Teaching Practice and Reflection of Management Course Integrating Ideological and Political Elements

Di Jiao[1,a,*]

[1]*School of Information and Business Management, Chengdu Neusoft University, Chengdu, China*
[a]*jiaodi@nsu.edu.cn*
[*]*Corresponding author*

Keywords: Teaching Practice, Management Course, Ideological and Political Elements

Abstract: Management, as a fundamental course offered to undergraduate students majoring in economics and management, is a discipline that integrates theory, science, and art. During the four-year study period of undergraduate students, it plays a role in guiding students to get started, cultivating their management thinking patterns, and improving their overall quality. Curriculum ideology and politics, as a hot topic in higher education in recent years, is an important ideological and moral construction work that cannot be ignored in Chinese higher education. The combination of ideological and moral education with management courses requires teachers to grasp the teaching objectives of management courses in the teaching process, use scientific and reasonable teaching methods and strategies, combine business thinking with corporate responsibility, professional ethics, civic values, and patriotic spirit, cultivate students' awareness of social hotspots and global development through course teaching, and enable students to become responsible for themselves, contribute to society, and have a sense of responsibility for human development through course learning.

1. Introduction

Curriculum ideological and political education is an important teaching concept and practice in Chinese higher education. It refers to the organic integration of ideological and political education content and elements into the teaching process of professional courses, in order to cultivate students' ideological and political qualities, moral literacy, and social responsibility. How to combine ideological and political elements with course content effectively to attract students' interest and achieve the purpose of educating students is the key and difficult point in the course ideological and political teaching practice. Based on the author's teaching practice in management courses, this paper will discuss the integration of ideological and political elements in management courses with educators, hoping to be helpful to educators of relevant courses, and also propose corresponding teaching reflections, hoping to continue to improve and enhance the teaching quality in the future, and strengthen the integration skills of ideological and political elements.

2. The Importance of Ideological and Political Education in Management Courses

As a fundamental course in business, the main purpose of management is to enable students to understand and comprehend the entire process of business management. Through the five functions of management, including decision-making, organization, leadership, control, and innovation, students can grasp the key and difficult points of management work, view management work from a scientific perspective, and integrate humanistic perspectives to understand the operation of enterprises and the necessary analysis required for their survival in complex internal and external environments. Management work is not suspended in a vacuum environment, but closely related to real life. So, the complexity of real social life will affect all aspects of management, and at the same time, human nature itself is also complex. The ultimate object of management is people, and the complexity of human nature requires students to master good professional ethics, while also demanding themselves with business ethics. When doing management work, they should consider putting people first and not sacrifice the essence for the end.

Business ethics refers to the ethical guidelines and behavioural standards followed in business activities, which involve how companies should handle relationships between various stakeholders in the business process, including employees, customers, suppliers, shareholders, as well as society and the environment. A responsible manager needs to abide by the law and regulations, maintain honesty in all business transactions and communications, uphold fair competition in the market without harming competitors through improper means, respect all stakeholders including employees and customers, promote the sustainable development of the enterprise considering the long-term impact of corporate activities on the environment and society, make decisions that meet ethical standards when facing moral dilemmas, actively assume corporate social responsibilities by giving back to society through charitable activities, community service, or environmental protection, and establish a good corporate culture that emphasizes business ethics and a sense of responsibility.

By studying management courses, students will realize the complexity of real life, the diversity of the objective world, the laws and regulations that business activities need to follow, and business ethics. This will be of great help to students in self-management, club and student union activities, social practice, graduation job hunting, and future career life. The shaping of correct values will affect the future life of college students. Regardless of which industry they enter, the basic thinking model of management will help students face every choice in life, take responsibility for their future choices, and become a socially responsible and patriotic citizen. This is precisely the training goal of this course. In order to achieve the knowledge, ability, and quality goals of this course, teachers are required to effectively integrate social responsibility, business ethics, patriotism, current affairs, and social hotspots into their teaching design, helping students better understand society, determine their career goals as soon as possible, and realize their career ideals and aspirations.

