

## On Collaborative Application of Multi Practical Teaching Model for High-quality Business Administration Talents

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**Abstract**—Practical teaching is an important link in the business administration talents cultivation. This paper, according to the existing problems in the present practical teaching of business administration majors, draws lessons from other models of practical teaching and puts forwards some detailed measures systematically on how to strengthen the collaborative application among all the links in the practical teaching.

**Key words**-business administration; practical teaching; collaborative application

Talents cultivation is one of the major functions for higher education. When the talents cultivated by the universities can not meet the demand of the society, the talent cultivation model should be reformed according to the cultivation object, in order to find balance between the nature of higher education and the market. The business administration majors have the characteristics of wide application and high practicability; therefore, it's urgent to strengthen the practical teaching systems for the business administration majors to meet the demand of sustainable development of their students.

### I. THE EXISTING PROBLEMS IN THE PRACTICAL TEACHING FOR BUSINESS ADMINISTRATION MAJORS

Although the business administration education in China has made great progress, there are still lots of universities which have the weak practical teaching for business administration majors, gradually restricting the cultivation of business administration talents. The disadvantages can be summed up as follows:

A. Emphasizing more on the Theory and Neglecting the Practice

Fairly speaking, business administration of different universities in China all attach great importance to the introduction of the latest research achievement from abroad; however, in their syllabus and teaching, the practical training is rather weak. Some universities have not mentioned any practical teaching in their teaching plan and cultivation plan, while more universities emphasize the practical teaching and its hours but in the practice, the teachers lack enthusiasm and the practical teaching has, in fact, become just paper work. This is mainly caused by the limitation of teaching conditions

and the lack of double-professional teacher, but with the improvement of all the condition and the deepening of teaching reform, it has become a key to emphasize practical teaching strategically and strengthen practical teaching tactically.

B. The Isolation of Practice Ability Training and the Lack of Systematic Collaboration

In the reality, many business administration majors in different universities just carry out the dispersed practical teaching under their present lab conditions or in some links of some courses. At most they organize their students to visit some of their training bases. Without systematic plan and a complete practical teaching system, the result of the practice is far from satisfactory. Besides, there isn't any practical evaluation mechanism for the practical teaching result. The business administration is a highly comprehensive subject connected with many other subjects and industries, e.g. economy, law and other humanities. It covers many links such as procurement, production, marketing, logistics, financial management, human resource management, information processing etc. Therefore, the knowledge of business administration and other practical links should not be separated or isolated; instead, they should be collaborated systematically.

C. The Monotonous Model of Practical Teaching and the Low-level Cultivation of Practice Ability

At present all the universities have attached great importance to the construction of labs and training bases. Some universities have spent much money on the fairly complete business administration lab with software stimulation and physical stimulation, but the ignorance and waste of those practical teaching resources is common. In some cases, the software and hardware resources in the lab don't get fully used, and the training base is just for an occasional visit. Or in some cases, a small number of courses just take an isolated visit to the lab and carry out some easy process operation or software operation. Comprehensive or creative experiments are very few, which leads to the lack of systematic utilization and the low-level practical ability in talents cultivation. It's obvious that to cultivate the innovative business administration talents with pioneering spirit and strong ability to analyze and solve the problems, we need to make the full use of the present practical teaching

resources and strengthen the collaborative application of multi practical teaching model.

## II. TYPES OF PRACTICAL TEACHING MODELS FOR BUSINESS ADMINISTRATION TALENTS

As is shown by the practice experience of talents cultivation in universalities both at home and abroad, the practical teaching models for business administration talents fall into the following types:

### A. Case Study Practical Teaching Model

Case study practical teaching is an interactive, students-centered teaching method, in which generally the teacher provides the real cases and the students, by comprehensively using the professional knowledge and analysis methods that they have learnt, analyze and reason the problems in the case, put forward creatively the solutions, and communicate and share their results among the teacher and the students. Case study practical teaching model is easy to operate and effective to use for the business administration courses. The collection and design of the cases is the key to the operation of case study practical teaching. Besides practical teaching synchronized with the courses, business management competition of all levels also mainly adopt the forms of case study the solution design, which are the effective ways to cultivate the practice ability for the students.

