

Innovation And Construction of Training Mode of MBA Graduates Education

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Abstract: Development of MBA professional degree depends on the construction of quality assurance system. By setting training objectives and reasonably allocating school resources, it can promote the deep integration of production, learning and research in Colleges and universities. This paper puts forward the innovation and construction of the training mode of the curriculum of measurement, the talents of "double teacher type", the teaching concept of "operation type", the paper orientation of "application type" and the training of "globalization" vision, and finally gives some suggestions.

1. Introduction

The comprehensive reform of Business Administration (MBA) degree education is an important part of graduate quality assurance system, the embodiment of education quality and international competitiveness of a region and a school, and the basic condition of diversified and multi-dimensional economic development. The development of MBA professional degree depends on the construction of quality assurance system, the implementation of necessary external supervision in the process of exploration and reform, the full play of social supervision, employer feedback and peer evaluation to improve and improve the quality of education. Therefore, the implementation of the comprehensive reform of MBA graduate education plays an important role. It is becoming an important support for the normalization of professional degree graduate education in China. It can better promote the degree awarding units to pay attention to quality self-discipline, talent training and discipline construction. In the evaluation program of professional degree level organized by the education supervision office of the State Council and implemented by the degree development center of the Ministry of education, a large part of the evaluation index system urges the MBA training unit to reform[1].

2. Training Objectives and Resource Allocation

The state has a clear direction for the cultivation goal of MBA education, and cultivates senior management talents with high sense of social responsibility and professional quality, international

vision, systematic management concept, innovative entrepreneurship and excellent leadership. MBA graduate students are required to have a solid theoretical foundation of management, good communication skills and team spirit, and be able to correctly use management theories and methods to solve practical problems[2].

According to their own characteristics, MBA training institutions also define the objectives of MBA training. But on the whole, the goal of full-time MBA training is not specific. Therefore, we need to further clarify, refine and highlight the characteristics to refine the training objectives. Here, we clearly emphasize and highlight the all-round development of morality, intelligence and physical education. Refinement refers to the cultivation of students' comprehensive quality. For the full-time MBA, it is to cultivate the compound talents. It can put forward specific requirements for the professional quality and humanistic quality, and strengthen the cultivation of students' comprehensive ability, innovation ability, development ability and adaptability. Outstanding characteristics refer to the characteristic of training objectives. It has the resource allocation to meet the requirements of full-time MBA training objectives[3]. The resource allocation to meet the requirements of full-time MBA training objectives involves three aspects: school, society and enterprise. The allocation of resources to meet the training objectives of full-time MBA involves three aspects: school, society and enterprise. The allocation of school resources to meet the requirements of full-time MBA training objectives mainly includes the allocation of hardware facilities, school teachers, case base, courseware and other software facilities that meet the requirements of training objectives[4]. The MBA stage is not to cultivate academic research talents, but to cultivate application-oriented professionals. Students enrolled in full-time MBA are faced with congenital problems such as younger age and less management experience. Therefore, in addition to strengthening the construction of hardware facilities, full-time MBA schools should pay more attention to the construction of teachers and case base. The school should select those teachers with rich practical management experience to teach for the students, and pay attention to refining cases adapted to MBA education in management practice to enrich professional teaching. Teachers of professional courses should overcome the tendency of "taking in" in the use of courseware. It is strictly forbidden to transfer the courseware of ordinary MBA project directly to the classroom of MBA teaching. They should make characteristic teaching courseware to meet the requirements of full-time MBA training objectives.

The allocation of social resources to meet the training objectives of full-time MBA refers to the allocation of social talent resources that full-time MBA run schools have to meet the needs of full-time MBA running schools. A group of senior entrepreneurs should also invite professional managers and excellent management talents with rich management experience to give lectures, so as to solve the students' doubts and become the off campus tutors of MBA students, so as to improve the understanding and understanding of enterprise management practice of full-time MBA students. Therefore, full-time MBA training institutions must strengthen the construction of resource reserve for senior entrepreneurs, professional managers and outstanding management talents in industrial and commercial enterprises. The enterprise resource allocation to meet the training objectives of full-time MBA refers to the allocation of a certain number of full-time MBAs for colleges and universities, which can meet the needs of students to obtain various types of enterprise resources of different scales. Only by experiencing the management practice in the enterprise can the trainees be competent for the future management work. Therefore, it is necessary to strengthen cooperation with enterprises to provide students with an ideal place for management practice.