3. Teaching Practice of Management Course Integrating Ideological and Political Elements

Management, as a compulsory course for freshmen in the School of Business and Management, is offered in the first semester of undergraduate studies. As a fundamental course closely related to social life, management should pay more attention to students' learning interests. By listing some familiar and relatable cases and explaining theoretical knowledge, students can gradually transition to university learning life. Teachers can assign some extracurricular homework, such as allowing students to share management case studies and short stories, observe what students are interested in, and better engage in dialogue with them, grasp students' learning psychology, and further integrate ideological and political elements and content. This can not only avoid empty preaching, but also bring students closer, achieving a win-win effect.

3.1 Management Course Design

Management course design should put value shaping in the first place followed by knowledge imparting and ability cultivation. In teaching, the ideological and political elements of the course should be integrated into the classroom teaching content of each lesson in modules according to the chapter theme, achieving a deep integration of ideological and political elements with management teaching content, and forming specific guidelines for ideological and political teaching of the course.[1] Students will learn the five major management functions from management courses: decision-making and planning, organizational coordination, leadership and command, evaluation and control, and innovation ability.

When introducing the emergence and development of management, teachers should cultivate students' pride in Chinese culture while explaining ancient Chinese management ideas. In the splendid 5000-year history of Chinese civilization, although there is no such thing as Management has become an independent discipline, but management theory and ideas are everywhere.[2] Traditional Chinese culture not only conforms to the core concepts and values of modern management, but also coincides with the functional theory of modern management, which can provide rich experience for management practice.[3] Students need to understand Taoism, Confucianism, Legalism and military strategies in ancient China on management ideas. This has a positive effect on building students' cultural confidence.

For example, Taoism emphasizes the principle of "Dao follows nature" and points out that everything should be based on objective laws. Individuals in society should make corresponding actions based on their understanding of the laws of social development and natural laws, so that organizational activities can be carried out in an orderly manner under the constraints and guidance of objective laws. Confucianism emphasizes that people are the core of management. Human-centered management requires valuing people's needs, emphasizing the use of people, and achieving harmony among people. As for Legalism, it proposes "governing the country according to law". The law needs to be wise, consistent, and made public for everyone to know.

The teaching methods that can be adopted in the course design of management include the combination of online and offline methods, situational inspiration method, and integrated teaching method.[4] Teachers can look for videos of the rapid development of Chinese enterprises on the Internet, especially some enterprises with good social image, including Huawei, Gree, Haier, Xiaomi, etc. By introducing the management methods of these enterprises, they can stimulate students' attention to the real society, and at the same time explain the development of different industries to help students make preliminary ideas for their future career. Teachers can also raise some issues that arise in management cases to stimulate students' thinking. For example, in the decision-making chapter, teachers can ask students to find a company they are interested in, use SWOT and Porter's Five Forces models to analyse the external and internal environment faced by the company, and on the basis of assuming corporate social responsibility and complying with business ethics, how to make actions that contribute to the interests of the company.

Management courses should focus on cultivating students' critical thinking, creating a smart learning environment, integrating with entrepreneurship education, and cultivating high-quality and versatile management talents.[5] In the classroom teaching of management, teachers can divide students into groups and discuss problems within the groups, so that students can think about whether they have experience in class or community management, or share cases of self-management. The teaching method of group discussion is beneficial for students to exchange opinions and share experiences within the group, learn from each other's strengths and weaknesses through communication with others, and expand their cognition. After the group discussion, the teacher asked each group to choose one student to share in front of the podium and summarize the

results of the group discussion. This approach not only exercises students' thinking process and interpersonal communication skills, but also strengthens their public speaking ability and enhances their confidence.

3.2 Assessment Methods for Management Courses

The score composition of management consists of formative assessment scores and summative assessment scores. Formative assessment scores include classroom attendance (10%), classroom performance (10%), mid-term testing (15%), group assignment 1 (5%), group assignment 2 (5%), and reading experience (5%), while summative assessment includes closed book exams (50%). Formative assessment can help teachers monitor and understand the performance of students throughout the semester, more objectively.