### B. Training Base Practical Teaching Model

Training base practical teaching model is to organize the students to carry out the visit, research, on-site teaching, controlled internship and post internship. The construction of the training base should be based on the cooperation history between the school and the enterprises as well as the characteristics of the major. The purpose of the training base practical teaching is to strengthen the cooperation between the school and the enterprises so as to achieve the win-win result, at the same time, cultivate the comprehensive application ability and team work of the students, and help the students to understand the process and system of the enterprises' operation. All these are supposed to build a solid foundation for the students to adapt to their work position.

### C. Lab Practical Teaching Model

Lab practical teaching model is commonly used in universities. This model is carried out in the lab. The students acquire relevant knowledge through the course experiment and their practical operation ability will be cultivated in the imitation and stimulation steps. This model is supported by the software and hardware lab equipment, which has clear demand to the experiment object, plan, qualification of the teacher, supervision of the teaching process, renewal of the equipment, so as to ensure the smooth operation of the experiment.

### D. Graduation Internship and Thesis Practical Teaching Model

Graduation internship is done before the students' graduation for them to fix in the position. Generally speaking the students will do some practical work in the relevant departments of enterprises, while some will do the post internship. Graduation internship aims at cultivating the comprehensive application ability of the students, which is an important link for the students to initiatively adapt to the social needs and enhance their employment competitiveness so as to ensure the smooth transition from school to society. Besides, the students can also collect data for their thesis writing. Thesis writing is a practical teaching model in which the students, according to a topic in the graduation internship, under the direction of the teachers, by choosing the theme, collecting the data, deciding their research plan and method, writing the thesis, theorize the problems in practice issue and carry out academic research. Writing thesis is good to cultivate the students' ability to observe, analyze and creatively solve the problems as well as their ability to write. Through thesis defense, the students' logical thinking and verbal language competence will also be improved.

## III. THE THOUGHT AND PRACTICE OF THE COLLABORATIVE APPLICATION OF MULTI PRACTICAL TEACHING MODEL

The practical teaching models mentioned above have their own characteristics and advantages. Then how to apply those models collaboratively in the cultivation process of the business administration students? Multi practical teaching model should be applied under the object of collaborative application, i.e., working out a detailed cultivation plan according to the characteristics of the major and dividing it into the objects of the students' ability, qualification and skills so as to collaborate with the relevant courses. On this basis, the practical teaching in the relevant courses should be highlighted to make it a system with characteristics of different phases. Specifically, it can be pushed forward step by step from the aspects of professional knowledge, application ability and comprehensive application ability. At the same time, we should follow the principle of combining student-centered constructivism and system theory. Constructivism requires the teacher to take the social needs as the guideline, and the students to play the role of organizer, director, helper and promoter. It also requires a good study environment to give full scope to the students' initiative, so as to achieve the purpose of effectively constructing the meaning of the acquired knowledge. The system theory emphasizes the overall optimization, focuses on the elements in the teaching process. It holds that any system always exists in some environment and the environment form a feedback effect on the system. The teaching model based on the constructivism theory aims at creating such a favorable environment by various means, and the fullest play to the

students' initiatives in this environment. The system will be developed in the process of dynamic collaboration between the interactive feedback and the environment. In this multi model, the detailed thought, methods and practice are shown as follows:

#### A. Detailed Thought and Method

a) Carry out the professional cognition practical teaching in the freshmen. The practical teaching system should begin in the first year of the university. In order to make the students have a preliminary understanding to their major and the possible future employment, we should arrange the professional cognition internship (practice), open the course of "Introduction to the Major", and give the lectures with major characteristics, so as to help the students adapt to their new roles. This step mainly aims at helping students establish their concepts and feelings of their major, and acquire the preliminary perceptual knowledge of their major. The detailed method adopted is to carry out some simple activities, such as visiting the enterprises, doing market research or social survey. This kind of courses should be integrated into the cultivation plan.

b) Integrate the practical teaching resources both in and out of the school, and carry out practical teaching collaboratively. The investment and construction of the practical teaching resources is very important, but what's more important is the utilization and development of various practical teaching resources. The waste or ignorance of the lab resources and training base in many universities is usually caused by the insufficient use and development. To address this problem, the university should work out and carry out effective system and mechanism. On the one hand, we should fully stimulate the teachers' initiatives to utilize and develop the existing practical teaching resources and encourage the teachers to carry out the interactive cooperation and support among them; on the other hand, we should reduce the transaction cost during the use of the practical teaching resources and increase its openness.