3. Innovation and Construction of Training Mode

3.1. Curriculum Setting of Measurement under the Cooperation of School and Enterprise

This model can fully consider the advantages of school enterprise cooperation and develop the "industry measurement" curriculum system with its own characteristics. It is a kind of characteristic curriculum developed in combination with the actual situation of the industry in which the enterprise is located. Relying on the advantageous resources of its own discipline, it has established a cooperative relationship with the corresponding enterprises, so as to cultivate the talents of characteristic industrial and commercial management for the enterprises directly. At present, many colleges and universities have formed characteristic measurement courses in five industries, including accounting characteristic, financial characteristic, information management characteristic, entrepreneurship management characteristic and science and engineering characteristic industries, and trained many excellent students. These course systems are complementary and perfect. Students can choose a special course to study according to their actual situation. MBA students have different majors in the pre-study stage, different industries and jobs, and different demands for knowledge structure, which is the most essential reason for the individualization of MBA students' knowledge needs. Colleges and universities set up curriculum systems in different directions. Students choose corresponding courses based on their own abilities and interests, which is very helpful to improve their own professional ability. This is the original intention of personal discretion curriculum.

Some colleges and universities have added the course of "leadership", aiming at how to improve the management and leadership skills of the middle and high-level managers among the students. Middle and senior managers can choose advanced version for learning, while ordinary students can participate in ordinary class learning, and then get different management leadership skills, which promotes the practice of management leadership skills. According to the actual needs of the students, the curriculum can be adjusted properly on the basis of the training program, which can not only ensure the realization of the teaching plan, but also meet the personalized knowledge needs of MBA students.

3.2. "Double Teacher Type" Talents to Build Teaching Staff

The training of MBA students needs a solid theoretical basis. At the same time, because the students come from the practice, they also need to go to the practice. This requires teachers to have a solid theoretical basis and practical application ability. According to the current situation of the teaching staff, colleges and universities can plan as a whole to carry out the theoretical and on-the-spot skill test of the teaching staff, which focuses on the skill test. Secondly, according to the purpose of training, full-time teachers are required to transform the gains in training, condense them into cases, apply them to actual teaching, find problems in teaching, and explore the development and construction of cases. Combined with some special professional advantages, we can consider the development of mobile classroom, and organize experienced teachers to participate in the project. At the same time, in the form of academic discussion, external experts are employed to guide the professional oriented training of full-time MBA teachers, and teachers are encouraged to actively participate in case development and mobile classroom construction, so as to improve the professionalism and practicability of teaching methods. Regularly send full-time teachers to visit enterprises to understand and master the organizational structure, system operation, capital operation, production management, human resources and other aspects of the enterprise in the form of visits or in-depth interviews, so as to comprehensively improve the professional skills and practical cognitive ability of full-time teachers.

3.3. "Operation" Teaching Concept Promotes Application Value

In order to expand the students' knowledge and vision, we can explore the MBA lecture hall, employ well-known entrepreneurs, government elites and famous scholars of universities in the society to give special lectures in their fields. It aims to improve the ideological and political quality, management skills and interpersonal skills of the students in the name of the lecture hall. At the same time, it can also take the form of an annual forum, usually on the occasion of the annual meeting, to hold academic forum exchange activities. At the annual meeting, elites from politics, business, academia and other fields were invited to exchange ideas on a hot management issue of international and domestic society throughout the year or in the near future. Through careful preparation, the participants were very brilliant in content, and the full-time teachers and students gained a lot. Learning in dialogue, management in learning, communication in management and promotion in communication.