Two group assignments are project-oriented. In group assignment 1, students are asked to set up a virtual company in a group. By discussing the mission, values and vision of the company, students are asked to clarify the contribution and responsibility of the company to society from the establishment of the company. Then students are asked to think about the company's business composition, competitors, internal and external environment, which fully examines students' insight into the market. They are also encouraged to do relevant industry research online to improve their ability to search and integrate data. When it comes to the chapter of company organization structure and staffing, the project requires students to build their own company organization chart and assign corresponding positions and tasks to team members, which enables students to flexibly apply the content taught in class to actual cases and make them think about the whole situation from the perspective of company managers.

The second group assignment is to conduct an interview with an organization. Students are asked to design questions and record the interview process. After the interview, students will write a report analysing the macro and micro environments in which the organization operates. This project can effectively exercise students' ability to face unfamiliar environments and interact with different groups of people. Through group collaboration, it is also possible to enhance the relationship between team members, face difficulties together, solve problems, and accumulate social experience in the process of completing tasks. According to student homework feedback, the organizational forms of student interviews vary, including technology companies such as Huawei and Tencent, as well as street side milk tea shops and snack shops that are close to student groups. Some groups even interviewed student organizations, logistics departments, security departments, and other groups on campus. Through interviews with different organizations, students are able to understand the hardships and difficulties of various industries, increase their true understanding of society, broaden their horizons, and lay a foundation for future job hunting.

4. Teaching Reflection of Management Course

In the era of digitization, educational methods need to be innovated. The integration of ideological and political elements into the curriculum requires teachers to find a point of convergence, and to use digital technology, combined with economic and social hotspots to organically integrate and explore the educational entry point of students' patriotism from the teaching content.[6] In order to meet the characteristics of the digital age and promote educational informatization, teachers have used smart education platforms in the teaching process of management course. They upload videos, courseware, pictures, cases and other materials to the platform for students to use before, during and after class, which facilitates students to preview and review relevant knowledge, deepen their understanding and absorption of management knowledge and related ideological and political elements, and achieve good teaching results. At the same time,

digital platforms can effectively record students' attendance, classroom performance, homework completion, etc. For students with slow progress, the system has warning functions, which can facilitate teachers to pay attention to students' learning progress, take corresponding intervention measures, and ensure the smooth implementation of teaching activities.

What can be improved in curriculum implementation is teachers' understanding of students' learning interests. Through students' classroom answers and homework feedback, they can constantly update the cases of management ideological and political elements, which can better integrate with students' thinking, truly help them improve themselves, apply management knowledge to real life, and help them grow in the future.

5. Conclusions

This paper has explored the significance and methodologies of embedding ideological and political elements into the management curriculum, aiming to cultivate well-rounded individuals who are not only proficient in their field but also conscientious citizens and future leaders. The discussion has highlighted the importance of aligning course content with ethical standards, promoting critical thinking, and encouraging active participation in societal development. Looking ahead, the integration of ideological and political education within management courses must remain dynamic and responsive to the needs of the times. Educators should continue exploring, innovating, and refining their approaches to teaching, ensuring that the management course remains a vibrant and transformative learning experience.

Acknowledgement

References

[1] Zhang Caixia. (2024) Research on the Design and Practice of Ideological and Political Education in the Economics and Management: Taking Management as an Example. Journal of Entrepreneurship in Science & Technology, 2, 101-105.

[2] Shi Fugang. (2023) Path Study of Ideological and Political Elements Integrating into Management Course. Journal of Lanzhou University of Arts and Science (Social Sciences), 4, 108-113.

[3] Zou Zhi, Liu Xiaoguang, Yang Donglin. (2023) The Exploration and Thinking of Ideological and Political Teaching in Management Course. Journal of Western, 10, 104-108.

[4] Shen Lin, Zhang Yanwei, Wang Hui, Lu Jian. (2024) Exploration and Practice of Ideological and Political Teaching in the Project Management Course under the Background of New Liberal Arts. Journal of Science and Education, 5, 74-77.

[5] Wei Chen, Shen Yujie, Wang An (2024) Reflection and Practical Exploration on the Construction of First-class Management Courses from the Perspective of New Liberal Arts. Technology Wind, 9, 34-37.

[6] Xiu Mingyue, Zheng Hongdan (2024) Research on the Integration Path of Ideological and Political Education in Applied University Courses in the Era of Digitalization—Taking "Financial Management" as an Example. Journal of Weifang University, 1, 105-108.