

# A Study on Practical Teaching System of Business Administration Major

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**Keywords:** Competency, Professional ability, Business administration major.

**Abstract.** The aim of practical teaching is to let the students be exposed to the practical working environment and realistic issues as soon as possible, to build management awareness, which is an essential condition of cultivating working capability during vocational education. As a major relatively strong in application, practice and skill, business administration major, based on competency theory and construction process of “position-mission-procedure-design” oriented (get to know the position; learn more about the position; know how to work in the position; Work in a regular position), attaches importance to professional competency of training system and content; Taking advantage of the real products and practical bases of producing and processing in campus, we integrate these four “positions” organically by means of practical teaching designed by the real operation process happened in the corporations. It will culminate in truly combination of theory and practice, in implementation of FMS teaching organizational module, in enhancing students’ abilities on professional.

## Introduction

The aim of practical teaching is to let the students be exposed to the practical working environment and realistic issues as soon as possible, to build management awareness, which is an essential condition of cultivating working capability during vocational education. As a major relatively strong in application, practice and skill, business administration major, business administration major focuses on how to adapt to management needs society required the modern administrative talents should obtain; focus on the reform of traditional teaching module, which is enterprise internship. The cultivation of the talents should accustom to the companies’ changing requirements, that is to say, the students should be competent for the needs of companies’ positions.

## Idea Construction of the Practical Teaching System

The Chinese word “Competency” originated from the English word “Competency”, which means ability, capability, qualification and etc. Competency highlights specific ability and requirement when someone is asked to finish one task. Any task or position will be influenced by complicated factors. Therefore, scholars define a variety of abilities of completing one task or position, including specific knowledge level, skill level, individual qualifications and their interaction combination, as competency module. According to the research on our university’s graduated students’ whereabouts recent years, students majored in business administration major mainly work in human resources, marketing, finance, production and other positions. Hence, creating an atmosphere as early as possible for college students to transform their scientific thinking pattern to management thinking pattern is important; Scheduling the teaching courses to improve their management ability as many as possible in the training program is a very important issue faced during the process of educating management talents. The main requirements corporations mentioned: the ability of using office software, ability of search and send information on Internet, the ability of expressing themselves and cooperation; As for the requirements for professional position: the ability of administrative management, the ability of sales and after-sale service, the ability of HR management and products’ quality management. The employers value these qualities most: good at coordinating and communicating, hard working, devoting and cooperative.

Based on the competency theory, business administration major is competency-oriented. Construction work process is a teaching process centered on “know enterprise-identify position-learn the positional skills-integrate professional abilities-put into practice”. From a single

skill to comprehensive skills, then to the working process-oriented complex practice, the integrated practice operated by enterprises run through the whole cultivation of positional management skill and professional qualification. From two dimensions, be familiar with position and positional skills, we can divide the content of study into programs and tasks, which the main activity of professional training system is “position-mission-procedure-design” oriented (get to know the position; learn more about the position; know how to work in the position; Work in a regular position). Taking advantage of the real products and practical bases of producing and processing in campus, we integrate these four “positions” organically by means of practical teaching designed by the real operation process happened in the corporations. It will culminate in truly combination of theory and practice, in implementation of FMS teaching organizational module, in enhancing students’ abilities on professional

### **Overall Design of Business Administration Major’S Practical Teaching in Vocational Schools**

Practical teaching is an extension of classroom teaching, which is independent from theoretical teaching. Explore in business administration major gradually to form special practical teaching different from other engineering majors. In the process of teaching, comply with the law of students’ cognition and study, along with the fusion of years’ training teaching experience, “progressive multi-level training teaching system” will take shape, which covers business administration major and the combination of theory and practice, characterized by multi-level, multi-module, relatively independent and interrelated. This system is designed by the law of get to know the position-learn more about the position-know how to work in the position-Work in a regular position. Started with the analysis of management positions in enterprises, this major extracts core professional capabilities, specialized abilities and integrated skills required for these positions. We can locate the knowledge, ability and quality according to those mentioned factors. Then, organize practical teaching based on “skill-position-corporation”, which needs design concentrated on one specific typical task or program. We design a detailed “typical working task” (such as, recruitment mission statement for company, the release of employment information), which is a simply skill training. Then integrate every single skill (such as, purchasing, producing, sales, accounting, etc.) to one position, whose carrier is products’ producing and sales. Using simulations and drills in the process of improving students’ comprehensive abilities, the teachers accomplish “teach while practicing”, as well as the students make “learn while practicing” come true. Combining “teach, learn and practicing” into one action emphasize students’ dominated status.