There are a number of excellent universities in China that have started high-quality case development activities earlier. For example, Beijing University of Astronautics. In July 2006, Beihang began to introduce the case teaching mode of the top international business schools into the MBA class, and established the "Beihang China enterprise case research center", headed by the famous professor Ouyang Taohua in the field of strategic management, which is the case teaching in China. China is a relatively early school. After the establishment of "Beihang China Enterprise Case Study Center", Beihang MBA education project began to promote case teaching on a large scale and increase the proportion of case teaching in MBA teaching. So far, about 50% of the core and professional courses of Beihang have started to use standardized case teaching.

3.4. "Application Oriented" Paper Orientation to Improve Problem-Solving Ability

MBA education is different from general undergraduate education, which is a higher level of talent training stage. It is necessary to constantly explore and establish a modern education mode to cultivate the comprehensive quality of the college. At the same time, MBA is different from the general academic graduate education. It emphasizes the application effect of practical education and practical value, and cultivates comprehensive applied talents. The ability to analyze and solve practical problems is significantly higher than that of the general academic master. MBA training units need to be committed to improving the practical ability of students. In terms of topic selection, MBA students need to be closely related to the actual situation. MBA students need to combine their work units or other work units under their jurisdiction as research carriers. There are four kinds of paper examples: enterprise diagnosis paper, case paper, research report paper and special report paper. For those students who are inconvenient or unable to choose the actual work unit as the carrier, they can choose the paper in the form of Research Report or special report. At the same time, take into account the professional background and interest range of each student. In order to ensure the diversity of students' papers, MBA center has the right to make overall adjustment to individual students' papers.

3.5. Cultivate International Thinking Ability from Globalization Perspective

The vision of "globalization" needs to promote the experiential teaching link through cooperation with world-famous enterprises, and constantly create a simulation classroom of international business environment. We can learn from the course "international vision frontier" of Sotos University Business School in Australia, which focuses on experiential teaching, shaping international thinking ability and other key points in detail, which can provide a good inspiration for MBA students in our school to cultivate their global vision. This course has been set up in Sotos

University for 10 years. It has passed the exploration stage, formed a series of complete teaching paradigms, and achieved good results. Of course, if the foreign teaching paradigm is directly applied to the domestic universities, there will be a reaction of acclimatization. Combined with the characteristics of Hei universities, funding and the quality and ability of MBA students, necessary innovation and improvement are needed. Based on system improvement, teaching methods, vision training, practical education and other aspects, a bold attempt is made, which makes a further breakthrough in international vision improvement education.

4. Suggestions for Comprehensive Reform

The comprehensive reform mode of MBA MBA involves many aspects, including resource allocation, including society, enterprises and training institutions. Therefore, more colleges and universities here highlight the construction of resource allocation, especially the construction of hardware facilities, which can create more opportunities for MBA students to practice.

4.1. Establish Characteristic Training Mode

Expand the "point, in and out" training mode. The so-called "point" is through the establishment of fixed teaching points, school management provides a basic platform for the MBA center, cultivates the theoretical basis for MBA students to master, and cultivates students' ability to find business management problems. Even though MBA students come from enterprises and can get more information from enterprises, they often lack the ability of integration. University learning is the best way to integrate theory, and it is the most appropriate to set up the teaching point in the school of management. The so-called "advance" means that theory needs incubation, practice, transformation and value realization. How to transform theory into actual productivity and internalize the skills of MBA students, it is necessary to enter the enterprise and practice in the enterprise. The trainees come from enterprises and need the theoretical experience of cash management of other enterprises. They can hire excellent enterprise management talents from the province or even from China to enter the campus. They can teach and teach management experience, and let the trainees have greater gains by sharing experience. This kind of teaching also helps students from the lecturer, the school to the correct outlook on life and values, which is an example of business ethics. The so-called "out" is a way to go out of the campus, to the society and enterprises, to exercise time, to learn practical skills, to effectively transform and output the theory, to make the learning state enter the business war simulation, and then to master management skills and perception.

