Recognition Comparison between control batch and experimental batch

Option	Control Batch	Experimental Batch	Increment
Improve Communication Skills	79.25%	84.73%	5.48%
Improve Team Cooperation Ability	87.73%	91.59%	3.86%
Improve the Ability to Use Professional Knowledge to Solve Practical Problems	79.24%	80.15%	0.91%
Improve Job Ability	79.25%	83.20%	3.95%
Change Study and Behavior Habits	76.42%	70.99%	-5.43%
Improve the Innovative Capacity	72.64%	77.87%	5.23%
Enhance Entrepreneurship Awareness	75.48%	76.34%	0.86%
Improve Strategic Decision-making Ability	80.19%	84.73%	4.54%
Improve Professional Quality	83.02%	85.50%	2.48%

5 Conclusion

Teamwork has been argued to play an increasingly important role in numerous jobs. Individuals' character strengths and positive team roles as conducive to work-related outcomes. [7]As an entrepreneurial simulation practice course, the teacher team faces many students of different majors in each period during the opening ceremony. It is necessary to quickly identify and select suitable founders in a short period of time. It is very important to select matching evaluation methods and tools. The five major animal tigers, dolphins, penguins, bees and octopuses with innate characteristics are well known to teachers and students. With the help of these five animal behavior characteristics, they can be compared with human behavior characteristics. The intuitive image is easy to understand and the applicability is significant. When guiding the newly appointed founder to recruit partners to form a team and students to choose job roles, the teacher team embeds innate traits to predict behavior styles and understand communication preferences, and can teach students in accordance with their aptitude and students in the whole training process of VBSE course. It can better help students find themselves and develop themselves, and has significant practicability.

Based on the design and practice of VBSE teaching based on the difference of innate characteristics, this paper designs and matches the innate characteristics from three aspects: post creation category, team configuration and teaching activities. It is more comprehensive, and the feasibility, controllability and effectiveness are preliminarily verified. The results show that the students' learning effect of VBSE course has been enhanced to a certain extent. There are also many deficiencies in this experiment. The sample size is not large, only two batches of VBSE courses are compared, and the students in the control batch and the experimental batch are different in majors. In the future, more teaching designs should be strengthened for different innate traits corresponding to different teaching objects. In the future, more batches of more professional combinations of experiments can be considered.

Fund Project

Zhejiang Provincial Institute of Higher Education 2022 Annual Higher Education Research Key Topic ' Ideological and Political Research on Entrepreneurship Practice Teaching Course in Colleges and Universities Based on Socialist Core Values ' (KT2022020); Zhejiang Provincial Education Science Planning Project ' Research on Students in 2022 ' Learning Behavior in Virtual Simulation Teaching Environment-Taking V-Creation Course as an Example ' (2022SCG198); The first batch of provincial-level curriculum ideological and political demonstration grassroots teaching organizations in Zhejiang Province, ' V Innovation Curriculum Teaching Team ' (49); the teaching construction project of Wenzhou Business College in 2022 " V Creation and Management Decision-making Training " (4); The 2020 Wenzhou Business College-level ideological and political special project " Research on the Cultivation Approach and Promotion Strategy of College Students ' Integrity Values in the ' V Creation ' Course " (2020xjsz002); Wenzhou Business School 's school-level education

and teaching reform project in 2022 " Research on the Prevention Mechanism of Students ' Conflict Problems in V-Creation Course " (2022XJJY14).

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