#### **Getting to Know the Position**

The freshmen should get to know the specialized branch and corresponding position, should learn basic skills for management positions. Therefore, at this stage, the training includes enterprise real scenes in campus, products’ assembly, management position simulation room and visiting the cooperative bases outside of the campus, which aim to let the students know the enterprise, position and how the enterprise operates. In the later of the first year, evaluate students’ vocational tendency, which aims to let the students know their psychological and vocational orientation. Getting to know the company can be detailed to know its operation process, its positional management and the managers’ basic abilities, through internship and sandbox simulation. Especially, both “sandbox simulated combat” and “company’s decision-making drill” simulate real company’s producing and operating, which showcase the whole management and operation systematically, including team-forming, purchasing, producing, advertising and sales-decision. The above operations are finished by the students, which make them aware of the duties and requirements of every position, hereby, having a clear awareness of study’s target and module’s choice.

#### **Knowing More about the Position**

Centered on four positions (cashier accounting, HR management, production management, sales management), teachers design systematically every single skill training program, based on “working position-working tasks-business procedures”. Two weeks after finishing every course in every module, the students will take comprehensive training to integrate every single skill, which aims to make sure they handle core abilities of the position. Such as, the module of HR

management mainly design the courses considering the positional requirements of company's recruiting, training, performance appraisal and commissioning specialists overcoming the defects of theoretical teaching's abstraction, empty and lacking the connection of reality. Arrange a certain proportion of practical courses among these professional courses, such as, recruitment and selection of employees. As a carrier of recruitment target and channel, teachers design four study scenes according to the difficulty degree of missions' targets: interior elementary-level, junior-level staff recruitment, external elementary-level, junior-level staff recruitment, interior advanced-level staff recruitment and external advanced-level staff recruitment; employees' performance appraisal, according to the natures of employees' working, can be divided into four study scenes: sales, administrative, producing, researching personnel. Making use of HR module training software after grasping the theories, the students can employ recruitment, performance, commission and other knowledge and skills efficiently to transform successfully from a student to a career person both in thoughts and in ability.

### **Knowing How to Work in the Position**

At this stage, the students who have already finished specialized core curriculum have the capability of professional knowledge and skills. How to transform the acquired knowledge to competency and then improve professional position ability is what concerned the students. Due to it, we design real products to let the students integrate positional skills of production and management, and produce and run as the identity of "career person". Design two different comprehensive training programs(Business and Business operation )according to students' employing targets. And then form "authentic and simulated" teaching mode to mould their professional core abilities. The combat-type training programs like telephone marketing, operation simulation and business simulation turn the previous single, fragmented courses into integrated comprehensive training, which pays attention to the authentic or simulated practically on-site environment, to enhance students' practical abilities. Business operation simulated training. It is a business operation drill that uses machining centre in campus (engraving machine, carving machine outside, manual production line), that is to say, four-weeks producing operation, including market research, making decision, production's design, raw materials' purchasing, process, sales, financial account. Business simulated market is the management of retail operational process through market research, product selection, management, sales, and accounting. At the stage, combine all the professional knowledge and scattered single skill at the previous stage.

### **Working in a Regular Position**

In the third year of study, the students can start their own business, and practice in telephone marketing center in campus and in enterprises outside campus. The problem solved in this stage is to establish the quality guaranteed system of students' working in a regular position. Under the instruction of teachers, partial students start their own business. Some can have online stores; others can have non-online stores. Most of the students steps into the enterprises, however, a few who can't find suitable positions are capable of turn to college-enterprise cooperation centers in the campus. The main target of the students is to learn as an employee. And as for the teachers, whose mission is to help students transform their roles, they need to guide students to deal with difficulties encountered in the work.