4.2. Actively Participate in MBA International Certification System

Actively participate in the international certification and launch our own certification system at the same time, which is not in conflict. Participate in the international certification and launch our own certification system at the same time. The international certification system is very authoritative and mature, so we should continue to participate; the actual situation of business schools and enterprises in Asian countries is very different from that in the West. The West has been in the post industrialization stage, and the service industry is highly developed, and the specific market environment of enterprises is also different. For example, European and American enterprises such as P & G, McDonald's, Microsoft, Google, etc. take the service industry as the main body, are developing to the high-end equipment manufacturing industry, take the consulting and high-end service industry as the main body, while China is now mainly manufacturing industry, so it is necessary to launch our own certification system 。 Another important reason for encouraging

Chinese universities to actively participate in the certification is that the three international certification systems are universal in the world and are the passport for business schools to go international. The international certification system requires business schools to keep close contact with enterprises. This is because business school students are from enterprises, and they still want to return to enterprises after graduation, which requires them to pay close attention to the latest developments of enterprises and industries to avoid disconnection. Moreover, the business school keeps in touch with the enterprise all the time, which can not only help the enterprise to solve the problems existing in the development process, but also pay attention to the requirements of the enterprise for the graduates' skills. It can also integrate theory with practice. Sometimes it can even visit and practice directly in the enterprise, discuss the specific problems in a group, and enrich the case base of the business school. Nowadays, the top business schools in China attach great importance to the role of participating in international certification. They think that without certification, they will never know the real essence behind the excellent appearance of those famous business schools in Europe and America. International certification is regarded as a starting point for self-improvement and a strategic management and monitoring. These ideas will gradually become the core part of business school's own construction. Participation in certification cannot be utilitarian. Some business schools only pay attention to the results and make superficial contributions. They should take the opportunity of participation in certification to promote the pace towards first-class business schools.

In many domestic assessments, there are some specific indicators, which can be achieved in a short period of time, and are basically once and for all. Once the assessment is completed, there will be no follow-up procedures. The international certification emphasizes sustainability. For example, EQUIS certification lasts for years. It requires business samples, which will make business schools dare not relax at all times. Through the active participation of certification activities, the brand of business school will get a high degree of recognition. The certification process has changed the concept of running a school and found the gap with international standards. For example, in the past, teachers of various courses did not often interact with each other, only responsible for their own teaching tests. They don't pay much attention to the career development and knowledge application after graduation. Now the situation has changed a lot, and more attention is paid to the coordination of teaching and scientific research.

4.3. Improve the Teaching Quality of Young Teachers

Building a high-quality and high-level teaching staff is the first condition to improve the MBA education and teaching work, and improving the teaching quality of young teachers is an important guarantee to establish a high-level teaching staff. The plan of selecting and training young and middle-aged backbone teachers should be formulated. In the process of training young teachers, we should give full play to the role of the teaching supervision group of our center and the influence of "supervision" and "guidance" on young teachers. Before applying for "lecture acceptance", young teachers should first pass the preliminary acceptance of the supervision group before they can participate in the school lecture acceptance. The young teachers of MBA course implement the tutor system, and each young teacher should appoint a tutor with rich teaching experience to guide and cultivate them. The tutor should help young teachers to make training plans, guide teaching methods, lecture skills and teaching requirements, so that they can get familiar with the teaching requirements of MBA as soon as possible. Teachers who undertake MBA courses should have more than half a year of Engineering (SOCIAL) practice background, so as to integrate theory with practice in MBA teaching. Young teachers are required to actively participate in scientific research projects and apply their achievements to MBA teaching; they are required to guide MBA students

to complete practical courses, internships, business consulting, dissertation, etc. with practical background, and they can also contact the enterprise for a short-term part-time job (with the consent of the center and department leaders). Teachers are encouraged to actively participate in international academic exchange activities, international and domestic academic conferences, and curriculum training and seminars organized by the national MBA Steering Committee.

5. Conclusion

MBA education is a professional master's degree education. It is an effective way for research-oriented universities to connect with the society and integrate teaching, scientific research and social services. It is also an effective way for application-oriented universities to run high-level education. Through the research on the innovation and construction of MBA education training mode, this paper puts forward the suggestions of comprehensive reform, which can provide greater help to the Universities Undertaking MBA education and those preparing to apply for MBA education. Ministration students in Lingnan Normal University.

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