c) Carry out single practice for different courses. The single practice not only deepens the students' understanding for the course knowledge, but also cultivates the practical ability from the basic elements of the course. The single practice should collaborate with the teaching models such as the application case study, lab experiment and training base practice etc., and picks out the optimized model or model combination. The materials of the case study should be elaborately prepared by the teacher or students on the basis of research; besides, they can also be provided by the experienced entrepreneurs or alumni. These experts can be invited to give lectures on their experience as well. Most courses should have the conditions for single practice through labs, while some courses may have the better results with practical

teaching of training base, such as some of the courses in logistics.

d) Create opportunities for the students to participate in the enterprises projects and carry out the comprehensive practical teaching. The teachers' participation in the business practice is the basis for the sustainable development of the business administration major. We should take the major's characteristics into consideration and organize part of the students to involve into the enterprises projects. Through this chance the students can have a better understanding of the enterprises' operation the requirements, and combine their classroom knowledge with the practice. The integration of the resources of different courses, as well as the understanding of the characteristics of different industries and different development stages, will fill the gap between the curriculum and the cultivation object. Especially, the students of business administration, with their lack of experience and abstract understanding to the classics of management, will have a more direct understanding to management by participating in the practice projects.

e) Carry out comprehensive and creative practical teaching by means of graduation internship and thesis. It is no doubt that graduation internship and thesis is an important practical link, which is not only the summary of their four-year study, but also the first independent testament to their systematic professional knowledge used in the practice. Since there may be lots of problems to be met and solved, this process is also for re-studying and re-understanding. Undoubtedly this stage is a period in which the teachers and the students have the most frequent contact. If it's well done, the students' knowledge and comprehensive ability will be lifted up to a new level. In this practical step, the teachers should lay emphasis on two things: one is that the topic for thesis should fully embody the model, direction and characteristics of talent cultivation, and the topic should be challenging according to the conditions of the enterprises. The other is that the students should be inspired to use their theoretical knowledge and the experience accumulated in various practice to do the research and write the thesis. This will ensure the coordination and coherence among different stages of practical teaching and the improvement of the students' practical ability.

#### B. The attempt of collaborative application of multi practical model

a) Strengthen the teamwork spirit for business administration practical teaching. In order to improve the utilization and exploration of the lab resources, the college intends to set up an experiment center and appoints a full-time experiment center director in charge of the management and allocation of the lab resources. Each lab has its own lab director and deputy lab director.

By doing this, a large proportion of professional teachers will be involved in the practical teaching as the managers. These managers will influence and activate all the professional teachers to get involved in the practical teaching. The teachers who were unfamiliar with the experiment software or afraid of practical teaching in the past are now actively accepting the practical teaching training, and accumulating experience by practicing in the enterprises. Not only the practical teaching of various courses in the cultivation plan has greatly increased, but also many teachers initiatively open independent selective courses on the comprehensive and creative experiment to the students. Besides, the teachers organize the experiment club, leading the students to carry out practical training in their spare time.

b) Give full play to the specialized student organizations, and carry out practical teaching through collaboration between the teachers and the students. In the past, the students have little interest on the perfunctory practical training in some courses. Now the college intends to set up a specialized student organization called "business administration department", in which the teachers will make full use of this organization to activate the students to participate in various practice, such as social practice in the vacation, visit and research of the enterprises, competition on the career planning, regional or national business administration competition etc. The students are very enthusiastic about those activities. Besides, the specialized student organization is very helpful for the teachers to carry out the practical teaching. Due to their active involvement, the time and energy that the teachers have spent on integrating and applying multi practical teaching model has been substantially reduced. For

example, the student organization can participate in the integration of trans-lab resources as well as the communication and coordination with the training base.

The effect of the collaborative application of multi practical teaching is gradually emerging. Due to the innovation of organization and system, all the teachers have mentally confirmed the importance of practical teaching, and the atmosphere of emphasizing on the practical teaching begins to form. The students actively participate in the research of the teachers or initiatively carry out research under the teachers' guidance. Their works, which are practical and applicable with fairly high advanced technology, are well received by the training bases. Furthermore, the students have got better results in ERP competition and "Challenge Cup" Business Planning Competition.

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