## **Practical Teaching's Implement of Business Administration Major in Vocational Schools**

### **Improve the Platform of Competency Training System**

Vocational education aims to develop the students' qualities, which requires putting purchasing, producing, sales, financial accounting and the whole process of enterprise management into practice. So, declare the provincial demonstration training base depending on the business administration training. That base is the outcome of the cooperation between a producing company in Hangzhou and telephone marketing company, which introduce the practical operation into the college. One open teaching practical base was built in 2012. At that time, it was a telephone marketing training base. Nowadays, the students can complete drills in the real marketing missions after the introduction of one company's telephone marketing business. Besides, the students can simulate

studio by using engraving machines. They can also be familiar with business license, registration, design, production, processing and marketing to finish the crystal and bamboo productions. To make sure the practicality of students' projects and the conditions of project-oriented teaching, the organically combination of work, theory and practice is essential.

### **Implementation of Study in Practice**

The combination of simulation and drill can promote the development of students' professional ability. Regarding the professional teaching, taking advantage of real cases, business and products in enterprises, as well as the simulation software, engraving machine studio, the students should know how to employ theoretical knowledge, practical skill and professional qualities in the real working environment in order to achieve the integration of working and teaching. Using the method of "studying while practicing, teaching while practicing" in the process of case teaching and practical drills, the student can experience the study and practice according to the real producing procedures for their better professional, methodic and social abilities.

Under the instruction of college and enterprise, the students should develop the graduating projects genuinely. Their cooperation can be seen both in the process of working in a regular position while doing the telephone marketing and in the practice of working in a regular position while becoming graduated. As for the graduation thesis, the students can find out the real projects. The teacher from the college and manager from corporation are the supervisors of the students. The students can practice both before and after in the position and in every stage of doing in the position. In every stage, the checking missions can be designed by colleges and enterprises. And the mid-term inspections are done by college. As for the evaluation organized by college and enterprise, the practical value and the assessment of students' abilities should be focused.

### **Multi-dimensional Assessment**

Effective assessment should measure students' professional knowledge, individual competency, teamwork ability and management capability by using different methods, including paper, oral tests, students' performance, score, thesis, students' mutual evaluations and self-assessments. For example, business etiquette training adopts performance, team and individual performance; the evaluation of sandbox combat, corporation operated simulation, business administration simulation and sales management training adopt "procedures' assessment and performance", which is more suitable. A variety of evaluation methods can be applied to a wider range of teaching methods, which increases the reliability and validity of data's evaluation so as to ensure the students' studying effects.

Every project team in campus training reports according to the project plans. Turning one-fold teaching evaluation to "self-assessment, group assessment and supervisor assessment" is based on students' acquired knowledge and employing ability. In the practice of working in a regular position outside the campus, the evaluation of students depends on not only the teachers and students in college, but also the corporations. Especially, the supervisors have more saying rights on the students' practical competency and working performance. Therefore, the final scores of the students are made by teachers in and out the college. The feasible methods include the practical operation in teaching plants or enterprises, which demonstrate their outcome, and group evaluation organized by company employees.

### **Conclusion**

Based on competency theory, design practical teaching system of business administration major in vocational schools. Complying with the laws of knowledge and skill acquisition and the professionally practical teaching system constructed by business administration major ("get to know the position; learn more about the position; know how to work in the position; Work in a regular position"), the "studying while taking part in" will be facts. Transforming from cognitive mode to attitude mode, then to behavioral improvement, the students can experience "studying while practicing, employing after study". Then they can keep the "long-term outcomes" after training. How to carry out management and practical teaching efficiently is a fresh new subject for teachers,

which is also a challenge. It requires the students to enhance individually practical ability, teamwork cooperation ability, products-building ability and systematically management ability.

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